

Challenges in School-Based Management: A Basis for Enhancement Program

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ABSTRACT : This study titled “ **CHALLENGES IN SCHOOL-BASED MANAGEMENT: A BASIS FOR ENHANCEMENT PROGRAM**” aimed to determine the challenges encountered in SBM of the public elementary school teachers in the Division of Cabuyao during School-Year 2022-2023. The study utilized the Sequential Explanatory an approach in Mixed Method research. This involved quantitative collection and analysis followed by the qualitative which leads to a deep interpretation and analysis. The participants in the interview are the teacher members of the SBM team on their respective schools in the Division of Cabuyao. Through the interview with the participants, the researcher was able to extract themes such as: SBM Demands More Time in Record Keeping; SBM Preparation impedes Teachers Primary Responsibilities; SBM Negatively Affects Teachers' Performance; SBM Decreases time for Teaching; and SBM Challenges Teachers' Time Management Skills. From these themes the researcher was able to craft the survey questionnaires which aimed to determine the challenges encountered in SBM. It also turned out that the presented challenges are at high level which means the challenges encountered might have cause pressure and stress among the teacher members of the SBM. Also, it was found out in this study that there is no significant relationship between the SBM level of practice and practices in SBM, IPCRF or performance of teachers, highest educational attainment, length of service of teachers. On the other hand, it was found out that the SBM is significantly related to the no. of years as member of the SBM team.

The researcher has considered the specific challenges which found to have significant relationship with every profile analyzed in this study. This has served as the basis of the researcher in crafting the Enhancement Program which aims to improve the specific profile to be able to address the identified challenges in the SBM.

These are challenges in School-Based Management (SBM) as experienced by teachers namely, SBM Demands More Time in Record Keeping, SBM Preparation impedes Teachers Primary Responsibilities, SBM Negatively Affects Teachers' Performance, SBM Decreases time for Teaching, and SBM Challenges Teachers' Time Management Skills. These challenges were considered in developing an enhancement program to help teachers.

KEYWORDS: School-Based Management, Challenges, Level of Practice, Performance, Enhancement Program

I. INTRODUCTION

The school is the foremost institutional ground for human development. And being so, it must be able to offer the basic education services and learning needs for learners. It must also be able to meet the demands of change, time, culture, the society and its stakeholders and constituents. It is also in this context that education services in the schools must be sensitive, receptive, and adaptive to change in its social environment. For so many years, educational leaders have been seeking ways to discover the best educational experience for school children—the perfect place that would provide children with the best possible educational experiences and enable them to realize their potentials, making them prepared to meet global challenges. Achieving quality education and preparing the learners to become competent have been the major concerns of the Department of Education (DepEd). These goals had been entrenched to the various programs and projects of DepEd. The department has also been searching for the most relevant and suitable activities for all types of learners and to ensure that every child is literate and no one shall be left behind.

The School-Year 2020-2021 marks the history in the education system of the country. The school year tests the ability of the Department of Education to look into ways on how to uphold the quality delivery of instruction despite of the pandemic covid-19. Further, all the usual operations and management practices of DepEd has also been hindered by the said pandemic. In response to the Republic Act No. (RA) 11469, otherwise known as the Bayanihan to Heal As One Act which took effect on March 24, 2020, the Department of Education as one of the major agencies have also came up with the plans that would ensure the continuous delivery of instructions

among school children in all over the countries- called the blended learning. It has been deemed as appropriate response of the Department of Education to the current situation of the country. The school as an educational institution shall be spearheaded by individuals who have the full knowledge and ability to run the school effectively- gearing towards the attainment of the ultimate goal of catering quality education and to produce quality graduates even in this time of pandemic. Further, the school heads are also expected to lead the school abreast with the teachers and the stakeholders to the over-all operation and in making the biggest and most critical decision.

Even during the pandemic, public schools are still required to continuously perform the activities under the School-Based Management. It covers the various Programs, projects, and activities that are all aligned to the 4 Key Domains such as Leadership and Governance, Curriculum and Instructions, Accountability and Continuous Improvement, Management of Resources. This is to ensure also that the schools have the ability to manage the different activities necessary for the continuity of learning to all learners. School Heads as the major forerunners of their school shall possess strength and resiliency despite of the challenges brought about by the pandemic. According to Lipas (2021) school heads, as the heads of the teaching and non-teaching personnel shall take the lead of undertaking actions that would be greatly benefited by the school. They shall partake the biggest responsibilities of bringing out the best for the teachers, for the learners, and for the overall management of the school. The level School-Based Management has become one of the bases for the overall performance of the school. The public schools have been given much attentions to their programs, projects, and activities that constitute to the School-Based Management. The level of practice of each domain manifests the capabilities of the schools to cater effective leadership and governance, relevant curriculum and instruction, proper management of resources, take accountability to everyone in the school and achieve continuous improvement programs for all the learners, teachers, and the community. The effective implementation of the programs, projects, and activities enable also the teachers to teach well, at their very best, that would also be greatly benefited by all learners and attain better performance.

II. BACKGROUND OF THE STUDY

Republic Act 9155 also known as the Governance of Basic Education stated that School-Based Management is a Child and Community Centered Education Systems, a principle of shared governance to support the stewardships of children's learning outcomes, and it is both a product and process. Further, SBM is a strategy to improve education by transferring significant decision-making from state and district offices to individual schools. It also provides the principals, teachers, students, parents greater control over the education process by giving them responsibility for decision about the budget, personnel, and the curriculum. Through the involvement of teachers, parents, and the community members in these key decisions, SMB can create more effective learning environment for learners. (de Mesa, 2019) However, it cannot be denied that not all groups of individuals such as the parents, school heads, and the teachers have the full knowledge on establishing good relationship between and among each other to attain this prime goal of SBM specially in this time of pandemic. There are still principals who find hard to deal and work with parents and teachers. Likewise, there are also teachers and parents who do not fully comprehend their main essence as to the major operation and in decision making of the school. This makes them unable to attain the shared governance which is deemed to be greatly benefited by the learners.

In the City of Cabuyao, it was found out in the last assessment and evaluation of public elementary schools, the pandemic has somewhat impedes their ability to implement and facilitate the different PPAs on their respective schools. This calls the attention of the Division Office to look into ways that would enable the schools to continuously implement their PPAs despite of the pandemic. The division office also offered their suggestions through the Technical Assistance they have provided to these schools. As to the evaluation of these schools it was found out that majority of these schools still have face problems in collaborating with the stakeholders and attain their full participation, less efficiency, uneven school performance, an increase for the staff development. Further, confusion to the roles and responsibilities, complex undertaking, decision making skills, and communications were also identified as major problems in the implementation of SBM in the Division. The presented collection of ideas, have made the researcher to be more keen in determining the practices in the School Based Management of the Public Elementary Schools in the Division of Cabuyao. And from findings of the study, the researcher has proposed an intervention measures which will be of big help for the schools to maintain their best practices and also, to make some adjustment or improvement on aspects which may find problem or issues.

III. THEORETICAL FRAMEWORK

This study is primarily anchored on path-goal theory by Robert House (1971), which is one of the four

approaches regarding situational leadership. House explains that the role of leadership according to the path-goal leadership theory is to provide the necessary information, support, and resources, over and above those provided by the formal organization or the subordinate's environment, to ensure both subordinate satisfaction and effective performance. One of the main reasons why the path-goal leadership theory is used in this study is that it provides a framework for leaders to lead those who engage in the teaching and learning process with different qualification levels, experience and culture in schools using any or some of the leadership styles of the path-goal leadership styles.

The Path-Goal Theory of Leadership was developed to describe the way that leaders encourage and support their followers in achieving the goals they have been set by making the path that they should take clear and easy. In particular, leaders: 1) Clarify the path so subordinates know which way to go; 2) Remove roadblocks that are stopping them going there. 3) Increasing the rewards along the route. Further, according to Hughens (2014) leaders can take a strong or limited approach on these. In clarifying the path, they may be directive or give vague hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold. This variation in approach will depend on the situation, including the follower's capability and motivation, as well as the difficulty of the job and other contextual factors. This theory underpinned the research investigation which explained that the school heads might hold on their profession due to their mission of taking the path towards school success; abiding others marching towards improvement and attain quality education despite of the challenges just like the pandemic that they faced.

IV. CONCEPTUAL FRAMEWORK

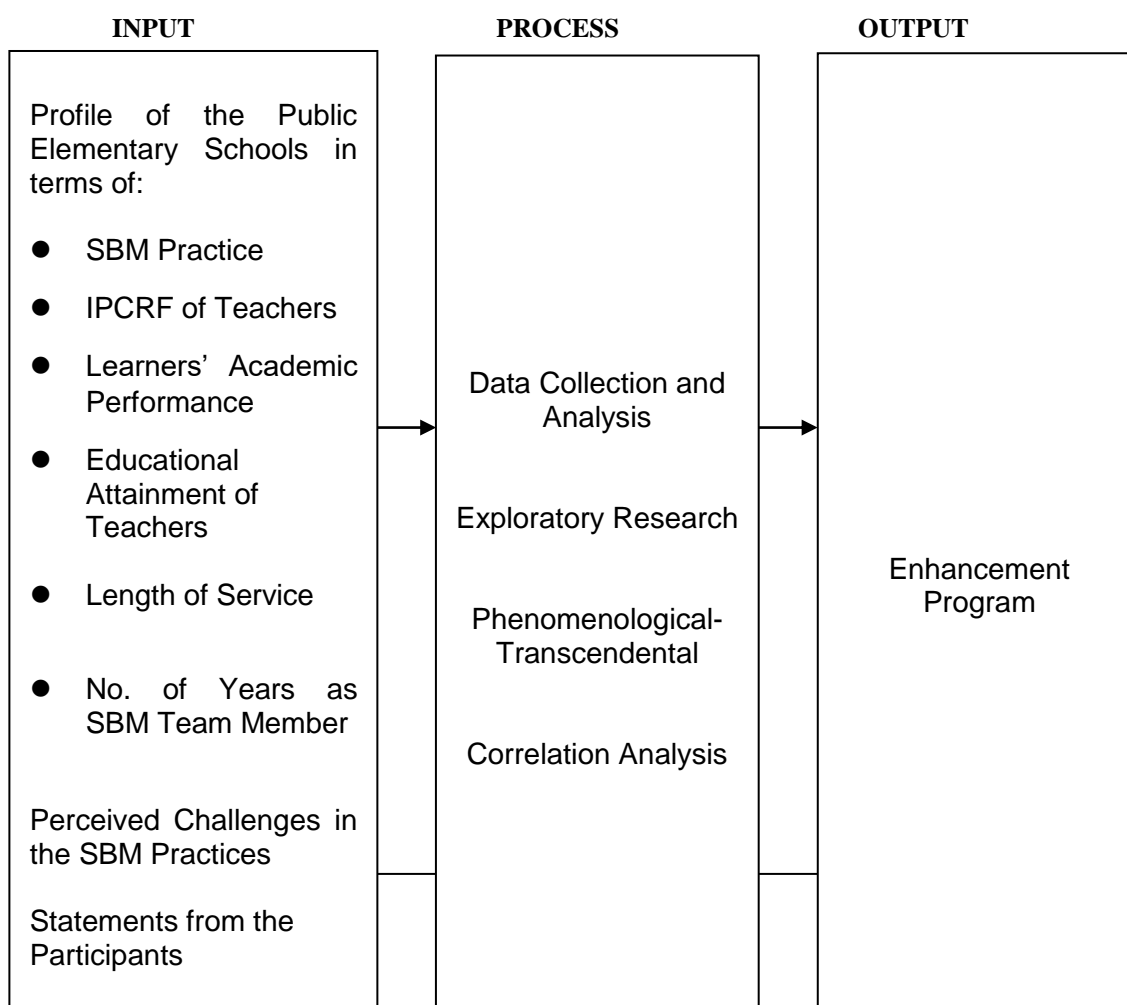


Figure 1. Conceptual Framework of the Study

Figure 1 presents the conceptual framework showing the variables involved in this study, the processes undertaken and the proposed output focusing on identifying an Enhancement Program. The Input box contains the profile of the Public Elementary Schools in the Division of Cabuyao in terms of SBM Practice, IPCRF of teachers, and the Learners' Academic Performances. The also includes the perceived level of challenge of SBM as well as the statements of the participants as to the challenges encountered in SBM practices. An arrow pointing to the right presents the PROCESS of study, which includes data collection and analysis that dealt on data collection and organization. The data that will be gathered are the research instruments that includes the questionnaire pertaining to the perceived challenges in School-Based Management. Another process set about is the Exploratory Analysis which seeks to explore the challenges encountered in SBM which is determined through the Transcendental Method using the statements of the participants. Lastly, Correlation Analysis was also conducted to determine the relationship between the profile of the schools and the perceived level of challenges in SBM.

The output of the study is an Enhancement Program which is deemed to be helpful to attain better School-Based Management while ameliorating the overall performance of teachers and the students. Based from the ideas and concepts from the aforementioned related sources, the study adopted the paradigm, illustrated on the succeeding page, which served as the foundation and guide of the research investigation.

Statement of the Problem : The main purpose of this study was to assess the School-Based Management practices of the public elementary schools and determine the challenges in SBM and to develop Enhancement Program.

In particular, this study sought answers to the following sub-problems:

1. What is the profile of the school with respect to:
 - SBM Practice;
 - IPCRF last SY 2022-2023;
 - Learners' Academic Performance;
 - Educational Attainment of Teachers;
 - Length of Service; and
 - No. of Years as SBM Team Member?
2. How do the teachers describe the challenges encountered with regards to the practices in SBM?
3. What themes emerged in the challenges encountered with regards to the practice of SBM?
4. What are the challenges in the SBM as perceived by the teachers in terms of:
 - SBM demands more time in record keeping;
 - SBM decreases time for teaching;
 - SBM preparation impedes teachers' primary responsibility;
 - SBM negatively affects teachers' performance; and
 - SBM challenges teachers' time management skills?
5. Is there a significant relationship between the profile and the challenges encountered in the SBM?
6. What Enhancement Program can be proposed as an offshoot of the study?

Hypothesis: There is no significant relationship between the school profile and the challenges in the SBM Practices.

Scope and Limitations of the Study : This study focused on the assessments and analysis of School Based Management (SBM) among Public Elementary Schools in the Division of Cabuyao during school year 2022-

2023. The analysis and discussion rested chiefly on the gathered assessments of teachers on the survey-questionnaires administered by the researcher. The profile of the public elementary school was focused on SBM Practice, IPCRF of teachers, and the students' academic performance. The SBM practice was based on the results of the last evaluation of the Division Office. The IPCRF of teachers was obtained from the school head and the assigned teachers. Meanwhile, the learners' academic performance was based on the attained achievement test results. The perceived challenges in SBM was determined through the survey-questionnaires administered by the researcher. The instrument covered the challenges in the four dimensions of the School Based Management such as the Leadership and Governance, Curriculum and Instructions, Accountability and Continuous Improvement and Management of Resources. The challenges in SBM was also explored through the interview with the teachers and the students of the public elementary school.

For the qualitative analysis, the researcher conducted an interview with the teachers from the participating school. Their responses were served as basis for determining the extent of the challenges encountered in the SBM. Their statement also served as support for the findings in the study in terms of the level of challenge encountered in SBM based on the results of the survey-questionnaire. From the results, the researcher was able to propose an Enhancement Program which specifically seeks to enhance the practices in SBM, improving the performance of both teachers and the students, as well as to provide possible solutions to the identified challenges of the participating school in terms of SBM.

Significance of the Study: The researcher deemed that the following would benefit from the findings this study:

Curriculum/Policy Planners. The findings of this study would enable them to update and enhance the training and seminars they crafted for the overall development of the school and the educational system of the country. Additionally, results of this study will serve as means or basis in policy formulation, making use of its implications and to attainment quality education through attaining continuous resiliency even in trying times like the pandemic.

School Administrators. The result of this study would benefited by the school administrators in terms of their school management which is considered as one of their major roles and responsibilities. They would be more oriented with the saliency of understanding all aspects of the schools that will lead to the realization of the ultimate goal in catering the quality education among learners and to ensure the continuity of learning even in the time of pandemic.

Teachers. This study will provide them fountain source of ideas and strategies on how to help their respective schools in improving the quality of instruction and perform their duties as part of the shared governance as the main functions of the school-based management.

Stakeholders. As the partners of the school they would also get benefits from the findings of this study through which their collaboration with the school will be underpinned specially in the new normal and beyond. The findings would also serve as their guide as to what particular aspect of schools they need to extend their supports and involvement in the school's major decision. This study will also enable them to realize their worth as the immediate partners of the school in providing quality education through ensuring the continuity of learning in this time of pandemic.

Parents. This would provide them information on how to get involve in some of the school noteworthy undertakings. This study would also cater them ways on how to establish harmonious collaboration with the school in molding the children and to ensure the continuity of learning in these trying times.

The Researcher. It would enable the researcher to deeply understand the rudiments of the School-Based Management. As school leader, the findings of this study would enable him to craft his strategic educational plan towards a well-facilitated school, nestling competent teachers, and producing productive graduates.

The Future Researcher. The results and findings of this study may be useful to future researchers who may conduct further study concerning the effective school practices.

Definition of Terms : For better and common understanding of this study, the following terms are conceptually and operationally defined:

Accountability and Continuous Improvement. This refers to the area of School Based Management which deals with continuous enhancement and development of Programs and Projects that ensures management structures and mechanisms are responsive to emerging learning needs and demands of community.

Challenges in SBM. This means the problems, issues, and concerns encountered by the school related to the dimensions of School-Based Management which may hamper the management and operation of the school.

Curriculum and Instruction. This pertains to the area of SBM which seeks to research, develop and implement curriculum changes that increase student achievement within and outside the schools.

Individual Performance and Competency-based Review Form. (IPCRF). It pertains to a tool to assess and rate the teachers for their annual accomplishments in various areas. It also refers to their overall performance for the entire school year.

Proposed Enhancement Program. It is the proposed output of the study which aims to enhance the practices in SBM. The activities included in this output is primarily based from the results of the study, the indicators that attained the lowest assessment are the focus for the said enhancement.

Management of Resources. It refers to an area of SBM which deals with how effective and efficient is the school in managing their available resources in different forms.

School-Based Management (SBM) This pertains to the decentralization of the decision-making body of the school which specifically seeks to determine ways on how to provide quality education among learners.

V. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents and elaborates the related studies and literature to this study. It takes into account related reading materials from books, journals, magazines, abstracts both published and unpublished materials to come up with the objectives of the present study. The proponent of the study deemed helpful in attaining an in-depth discussion of the research problem. Likewise, she believes that the previous related studies would give her insights on how to interpret the results of the current investigation.

School Based Management : School-based management is the institutional expression of decentralization of education at the grassroots level. In the Philippines, it is based on the national policy of decentralization originally set in the Local Government Code of 1991 (Republic Act 7160), complemented by Republic Act 9155 (An Act Instituting a Framework of Governance for Basic Education) as a response to the new challenges for sustainable human development by enabling local communities to become self-reliant and more effective partners in the attainment of national goals

Further, according to Bueno (2019) the decentralization of decision-making authority from central, regional, and division levels to individual school sites, uniting school heads, teachers, students as well as parents, the local government units and the community in promoting effective schools. Its main objective is to raise school performance and student accomplishment through decision-making that involves everyone who is directly involved in addressing the difficulties faced by particular schools in order to better meet the individual requirements of the children. Its goals were to 1) provide school administrators more authority to lead; and 2) encourage the local government and the community to put in time, money, and effort into making the school a better place to learn, hence raising students' academic attainment.

Likewise, Cardeno (2019) explained that "The experience of other nations in implementing SBM highlights the distinction between SBM as a governance system through which choices are made, and the process of employing this governance mechanism to produce novel practices to enhance the standard of education. The effectiveness of SBM depends on its capacity to lead the school through a change process that includes new patterns of decision-making and the introduction of new approaches to improve teaching and learning. Under rapidly changing environments, this necessitates new and different approaches to improve performance and meet environmental demands and constraints. Similarly, Glinoga (2019) also explicated that the current SBM model evolved into a hybrid form of school head empowerment in tandem with parent-teachers-community association (PTCA) and re-branded as a 'school governing council' (World Bank, 2016). This new governing body is expected to perform the functions of similar entities prevalent in developed countries. Jumero (2019) also explained that The Philippine model based on a careful study of existing practices and institutions in the field,

has evolved a model of school-community participation (SCP), led by the school head but involving the Parents-Teachers-Community Association (PTCA), the local government units, teachers, parents, students, non-government, and civic organizations. This model takes into account long-standing relations of the school with the PTCA as well as new forms of cooperation with local government units (LGUs) and non-government organizations (NGOs) which are themselves evolving as part of the general decentralization process under the Local Government Code of 1991.

Further, as to the reports of Worldbank 2018, the conclusions in the note are based on a thorough examination of the public education system that tracked public education spending and evaluated the standard of education services. The remark demonstrates the presence of the essential components of a successful school-based management system. However, according to schools, many of the crucial components of this system are still not being implemented. Additionally, the influence of local communities and parents in decision-making and keeping schools accountable is still quite restricted. This note makes the case that the role of representative school governing councils could be expanded and that DepEd should work to raise awareness among parents and other education stakeholders of the useful role they could play in assisting school-based management given the constantly growing amounts of resources that schools now control and the need to give them more flexibility over how to use those funds.

In the article posted in TeacherPH written by Llego (2020) he explained that School-based management (SBM) is a tactic to enhance education by giving individual schools significant decision-making power previously held by state and district authorities. SBM gives administrators, teachers, students, and parents more say over how the educational process is carried out by entrusting them with making decisions on the budget, hiring, and curriculum. SBM may improve the learning settings for kids by involving teachers, parents, and other community members in these crucial choices. Further, according to Cabardo (2020) in most districts, each school has a school management council that includes the principal, parents' and teachers' representatives, and occasionally other community members, support personnel, and-at the secondary level-students. In accordance with the principles of the school board, the council assesses the needs and creates a plan of action that includes goals and quantifiable targets. Additionally, Torres (2020) asserts that the institution will be provided with SBM to empower its important authorities to make knowledgeable selections based on their unique requirements for the betterment of the educational system. Individual schools are now granted decision-making power previously held by state and district offices of the education system. The school community's members should be aware of the high standards for school-based administration, which includes their accountability. Parents, teachers, and principals should all be knowledgeable about SBM in connection to this. The Department of Education offers numerous SBM training and seminars for teachers who are already employed.

School-Based Management in the New Normal : Most nations have temporarily shut down educational institutions to stop the COVID-19 outbreak during the New Normal period. Since the COVID-19 pandemic outbreak in December 2019, 107 nations have shuttered their schools as of March 18, 2020. The closure of schools has had an impact on more than 90% of the student population globally. Likewise, according to Insano (2020) while the health of students and the whole society is important in this process in which schools are closed, ensuring the continuity of the education-teaching process has also become important. In this context, many countries have been implementing various alternative strategies and practices in order to continue education without interruption. Cahapay (2020) also explained that in education, as the 'New Normal' in the post-COVID-19 period, It is important to take new opportunities and difficulties into account when evaluating education and learning systems. The "new normal educational policy" should be taken into account in the framework of education in order to deliver and maintain quality education despite the epidemic. This research focuses on disclosing the perspectives of school administrators and the challenges they experience in the educational and teaching processes while the COVID-19 epidemic is still present.

Leadership and Governance: Connelly (2018) elucidated that schools have always played a vital role in ensuring that students have the skills needed for the job or career they have chosen. The key function of education is to fully prepare students for life after schooling preparation for the world of work is a necessary and vital part of that equation. As our society and economy continues to evolve, it may be time to rethink how public education aids students in choosing career and education pathways. Additionally, due to the present economic and social changes our government is dealing with, it is imperative that we think more deeply about the future of those students who will enter the workforce immediately after high school. Waugh 2019 explained that high standard of living, is an important part of culture and values. The education system has a significant and direct impact on the quality of our workforce our economic productivity and ultimately, our ability to prosper as

businesses, as people, and as a nation rely on our public schools to provide highly skilled and educated talent. K to 12 is a solution to create opportunities that will help all children from the time they enter the classroom to when they join the workforce. Further, according to Hardy (2019) argued that the increasingly rapid rate of change in schools has exacerbated a trend towards individualistic, and passive learning initiatives as part of teachers. The provision of opportunities for genuine teacher learning is therefore difficult to achieve in schooling contexts because of intensification within schools and schooling systems. These pressures militate against teachers reflecting upon their teaching, resulting in the substitution of intellectual creativity with cultures of compliance. Further, Dinham and Scott (2019) caution against false dichotomies in education that can militate against effective leadership decisions and that often reflect polarizing ideologies in education. For the school leader, a sensitivity to the pressures that are or can be exerted by the policy context and an awareness of the distortions that may be forced on the school's program as a result seem to be important imperatives in getting the balance right.

Meanwhile, according to Yale (2018) there are and have always been conversations about schools and how they should be managed and lead to achieve good results. During the last years, there has been an increased attention on how to measure and understand what activities and actions that lead to certain results. Research shows that schools and the individual teacher and principal make a difference. It is hard to determine what is most important since the work in schools, as in most organizations, is complex and intertwined. Further, the successful schools with different stakeholders have different views of how to determine success. In our project successful schools have good outcomes in relation to both academic and social objectives which are in line with what is stated in the national curriculum. The point of departure is that principals and teachers make a difference even if students' demographic socio-economic background is the single most important variable to explain differences in student outcomes (Day, 2019)

Just like human beings, every charter school and respective board of trustees has a developmental life cycle, beginning with its founding and growing into maturity. The role of the board and its capacities will change throughout a school's life cycle. Not every school evolves through its life cycle in the same way or at the same pace; but if a school stagnates in any one phase, it can be detrimental to the students and their achievement. The key here is to acknowledge where a Board is in its lifecycle and work towards continuous improvement, setting a high bar for effectiveness. Governance refers broadly to how power is exercised through a country's economic, social, and political institutions to use the country's resources for socio-economic development. The process of governance encompasses the political, social and economic aspects of life, which have an impact on each individual, household, village, region or the nation. Governance involves (1) the State, which is responsible for creating a political, legal and economic environment conducive for building individual capabilities and encouraging private initiative; (2) the civil society, which facilitates the mobilization of public opinion and people's participation in economic, social and political activities, and (3) the market, which is expected to create opportunities for people. Governance includes therefore the sum of procedures, actions, and entities available to citizens (in order to enable them to conduct numerous operations, such as communicating their concerns, applying their rights, satisfying their duties, and arbitrating their disputes".

The good governance indicators are applicable in different sectors and can be adapted to assess the governance of public services on municipal level. Therefore, for the purposes of this study, we have used these indicators as a framework for assessing good governance in education sector. Education has been one of the main priorities of the Government and in the meantime it has been subject to decentralization. Good governance is the key to preventing corruption. Being a nurturing ground for the young generation, it is essential for the school management to set a model of good governance and uphold an ethical culture in school. (ICAC, 2019) ICAC (2019) further explains that effective internal control is essential to good governance, and is the key to preventing corruption through reducing risks of malpractice and fraud. This chapter highlights the framework of a sound internal control system.

Governance is essentially about effective leadership. It can be used as a mechanism to create applicable processes, systems and controls as well as the appropriate behavior to ensure sustainability and long term continuity in an organization (such as a school). In addition, it helps to ensure that decisions are made in the best interests of the organization and its stakeholders. In good governance practices, it is generally accepted that the governing structure determines policies and strategies for an organization or a corporate entity, whereas the implementation of these policies and strategies is the function of the executives of that organization. According to OECD (2018) at the school level, the relationships vary greatly, depending on the system.

At the system level, school systems with high overall performance tend to grant more autonomy to schools in designing curricula and assessments and seek feedback from students for quality-assurance and improvement. In systems with more competition among schools, the impact of students' socio-economic status on their performance is stronger, while that impact is weaker in systems where more schools seek feedback from students and use teacher mentoring as part of quality-assurance and improvement activities. A significant reform in education governance was introduced in 2005, when the education function was devolved to the 85 municipalities of the country. For Republic of Macedonia, decentralization is a relatively novel trend and local government institutions are still trying to adjust to the new conditions and responsibilities. In a decentralized environment, the Ministry of Education and Science sets the education policy at a central level, but the education services are delivered locally by the municipalities in cooperation with the local communities (associations) of parents, teachers, students that are represented in the School board – a management body through which the school based management is introduced. The new governance model is directed to increase the democratic development of the country by allowing for more active involvement of the private sector and the structures of civil society in decision-making, policy making and implementation processes.

According to California Education System (2018) Educational governance arrangements contribute to the overall effectiveness of a school system. However, relatively little empirical research exists on the actual workings of different governance arrangements or why they vary. An extensive review found only a handful of rigorous research studies that try to systematically evaluate the contribution of governance to school improvement. From this review, the authors draw two conclusions. First, governance is an important determinant of an educational system's effectiveness in meeting its goals. The evidence suggests that governance is best thought of as an 'enabler' that can support other critical elements, such as effective resource use and parental engagement.

Second, there is no preferred set of governance arrangements. The elements of effective governance differ from place to place and across time. Further, the different governance structures interact with one another. Thus, the efficacy of a particular structure depends in large part on how it fits within the system as a whole. This makes definitive statements about "what works" in terms of governance very difficult. Although there is support for a conclusion that more decentralized and less regulated governance is preferable, the specific forms are not definitively proven. Similarly, Marquez (2019), stated that conduct of school governance needs to change to meet the demands of this new environment, with a newly energetic approach to ensuring the right people are in place on governing bodies. This in turn requires the accountability system to recognize the importance of leadership and governance, and encourage the behavior we need. He even added, roles and responsibilities of school leaders expand, it becomes ever more important to ensure they have the necessary support, skills and challenge that they need to be effective. While it is the leadership team that drives change and improvements within a school on a day-to-day basis, a capable governing body is essential to this. The role of governors is all too often undervalued and underestimated.

Curriculum and Instruction : In the study conducted by Revilla (2019) he found out that SBM may give schools the tools they need to create more effective educational processes, healthier teaching and learning environments, and better student results. Even more, he emphasized that the main goal of SBM is to strengthen and empower school communities through a system of educational decentralization. A school council or board can be used as a platform to share power and authority at the school level, which will enable stakeholders within school communities to be more involved in decision-making. This has led to the development of better teaching and learning environments, resulting in more effective and efficient educational institutions. Likewise, in the study conducted by Timbao (2019) he summarized the findings of numerous researchers, noting that the obstacles include inadequate school resources, a lack of leadership training for school administrators, school councils' confusion over their new roles and responsibilities, coordination issues, a lack of authority over decisions, a lack of knowledge, low parental involvement, and inadequate government funding for education. Further, according to De Mesa (2019) It is clear that SBM could provide an alternative model for managing schools in order to achieve autonomy, flexibility, participation, effectiveness, responsiveness, satisfaction, leadership density, productivity and accountability. On the other hand, school stakeholders have confronted problems and challenges in the implementation of SBM. In relation to these considerations and findings, the problems need to be diagnosed in order to explore the contextual barriers appropriately, so that SBM policy can be properly redesigned for implementation. Additionally, according to Regondola (2019) School-Based Management (SBM) has grown into a global movement toward autonomy for shared decision-making and a collaboration within the school community with the aim of accomplishing school improvements. As a movement, SBM is regarded as an efficient method for giving local school stakeholders more control and responsibility over how to run a school.

As a result, not only the administrators are in charge when it comes to self-decision-making, but also educational specialists, principals, instructors, parents, students, and other parties with an interest in educational issues. Edge (2019) reports that researchers found that the reforms have improved teaching and learning, financial and administrative management, professional recruitment standards, academic performance, and school administration. They state that SBM can offer the necessary frameworks for attaining numerous goals and enhancing school performance if given adequate autonomy, flexibility, and ownership of school responsibilities. Likewise, Vines (2019) on his study explained that the schools are given the chance to create a school council in a democratic manner, regarding the process of school council formation. However, the federal government suggested a system for this procedure. A school must first create a committee. This group should have a minimum of five members, including the principal, teachers, parents, representatives from educational foundations, and community members. SBM has also been around for a while in our educational system, even though it has been used for decades in other countries' educational systems, according to Leroy (2019). It has succeeded in helping schools in Thailand, England and Wales, Australia, the United States, Indonesia, and New Zealand achieve their objectives. Some academics and researchers claim that parental and community involvement in schools has enhanced student achievement and made schools more effective.

Similarly, Gauger (2019) Quality is not the only factor keeping students out of school, but when effective learning is not taking place in schools. When this happens, several factors may be viewed as reasons: poor teaching-learning experience given by teachers, having incompetent faculty in the rosters of teachers, mismanaged school system by school heads, and poor leadership potential and misguided governance of the school administrators. Furthermore, according to Lewins (2020) School-Based Management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children. Additionally, according to Finday (2021) here comes the relevance of the school-based management, the choice to continue the educational process despite the pandemic is dependent on the responses provided by the parents to the Department of Education's Readiness Assessment Survey. The execution of each school's BE-LCP, which requires a collaborative effort from school staff, parents, and outside stakeholders to carry out the mentioned strategies, programs, and projects in the plan, comes next. With the help of parents, local government entities, non-governmental organizations, and other private persons, the issue of inadequate school finances was remedied.

Accountability and Continuous Improvement : Literally, all processes by which the students, teachers and administrators give an account of their progress, an accountability is a means by which policy makers at the state and district levels—and parents and taxpayers—monitor the performance of students and schools. According to Gradget (2020) School accountability—the process of evaluating school performance on the basis of student performance measures—is increasingly prevalent around the world. Accountability has become a centerpiece of education policies. Accountability can be described as variations across programs, and identifies key features influencing the effectiveness and possible unintended consequences of accountability policies. The effects on teachers and on students' long-run outcomes are more difficult to judge. It is also clear that school personnel respond to accountability in both positive and negative ways, and that accountability systems run the risk of being counter-productive if not carefully thought out and monitored. Further, according to Ring (2019) accountability systems include a range of mechanisms, from simply requiring schools and districts to report on progress to policy makers and the public, to placing consequences—rewards for high performance and sanctions for poor performance—on the results of performance measures. Further, according to Fenday (2020) the way that schools calculate performance also affects schools' responses to accountability. In some states, schools or districts must reach a threshold level of performance in order to earn rewards; that is, a certain percentage of students must attain a passing score or reach a particular level of proficiency.

In these states, some schools reason that the most efficient way of meeting those targets is to focus on students who are just below the bar, and provide them with intensive test preparation. Similarly, according to De Vaughn (2020) The ability of accountability mechanisms to produce desired effects depends on the level of internal accountability within schools. teachers' own judgements about their ability to affect the learning of their students governs the teachers' willingness to take responsibility for improving student learning and to change their practice to make such improvements come about. Misalignment between internal and external accountability may make it less likely that external systems, no matter how strong, will have much effect. Moreover, Wallace (2019) Internal accountability includes the norms by which teachers operate, the expectations they hold about

student learning and their role in improving it, and the processes they use to carry out their work. In schools with Weak internal accountability, the norms emphasize the individual responsibility of each teacher over student learning, rather than the collective responsibility of the entire school. In those cases, teachers' judgments about whether and how much they could improve learning depend on their understanding of the students' background and lack a perspective of what students could do under different circumstances. Del Rio (2019) explicated that continuous improvement requires examining leadership, resource allocation, teaching and learning, and student engagement and helps school leaders shift the focus from outcomes (such as low test scores or absenteeism) to the multiple factors that contribute to them. Further, it also involves identifying root causes of issues allows school leaders to identify specific actions to address them — and importantly, prioritize them. Being able to identify which issues have the greatest effect and require the greatest attention allows school leaders to focus on them consistently and not be distracted by less important issues. According to Alahab (2019) create a culture of improvement at all institutions, whether they are low performing or excelling. Even the highest-performing schools may have pockets of underserved learners who are hidden by the averages. And many schools have large numbers of students who are performing adequately but could excel.

Likewise, Nomberto (2020) continuous improvement helps ensure that school improvement does not become a check-the-box approach but a strategy that targets specific needs of individual schools. Some schools may struggle with student absenteeism and high teacher turnover; others may have discipline and classroom management issues. Some may struggle with low literacy or numeracy rates or have seemingly intractable culture issues that supersede all other efforts to improve. Undergoing a deep and thorough process to determine the most salient issues for each school allows leaders to identify root causes, educate and engage stakeholders inside and outside the school, and develop a plan that directs the school's limited resources toward actions most likely to improve overall performance, assess progress, and make midcourse corrections.

Management of Resources : Antonio (2019) explained that the resource management ensures that internal and external resources are used effectively on time and to budget. When it comes to education, resource management involves making a strategic plan for organizing and using school resources. Resource Management plays an important and critical role to manage a school. Further, according to Galang (2020) Resource Management in the class is one of the major domains of the SBM which is concerned with the integrated approach to planning, organizing, controlling of the flow of materials as the demands, even purchase through internal operations to the service point through distribution to the teachers, learners, and other personnel in the school. It is also considered as a planning tool for modernization of the existing facilities, developing the helpful measures for continuous maintenance, reconstruction, and rejuvenation.

Likewise, according to Gregorio (2020) the major principles of resource management is our effective management and supervision these are dependent on managerial functions of planning, organizing, staffing, directing, controlling, reporting and budgeting. Further, the school shall also consider the adopting sound methods of purchasing resources, making skillful and hard poised negotiations so as to get the cheap and best commodities. For this one needs to establish an effective purchase system. The supplies of face masks, face shields, alcohol, hand sanitizers, foot baths, and thermal scanners reached the front doors of each school to ensure sanitation and safety of the school. External drives and USB were donated for the recorded lessons, transistor radio for the benefit of having radio-based instructions, professional service providers offer free webinars for teachers' capability building, and printers, ink, and bond papers were provided for the printing of modules. Moreover, according to Trains (2021) A school leader has to understand that there is not a one-size-fits-all culture template that meets the needs of all organizations. No certain culture is fitted in one certain group because organization varies significantly in different aspects. Consequently, this made mergers frequently failed in merging other organizations due to incompatible cultures. Researchers suggest that congruence in organization's values is necessary to achieve well-defined norms and behavior towards the attainment of the Goals and professing excellent performance. Building a strong culture and developing adaptive culture leaders should pay attention to. It will help boost confidence to the key player of the organization and its members as well, aligning mismatches to fit the perspective of the group, allowing them to take a risk and accept change for a better purpose. Similarly, Blend (2020) asserts that it will be simpler for the group to function as a unit if the supervisors are fully aware of the working culture. Delegating tasks and work would be simpler, and everyone would like the work given to them because it was their area of expertise. If they were also given recognition and rewards, they would appreciate it much more. As a result, a leader needs to have a thorough awareness of organizational culture as well as the different forms of culture that should be used or implemented in the organization or in his leadership.

Learners' Academic Achievement : Academic achievement is routinely assessed through exams or continuous assessments, but there is no consensus on how it should be measured or which components are most important—procedural knowledge such as skills or declarative information such as facts. Furthermore, because studies on whether individual characteristics correctly predict academic performance are inconclusive, aspects such as exam anxiety, surroundings, motivation, and emotions must be taken into account while building school achievement models. According to Mustapah (2021) Educators and researchers have long been interested in exploring variables contributing to the quality of academic achievement of learners. Many factors influence academic success, including parental education and income, instructors' topic competence, absenteeism, textbook availability and accessibility, libraries, practical laboratories, lunch provision, and many others. Academic success has been shown to be heavily influenced by one's home environment. Poverty affects children's physical environs, which may provide less excitement and learning tools. Secondary school education is considered to be the backbone and foundation for pursuing higher education at postsecondary institutions. Academic achievement that is consistently inferior is a challenge to every country's educational system.

Likewise, according to Jerson (2020) improvement in the academic achievement of students is dependent on a combination of teacher, student, school and parental factors. Others have also attributed it to environmental, personal, social, psychological and economic factors. Most of these studies tend to focus on a single subject or focuses on limited factors that contributes to academic performance. Only socioeconomic class and parental education were examined in this study. Other research should look into peer variables, family issues, student and school factors, they suggested. Again, the researcher underlined the importance of conducting a large survey that includes more than one school in order to assess kids' academic achievement. Similarly, according to Del Rio (2019) the academic environment, as well as the library, computer lab, and other vital amenities in the school, have a substantial impact on students' performance. In terms of background characteristics, he discovered a favorable relationship between high school performance and school achievement, but no statistical evidence of a significant relationship between family income level and kid academic performance. Furthermore, according to Siah (2016), academic achievement is a complex process that is influenced by a range of factors, including study habits. When it comes to studying, a study habit is a mix of study method and competence that reflects an individual's behavior. To put it another way, study habits are behaviors and skills that can raise motivation and turn studying into a high-return activity that leads to improved learning. This skill can also be defined as any activity that aids in the learning of a topic, solving problems, or memorizing a portion or all of the materials available.

Teachers' Work Performance: The key to raising the standard of instruction in schools is to invest in the professional development of teachers. A high grade of basic education, apprenticeship, and ongoing professional development for teachers should, in theory, guarantee the quality of education. Teachers must transition from being knowledge transmitters to knowledge facilitators in order to teach competences in the classroom, according to a 2016 study by the Asia Pacific Education Research Institutes Network (ERI-Net), administered by UNESCO Bangkok. Hughens (2019) , the teacher, who serves as the center of education, needs to be competent and informed in order to transfer the knowledge they have to their students. A good teacher has a very individualized style. Teaching that is effective cares for the student's whole growth and who he is as a person. It is true that teachers perform a variety of important responsibilities in the classroom. Teachers are regarded as the light in the classroom. The teacher must be aware of the unique variances among his or her students and modify instructions to the learners. Teachers are charged with a vast array of duties, from the most basic to the most intricate and difficult. As a part of the work or mission, teachers come into contact with them every day. In order to have motivated students in the classroom, it is crucial that teachers comprehend the necessity to be driven to accomplish the work well. The ability of the teacher to sustain the interest that first drew students to the course is essential for effective classroom learning. Not all pupils are driven by winning others' favor or overcoming obstacles. Further, Wrangler (2019) stated that the principles and methods of teaching must give the teacher a ready reference for improved techniques, new trends, an effective approach, and modern strategies. The sincere teacher will test out as many methods as he can, continually determining for himself

which methods are best in his specific field of specialization, and the alert teacher is open to modern practices. Further, to improve their proficiency in teaching, according to Libbons (2020) Instead of being a single, monolithic concept, "support" for teachers is a multifaceted array of diverse sorts of guidance that enables them to successfully transfer knowledge from a professional development setting to the classroom. It can include administrative, instructional, resources, peer support, supervisory support and instructional support from a "more knowledgeable other."According to research on ongoing teacher support, instructors who receive on-the-job assistance, direction, and evaluation from supervisors or specially trained support staff embrace a wider variety

of instructional techniques and use new skills and strategies more frequently and effectively. According to Gepila (2020) a number of research works on education attempt to analyzely explain the qualities of an effective and good teacher. However, a small number of them do not possess the breadth and depth of skills, which must be fully taken into account. Some frameworks give tightly defined standards that are neither logical or practical, as opposed to taking into account a workable and comprehensive framework; as a result, a better set of standards must be adopted. In this instance, a few frameworks are compiled and extended below to shed light on the factors that were assessed by a technical panel made up of educators with experience in the field who teach a variety of subject areas.

Similarly, according to Venancio (2020) teachers serve as national development's catalysts. With their help, the country can create and nurture learners who might help it advance and develop. Therefore, for long-term and sustainable country building, it is crucial to improve teachers' quality and maintain high teaching standards. In the Philippines, National Competency-Based Teacher Standards was replaced by the Philippine Professional Standards for Teachers (PPST), a new framework for evaluating teachers' competence (NCBTS) through Section 42 of DepEd Order No. 2017.

Synthesis : The collection of the reviewed literature and studies involved the analysis of all variables relevant to this study. The foregoing review of literature shows that attempting to create better schools entails a focus on various factors. Numerous studies have been undertaken, focusing on various aspects of school effectiveness and school improvement. However, it can be gleaned from results of research on school improvement and school effectiveness that involved stakeholders such as the teachers, parents, students, and community leaders are found in 'better schools.

To sum up, reviewed studies and literature on Leadership and Governance just like the study of De Mesa (2019, Regondola (2019), Leroy (2019) and Lapaz (2017) Relationships based on mutual respect, time spent together, and a love for each child set the stage for the process. Data is what propels progress throughout this process, which is informed by knowledge, study, and experience. As demands are met or change, the process is continuously examined, evaluated, and redirected. School leaders who are attentive and cautious in their decision-making identify significant from urgent issues and choose important causes to pursue. Although they take rules seriously, school administrators who break them come up with inventive and imaginative ways to uphold the spirit of the broken rules. School administrators who are skilled at managing their political capital can build a solid reputation and promote amicable interactions with other stakeholders. A common sentiment in our nation is the need for education of higher caliber. All parties are accountable for producing products of high quality, but schools in particular are crucial to the process. Inspection, auditing, and monitoring procedures at schools are merely retroactive steps implemented after potential harm had already been done.

Teachers can rely on informed human judgment to guide future reform initiatives. Teachers can also gain inspiration from others when formulating their own plans of action. School improvement initiatives are seen as opportunities to investigate the unknown rather than to manage it by educators who tolerate ambiguity. Educators then assume risk and accountability for the development of their students and schools. Works of World Bank (2016), Llego (2020), Timbao (2019), and Vines (2019) It can be assumed that administrators can reinforce and improve teaching methods that will help students learn more effectively by effectively supervising education. Administrators can provide teachers with useful feedback and guidance that can have a significant impact on the learning that takes place in each classroom by expertly analyzing performance and the pertinent data. Effective monitoring of education is one of the most important duties of the administrator because student learning is the fundamental goal of schools. Administrators must hold instructors responsible for delivering a suitable and well-planned curriculum if schools are to guarantee equal access to high-quality educational programs for all students.

These programs use a range of instructional techniques to address the various learning demands of all pupils in our complex culture. Meanwhile, the works of Trains (2020), Finday (2021), Cahapay (2020), Cabardo (2020) talked about the changes and the challenges of the School-Based Management brought about by the pandemic. They have similar assessments pertaining to the changes in the modalities of teaching and learning, and how the pandemic affects the overall management and operation of the schools around the globe. The Covid-19 Pandemic has changed the world of learning, however, these authors have also cited the efforts of the government in ensuring the continuity of learning amidst the pandemic. They have also provided a lot of information concerning how to maintain the partnership of the school with the internal and the external stakeholders in the decentralization of decision making. They have also cited the ability of the schools in

ensuring the safety and health of everyone in school when the parents and learners have to visit the school. The literature and studies cited on this chapter is a manifestation of the relationships of these which were mentioned in the present study. As such, the studies cited reflect the different concepts directly interrelated to the insights of the current investigation. Through this, the researcher will cater Intervention Measures that would provide ways on how to maintain the best practices of the identified schools and also to facilitate affective school based management in the new normal and beyond. And for other schools, this study would serve as their guide to be able to attain high school performance and be identified also as top performing schools in the future. Most of the works dealt with the variables in determining the school's best practices. These factors identified in this study must be given significance.

VI. METHODOLOGY

This chapter discusses the method of research adopted in this study, the respondents involved, the instruments that were utilized in the investigation, the data-gathering procedures undertaken, the statistical treatments applied in this study.

Research Design : This study utilized the Mixed-Method which is a combination of the two major types of research such as the Quantitative and Qualitative Research. Among the three classifications of the Mixed Method, the researcher has considered the Sequential Explanatory which is generally starts with the quantitative collection and analysis followed by the qualitative which leads to a deep interpretation and analysis. According to David (2019) the Sequential Explanatory type enables the researchers to gather the necessary data, explore the reliability and validity of the said data, and provide necessary and in-depth discussion about the issue being explored. Further, the statements from the participants also helped the researcher deeply scrutinize the issues. Their responses may support the findings or the data being collected. In this study, the quantitative type was undertaken through collecting the data concerning the SBM Practice, teacher's performance based on their IPCRF, the academic performance of learners, teacher's highest educational attainment, teacher's length of service and no of years as SBM team member. Further, the practice of the SBM was also determined through the survey questionnaires administered among the respondents. As to the qualitative part of the study, the statements of the participants during the interview was utilized. This is to deeply explore the challenges encountered in SBM as perceived as perceived by the teachers. The researcher has considered the alignment of the interview questions to the objectives of the study and the variables it explored. The statements from the participants also served as support to the major findings of the study. The statements were also of big help for the researcher to determine the areas that have to be the concentration of the proposed output which is the Enhancement Program.

Research Locale : The study was conducted among the public elementary schools in the Division of Cabuyao in the City of Cabuyao, Laguna province during the School Year 2023-2024. The division has 19 public elementary schools in the 18 barangays of the city. To make sure that each school is represented in this study, the researcher has involved one school in each district of the City Schools Division. Further, the researcher also involved one teacher representative from each district in the interview such as North Marinig Elementary School, Butong Elementary School, Marinig South Elementary School, Sala Elementary School, Southville I Elementary School and Niugan Elementary School.

Respondents of the Study : This study utilized the random sampling technique involving the teachers of the public elementary schools in the Division of Cabuyao.

Table 1
Population and Sample Size of the Study

	Population	Sample	Percentage
Teachers	891	276	31

Presented on the table 1 are the respondents involved in this study. As shown in the table, this study utilized the random sampling technique involving 276 teachers which comprised the 31% of its total population. From the respondents of the study who have answered the survey-questionnaires, the researcher have also involved some of them for the interview. This is to satisfy the objectives of the study to explore the level of challenges they encountered in the School-Based Management.

Table 2. Participants' Information (for Teachers)

PARTICIPANTS CODE	PARTICIPANTS PSEUDONYM	Age	Highest Educational Attainment	Years as part of the SBM team
Teacher A	Annalyn	33	MAEd	5 years, 1 month
Teacher B	Eleonor	31	MAEd	4 years, 8 months
Teacher C	Ronnie	33	MAEd	3 years, 4 months
Teacher D	Fely	39	MAEd	4 years, 2 months
Teacher E	Francis	35	MAEd	5 years, 4 months

Table 2 shows the teacher-participants in the interview conducted by the researcher as shown in the table, it involved 5 teachers from the five districts in the division of Cabuyao. The researcher also ensured that the set of teachers is a combination of the male and female who are in the age range of 30-40. They are all graduate of Master of Arts in Education and have been part of the SBM team for 3 to 5 years.

Research Instruments : This study utilized two sets of instruments, one is for the quantitative analysis, and the other one will be used for the qualitative analysis. The instrument for the quantitative analysis is divided into two parts. The first part contains the basic profile of the school such as the current SBM level of practice, IPCRF of the schools during the school year 2022-2023, and the learners' academic performance during School-Year 2022-2023, educational attainment of teachers, length of service and no. of year as SBM team member. The second part of the instrument includes questions about the assessments of the two groups of respondents on the level of challenges encountered with regards to the SBM. It is primarily anchored on the four major components of the School Based Management such as the Leadership and Governance, Curriculum and Instructions, Accountability and Continuous Improvement, Management of Resources based on the Revised School-Based Management Tool (2012).

For the qualitative analysis, the researcher utilized the Interview Guide Questions (IGQ) which zeroed-in to how the participants describe the challenges encountered in the implementation of School-Based Management. The researcher established the validity of the questionnaire by presenting to her adviser, consulting a statistician, and presenting to some experts who have been in the related field and in authority. Their comments were given appropriate consideration. A pre-test was conducted to similar group of respondents. After integrating these significant ideas, suggestions, and insights of the experts, the final draft of the instrument was crafted in accordance with the statement of the problem. The researcher personally administered the questionnaire to the actual group of respondents. The responses of the respondents in the administered questionnaire and the set interview were of big and significant help to finish this study.

Data-Gathering Procedures : After the research title was approved, the researcher embarked on asking permission to the supervisor and school administrators before conducting her study. With the official permission from the Schools Division Superintendent of the City Schools Division of Cabuyao, the researcher personally appeared before the respondents and made herself available in answering questions and doing some clarifications regarding the study. She discussed and explained individually the instrument and personally administered afterward. She gave the respondents 30 minutes to answer the instrument. The researcher undertaken the retrieval of answered instrument. The researcher herself tabulated the data, consolidated the results, discussed, analyzed, and interpreted the data. For the conduct of the interview, the researcher have asked permission from the School Principal that one of the member of the SBM team would be involved in the interview. The researcher have asked the teacher's availability which would not affect the regular class schedule. The consent obtained from the principal was also presented to the teacher, and have also asked the time-schedule for the said interview with the teacher. The researcher have made sure that the environment for the interview is safe and free from any noise. The researcher have also explained to the participants that their statements from the interview will be kept with utmost confidentiality and will be solely used for the purpose this study. Their identity including their face would not be divulged.

Statistical Treatment of Data: The statistical tools that used for the quantitative analysis in this study are the following:

1. The Simple Percentage was used in presenting the data gathered regarding the profile of the respondents.

2. Weighted Mean was used to determine the assessments of the two groups of respondents on the challenges encountered in the SBM practices

The 4- Point Likert Scale			
Weight	Numerical Description	Verbal Description	
3.500 - 4.000		Strongly Agree	
2.500 - 3.499		Agree	
1.500 - 2.499		Disagree	
1.000 - 1.499		Strongly Disagree	

3. Pearson-r was used to determine the relationship between the SBM practices and the challenges encountered in SBM.

Ethical Consideration : Due protocol was observed in seeking permission to collect data from relevant authorities before conducting the research. None of the respondents was forced to give information whether he/she is not willing for personal and security reasons. Respondents were guaranteed of confidentiality in handling of any information provided and that all the information got from the respondents will be used for the sole purpose of this study.

VII. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the sections and deliberations of gathered data in phenomenological inquiry concerning the challenges encountered with regards to the practices in SBM among the public elementary schools in the division of Cabuyao.

Table 3

Profile of the school with respect to SBM

Numerical Rating Scale	Description	Frequency	%
0.50 – 1.49	Developing	0	0.00
1.50 – 2.49	Maturing	4	80.0%
2.50 – 3.0	Advanced	1	20.0%
	TOTAL	5	100.0%

Table 3 shows the profile of the public elementary schools involved in this study with respect to their School Based Management Practice. As shown in the table, 4 or 80% of the public schools involved have attained a numerical rating scale from 1.50 to 2.49 or at Maturing Level. It can also be noticed in the result that 1 or 20% of the school obtained a numerical data from 2.5 to 3 which means that this school has attained the highest level of School Based Management. The result implies that majority of the public schools involved in this study are in Maturing Level of School Based Management. This further means that they have attained better performances over the minimum standards and requirements in the School Based Management. The Maturing Level also entails the ability of the school to perform the various tasks and requirements of DepEd to achieve the core objectives of SBM which is the decentralization of decision making in school and to involve everyone in the different activities including the stakeholders. As per the study on Junio (2021) there are more public schools who have attained the Maturing Level in the School-Based Management, the mediocre level which means that the public schools have attained the performance higher the set standards of DepEd. However, the schools are still encouraged to continuously improve their capabilities of attaining the goals and objectives of the school and also, to achieve the specific objectives of the different programs, projects, and activities in school as part of the SBM.

Table 4

Profile of the school to IPCRF last SY 2022-2023

RANGE	ADJECTIVAL RATING	Frequency	%
4.500-5.000	Outstanding	128	46.38%
3.500-4.499	Very Satisfactory	148	53.62%
2.500-3.499	Satisfactory	0	0.00%
1.500-2.499	Unsatisfactory	0	0.00%

below 1.499	Poor	0	0.00%
	TOTAL	276	100.00%
General IPCRF	4.477		
Verbal Interpretation	Very Satisfactory		

Table 4 discloses the profile of the school in terms of the IPCRF last 2022-2023. As disclosed by the table, 128 or 46.38% of teachers involved have attained 4.500-5.000 scores in their IPCRF which means that they have attained Outstanding performance. Meanwhile, the remaining 148 or 53.62% of teachers have generated 3.500-4.499 scores in their IPCRF which means that they attained Very Satisfactory performance. The results imply that most of the teachers involved in this study have attained the performance beyond what is expected of them. They have attained the Very Satisfactory performance indicating that they have performed better than what is expected of them to perform. This further indicates that the teachers have been doing their best to be able to give what is due to the learners and as stated on their job descriptions. Rapido (2020) stated that there are more teachers who attained Very Satisfactory performance which shows their capabilities to show-off their dedication towards the profession. This also mirrors their effectiveness in the teaching profession. They were able to attain roles and responsibilities on their shoulders in the delivery of instructions, guiding the learners, and collaborate with the parents and the stakeholders to achieve the core of profession as teacher.

Table 5
Profile of the school in terms of Learners Academic Performance
(Based on their Achievement Test Results)

Grading Scale	Descriptor	Frequency	%
90 to 100	Outstanding	0	0.00%
85 to 89	Very Satisfactory	0	0.00%
80 to 84	Satisfactory	35	12.68%
75 to 79	Fairly Satisfactory	99	35.87%
below 75	Did Not Reach Expectations	142	51.45%
	Total	276	100.00%
Overall Result		75.80	
Interpretation		Fairly Satisfactory	

Table 5 unfolds the profile of the school in terms of the Learners' Academic Performance based on the results of the Achievement Test. 35 or 12.68% of the learners involved have attained a performance from 80-84% which is interpreted as Satisfactory, 99 or 35.87% of learners have attained the performance that falls in 75-79% or Fairly Satisfactory; while the remaining 142 or 51.45% of the learners in the school involved in the study have attained below 75% which means that they have not meet the expectations. The performance of learners based on the results of the Achievement Test has generated 75.80% which is interpreted as Fairly Satisfactory. The result implies that the learners have attained low performance as far as the results of the Achievement test result is concerned. The learners have obtained highest scores which fall under the Satisfactory level and most of them have not been able to reach the expectation or have attained scores lower than the passing scores. The result manifests not only the performance of learners but it also mirrors the level of quality education that school has offered them. Further, it reflects the effectiveness of various activities conducted in school which aim to help the learners on their academic facets.

Marquez (2021) explained the significance of learners' achievement performance. According to him this performance serves as offshoot of all the efforts in helping the learners to learn and improve them academically. If the learners' performance is low, then there is a need for the school to work on this matter since it shows the effectiveness of the teachers' delivery of instruction as well as the effectiveness of the school's programs, projects, and activities that aim to improve the said performance.

Table 6

Profile of the Teachers in terms of Highest Educational Attainment

<i>Highest Educational Attainment</i>	<i>frequency</i>	<i>%</i>
Bachelor's Degree	54	19.57%
Bachelor's degree with units in MA	100	36.23%
Master's Degree Holder	88	31.88%
Master's Degree with units in Doctorate	30	10.87%
Doctorate Degree Holder	4	1.45%
Total	276	100.00%

Table 6 shows the profile of the teachers in terms of Highest Educational Attainment. As shown in the table, 54 or 19.57% of the teachers involved have finished their Bachelor's Degree and 100 or 36.23% of the teachers involved have finished their Bachelor's Degree and have units in MA; 88 or 31.88% of the teachers have attained the Master's Degree; 54 or 19.57% have finished their Bachelor's Degree; 30 or 10.87% of them have Master's Degree and with units in Doctorate, while the remaining 4 or 1.45% of the teachers in this study have obtained their Doctorate Degree. The results imply that majority of teachers involved in the study have pursued and have been pursuing their Masters and Doctorate Degree. The result also shows that the teachers are aware about the significance of enriching their knowledge and skills needed in their profession. Attending the graduate school would equip them with the necessary knowledge and skills to become better teachers and also for their future promotion.

According to Tandog (2020) there are more teachers who have been attending the graduate school to improve personal and professional facets. They also believe that it is a way of enriching their knowledge and skills needed in their profession. Further, achieving higher level of educational attainment may help them attain higher position and salary through future promotion.

Table 7

Profile of the Teachers in terms of Length of Service

<i>Length of Service</i>	<i>frequency</i>	<i>%</i>
0 - 3 years	29	10.51%
4 -6 years	77	27.90%
7 - 9 years	94	34.06%
10 years above	74	26.81%
Total	276	100.00%

Table 7 presents the Profile of the Teachers in terms of their length of service. As presented in the table, 94 or 34.06% of the teachers have been in service for 7 to 9 years; 77 or 27.90% of teachers have been in public school teaching for 4-6 years; 74 or 26.81% of teachers have been in service for a decade or more; and 29 or 10.51% of the teachers involved in this study have been in service for 0- 3 years. The results imply that there are more teachers who have been in the public school teaching for 4 years and above. This somewhat shows the love for teaching, that they stayed in the profession due to various reasons. Their longer years of service also mirrors their dedication towards their profession as teachers, the longer they stay, the higher the level of dedication they have towards teaching.

According to Tamas (2021) even if there are teachers who have left the profession to take other field or to work in abroad, it can also be noticed that there are teachers who have stayed in the profession. They have been dedicated to their profession of teaching the young minds, and be part of their success. There have been teachers in the public schools who stayed despite of their low salary, they chose to teach their learners until their age of retirement.

Table 8

Profile of the Teachers in terms of No. of years as SBM Team Member

<i>No. of years as SBM Team Member</i>	<i>frequency</i>	<i>%</i>
1 year	12	4.35%
2 years	28	10.14%
3 years	70	25.36%
4 years	78	28.26%
5 year or more	88	31.88%
Total	276	100.00%

Table 8 discloses the profile of the teachers in terms of the no. of years as SBM Team member. As disclosed by the table, 88 (31.88%) of teachers have been part of the SBM team for 5 years and more; 78 (28.26%) have been as part of the team for 4 years; 70 (25.36%) have been part of the SBM for 3 years; 28 (10.14%) have been member of SBM for 2 years; and 12 (4.35%) of these teachers have part of the SBM team for 1 year. The result implies that majority of the teachers involved in this study have been members of the SBM for 3 years and more. This further means that they have been trusted to work on the preparation and presentation of the pertinent documents in the SBM. Also, they have been appointed by their school heads to be part of the SBM since they have witnessed the potentials of carrying out the tasks required in the SBM. Likewise, the longer service of teachers of being part of the SBM also indicates that their willingness take the responsibilities which shall be benefited by everyone in school. They shown their abilities to ensure the smooth implementation of the programs, projects, and activities of the school which are part and parcel of the SBM. In the study conducted by Buenavista (2020) teachers in the public schools also accept tasks and other responsibilities as requested or appointed by their school head. Teachers are also been entrusted to perform the tasks that can be benefited by the school like the SBM. The teachers serve as the partners of the school head in ensuring that the programs, projects, and activities in the school are implemented, monitored and evaluated.

This qualitative type of this research is guided by the following central question:

What are the challenges encountered with regards to the practices in SBM among the public elementary schools in the division of Cabuyao.

Corollary Question 1: Being part of the SBM team for couple of years, what are the problems that your school have encountered relative to SBM?

Table 9. Annotated exemplar on the challenges encountered by the schools relative to SBM

Participants	Response	Researcher's Observation
Teacher A	As part of the SBM team some of the challenges I encountered is the data-gathering. Also, there are some pertinent documents that have been lost.	She shown seriousness in her answer.
Teacher B	As part of the team, the problem we usually encounter is more of the lost documents. There are also some components of the 4 areas of SBM which have not been updated. We also found it hefty to do follow-up for the concerned teachers since they are also	She answered it with conviction.

Teacher C	preparing the documents assigned to them. There are times that we cannot collect all the needed documents. Also, our teaching responsibilities are sometimes affected specially on days before the monitoring of the SBM.	She answered it with conviction. She moved her hands while giving her answer.
Teacher D	The are documents that have been lost. There are also some activities and projects which have not been document. Time frame for the preparation of document has somewhat impedes our teaching responsibilities.	He answered it in positive tone.
Teacher F	Being part of the SBM team for a couple of years, I can say that the problems being encountered are the gathering of data, placing them accordingly based on the guidelines given and the availability of the teachers in working towards more comprehensive SBM presentation	She answered it in an affirmative tone.
Teacher G	Indeed, our school encountered few problems related to SBM. Gathering of data, documenting all the programs, activities, as well as getting feedbacks, motivating the members of the SBM team are some of those problems.	She showed her sincerity in her answer.

SBM has been considered as the join force activity which enables everyone in the school and the stakeholders to partake actions for the overall improvement of the school that can be greatly benefited by the learners as the main clientele. The most important features of the SBM are the documents which manifest how the school-based management is effectively practiced in the schools. These documents and data present how the programs, projects, and activities are planned, implemented, monitored, and evaluated by the concerned individuals. However, not all the documents are well-kept, not all the data needed in the SBM are well documented. And during the validation, this might somehow affect the assessment on the level of practice of the SBM. These are all shown to the statements of the participants:

Teacher A : As part of the SBM team some of the challenges I encountered is the data-gathering. Also, there are some pertinent documents that have been lost.

Teacher B : As part of the team, the problem we usually encounter is more of the lost documents. There are also some components of the 4 areas of SBM which have not been updated. We also found it hefty to do follow-up for the concerned teachers since they are also preparing the documents assigned to them.

Teacher C: There are times that we cannot collect all the needed documents. Also, our teaching responsibilities are sometimes affected specially on days before the monitoring of the SBM.

Teacher D: The are documents that have been lost. There are also some activities and projects which have not been document. Time frame for the preparation of document has somewhat impedes our teaching responsibilities.

Teacher F: Being part of the SBM team for a couple of years, I can say that the problems being encountered are the gathering of data, placing them accordingly based on the guidelines given and the availability of the teachers in working towards more comprehensive SBM presentation

Teacher G: Indeed, our school encountered few problems related to SBM. Gathering of data, documenting all the programs, activities, as well as getting feedbacks, motivating the members of the SBM team are some of those problems.

It can be gleaned from the statements of the participants that majority of them have affirmed that the challenge they encountered in the SBM is somewhat related to the record/ document keeping. Further, the participants have

affirmed that there have been the process of the keeping the pertinent data and documents needed in the School-Based Management which are greatly needed to determine how well the school have planned, managed, monitored and evaluate the PPAs. Due to the lost of the documents and data, the SBM focal persons found it hefty to effectively self-validate the level of practice of the SBM. Likewise, may affect the assessment and validation of the division personnel. The statements also show the needs of the schools to strengthen and ameliorate their abilities to record keeping and the documentations of all PPAs. The SBM has been in existence for more than a decade, and so, teachers and the SBM focal persons shall have been trained and equipped to keep the records and documents properly.

In the study conducted by Lucas (2020) he found out that there are some schools who still failed to keep their records well. Also, there are some documents which have been lost and damaged. Further, there are some parents and students who have been complaining about the slow processing of their documents such as the SF10 and certifications. In terms of the documents of the school, there are some schools that attained lower SBM level of practice which is due to the failure to documents the various activities and to save the data needed for validation.

Table 10. Annotated exemplar on the perceptions of the Participants if preparation for SBM is a challenging task for teachers and why did they say so.

Participants	Response	Researcher's Observation
Teacher A	I think yes. As part of the team we aim to elevate our level of practice of the different principles of SBM. This level of practice mirrors our performance, and the performance of everyone in school.	She delivered her statement with conviction.
Teacher B	Yes, it is challenging. However, as part of the team we have to work together ensuring that all the programs, projects, and activities in school are well-implemented which may help us attain higher level of practice.	She answered it immediately. She showed affirmative facial expression while giving her answers.
Teacher C	Yes it is. There are times that we extend our service during the preparation of our SBM. Also, there were times that our teaching responsibilities are affected since we need to attend the meeting, prepare the documents, and all.	She answered it immediately. She showed positive gestures while giving her answers.
Teacher D	Yes of course, it is very challenging. Preparing the documents is not an easy task. Also, there are times that we cannot perform some other duties that we need to comply with.	He showed affirmative facial expression while giving her answer.
Teacher E	Being the teacher -coordinator of SBM in a big school like SVIES, preparation of SBM is challenging because I need to deal with people of different personalities and perspectives. Mostly, gathering and organizing artifacts.	She answered it with proper tone and positive gestures.
Teacher F	I consider the preparation for SBM a challenging one especially when it's done from scratch. You have to consolidate the forms and data, put them to where they are part of and so on. However, when it's already a	She answered it immediately with proper facial expressions.

Teacher G	habit/practice in school, the challenges the turn into opportunities in terms of the ease in locating any information needed. Yes, preparation for SBM is a challenging task for us teachers for it will get a lot of our time in preparing all the documents needed in SBM.	She showed positive facial expression while giving her answer.
Teacher H	Yes, very challenging in a way that you are being pressured to do things at the same time, such as preparing for the daily teaching and giving extra effort for the preparation of the needed documents. Updating records every school year for 3 years. These documents need signatories, feedback, and monitoring.	She answered it with a proper tone.

School-Based Management is the heart of the school management operation. This refers to the overall management of the school which involve the school personnel, students, Local Government and the stakeholders. To attain the higher level of practice of SBM, it calls for patience, time, and efforts for everyone who is involve for the data-gathering and preparations of documents. In this sense, teachers have to extend their time and efforts to contribute to the goal of the school in attaining higher level of practice. However, not all the time, teachers have the best free time to be spent in doing their ancillary works under SBM. These are all shown to the statements of the participants who have affirmed that preparing the documents in SBM is a challenging tasks:

Teacher A: I think yes. As part of the team we aim to elevate our level of practice of the different principles of SBM. This level of practice mirrors our performance, and the performance of everyone in school.

Teacher B: Yes, it is challenging. However, as part of the team we have to work together ensuring that all the programs, projects, and activities in school are well-implemented which may help us attain higher level of practice.

Teacher C: Yes it is. There are times that we extend our service during the preparation of our SBM. Also, there were times that our teaching responsibilities are affected since we need to attend the meeting, prepare the documents, and all.

Teacher D: Yes of course, it is very challenging. Preparing the documents is not an easy task. Also, there are times that we cannot perform some other duties that we need to comply with.

Teacher E: Being the teacher -coordinator of SBM in a big school like SVIES, preparation of SBM is challenging because I need to deal with people of different personalities and perspectives. Mostly, gathering and organizing artifacts.

Teacher F: I consider the preparation for SBM a challenging one especially when it's done from scratch. You have to consolidate the forms and data, put them to where they are part of and so on. However, when it's already a habit/practice in school, the challenges the turn into opportunities in terms of the ease in locating any information needed.

Teacher G: Yes, preparation for SBM is a challenging task for us teachers for it will get alot of our time in preparing all the documents needed in SBM.

Teacher H: Yes, very challenging in a way that you are being pressured to do things at the same time, such as preparing for the daily teaching and giving extra effort for the preparation of the needed documents. Updating records every school year for 3 years. These documents need signatories, feedback, and monitoring. It can be

gleaned from the statements of the participants that all of them have affirmed that preparing the documents needed in SBM is a challenging task. They have acceded that they have spent time and efforts of looking for data and collecting the pertinent documents. It can also be noticed from their statements that they know how their works may contribute to help the school attain higher level of practice of SBM. They know how the teamwork works. There are some of these teachers who have even shared that their teaching responsibilities have somewhat been affected by their works in SBM. Teachers who are required for 6 teaching hours might find it hefty to extent more time to spent in doing their parts in SBM. They may not have the full energy to perform the retrieval of data and collection of the documents and artifacts to be placed in the school's SBM.

As per the study conducted by Generoso (2019) teachers have affirmed that it is easy to teach. Teachers nowadays have easier way to do their lesson plans and preparing their instructional materials since the technologies are very much available. However, in his study, she found out that majority of the teachers have affirmed that the challenge is more of the additional works assigned to them by their school heads since it is needed in the school. Dominant among these teachers have been assigned to do other works such as being the coordinators of the different learning areas, SBM, MOOE, GAD among others. Due to their works in this area, particularly in SBM, some of their teaching responsibilities have also been affected. There are some teachers who need to spend more time of preparing the documents over crafting their lesson exemplars and instructional materials. They believe that this also affects their performance as teachers.

Table 11. Annotated Exemplar in ways that the SBM Preparation affect the task and responsibilities of teachers

Participants	Response	Researcher's Note
Teacher A	Due to the urgency, sometimes we 've been called to gather for a meeting, and so, I have to leave the class for a while. This I think affects my teaching responsibilities.	She answered it in positive tone.
Teacher B	The time we spend for the preparation for SBM could have been used for the preparation of our instructional materials and DLL.	She showed a bit disappointment on her face.
Teacher C	I guess the time we spent for the preparation of documents and the SBM room have a strong impact to our ability to prepare our materials for teaching.	She answered it immediately and with confidence
Teacher D	The time we spent for the SBM could have been used for the preparation of our lessons and some other related teaching tasks.	He answered it immediately and with conviction.
Teacher E	Teachers time in preparing their lesson are affected due to preparation of SBM. They need to allot and extend their time in school in for the printing of SBM artifacts.	She answered it in positive tone and as if that she was sharing a story.
Teacher F	The teachers are being affected by the tasks and responsibilities in carrying out the SBM preparation because it takes another time and effort of the teachers alongside many tasks and reports to accomplish and the required teaching hours to utilize the whole day.	She immediately answered it with confidence and of great sincerity which are shown on her facial expression.
Teacher G	Some members of the SBM have to work double time and sometimes their classes suffers and were not able to attend to their class because of the deadline regarding SBM	She answered it with proper emotion and showed off a bit disappointment.
Teacher H	Teachers are being affected physically and mentally, the tasks and responsibilities are big part for the completion of documents. One must devote the time and effort in preparing the documents.	With her confidence, she answered it with proper tone and emotion.

Teachers are professionals who are basically take the biggest responsibilities of teaching the learners. There are a lot of things they do before the delivery of instructions. They ensure that the lesson plans are well-crafted, and the set objectives will be attained at the end of the lesson. However, since teaching has been multifaceted

profession, teachers also do activities which are outside their teaching responsibilities just like performing their functions as coordinators of specific learning areas or field. One of the major headship is to handle the School-Based Management or SBM. This headship calls time and efforts in collecting data and gathering the school's pertinent documents. This is needed to showcase the level of practice of the SBM which is to be evaluated by the Division Personnel. Since the school does not want to attain lower level, the teachers spearheaded by the principal do their best to attain what is need, and prepare the data and documents for the SBM, however, due to this there are times that the teachers have compromised the time that shall be allotted to do things for their teaching responsibilities. These are shown on the following statements:

Teacher A Due to the urgency, sometimes we 've been called to gather for a meeting, and so, I have to leave the class for a while. This I think affects my teaching responsibilities.

Teacher B: The time we spend for the preparation for SBM could have been used for the preparation of our instructional materials and DLL.

Teacher C: I guess the time we spent for the preparation of documents and the SBM room have a strong impact to our ability to prepare our materials for teaching.

Teacher D: The time we spent for the SBM could have been used for the preparation of our lessons and some other related teaching tasks.

Teacher E: Teachers time in preparing their lesson are affected due to preparation of SBM. They need to allot and extend their time in school in for the printing of SBM artifacts.

Teacher F: The teachers are being affected by the tasks and responsibilities in carrying out the SB preparation because it takes another time and effort of the teachers alongside many tasks and reports to accomplish and the required teaching hours to utilize the whole day.

Teacher G: Some members of the SBM have to work double time and sometimes their classes suffers and were not able to attend to their class because of the deadline regarding SBM

Teacher H: Teachers are being affected physically and mentally, the tasks and responsibilities are big part for the completion of documents. One must devote the time and effort in preparing the documents.

As per the statements of the participants, it turned out that all of them have acceded that preparation for the SBM affects their tasks and responsibilities in teaching. It can be gleaned that all of them have affirmed that preparing the documents for the SBM calls a lot of time and efforts which can affect their abilities to do their main tasks and responsibilities in teaching. The time they spent in preparing the documents could have been used to prepare their instructional materials or they can prepare their lesson well. Also there are teachers involved in the study which have highlighted that their preparation for the SBM somehow affects them physically and mentally. Physically, since they have to exert much efforts to be able to collect and collate the needed documents aside from making them more presentable for the validation period with the division team. Also, they have even affirmed that the preparation of SBM affects them mentally, it is due to the fact that they are also wanted to attain higher level of practice and as their contribution to the school. They have exerted their efforts making the documents be gathered and compiled. In the study conducted by Diago (2020) SBM is one of the best programs ever created for the education sector. It enables the school to practice the decentralization of the decision-making in the school involving both the internal and external stakeholders. It also helps the school to be more transparent in all of its resources. Also, it tracks the records of the school that manifest the effective of the delivery of instructions as well as the implementation of the programs, projects, and activities conducted in the school which are all benefited by the learners. However, it was also found out that the SBM calls patience, time, and efforts among those teachers who have been assigned to do certain tasks. As per the results, there are some teachers whose teaching responsibilities have been affected since they have to attend the needs in the preparation of the documents in the SBM. There are also times that could have been used for the remedial classes but have been spent to the collection of data and document gathering.

Table 12. Annotated Exemplar on how challenges relative to SBM preparation impact their performance as teachers

Participants	Responses	Researcher's observation
Teacher A	The less time for the preparation for teaching, the less chance of making it more effective and impactful to the learners.	She showed sincerity on her answer.
Teacher B	I have less time to prepare my instructional materials, and so, it affects my ability to execute it well to my learners. I understand that I have been designated for this position, I did not expect that	She answered it with confidence and showed much conviction.
Teacher C	It affects my preparation of my instructional materials and to provide intervention to my learners. And so, there were times that I feel unsatisfied with my performance as teacher.	She moved her hands, and pause for a while before giving her answer.
Teacher D	I think it has a big impact to my teaching performance, knowing that I am in an emergency class, I cannot attend the needs of students. Also, there were times that I feel unsatisfied with my performance and on how I handle my class.	He answered it in an affirmative tone and with proper facial expression.
Teacher E	SBM preparation is a challenging task for me because I need to assume duties in addition to usual teaching roles. I need to devote additional time for meetings, planning, organizing, reporting and resolving issues and concerns which decreases my energy in performing my duties and responsibilities as classroom teacher that may also affect pupils' performance.	She felt at ease of sharing her sentiments about the question. She answered it in a slow and meaningful tone.
Teacher F	The challenges relative to SBM preparation affects the time management of some teachers. On the other hand, by looking on its brighter side, it gives teachers the chance to really be a part of a team towards the school's journey in establishing a school management style that is equipped with the scopes it should have.	She showed off a bit disappointment which is supported by her tone and facial expression.
Teacher G	The transition to SBM is not well managed, it may create confusion and stress among teachers thus affecting their performance negatively in their respective classes.	Her facial expression validates her disappointment
Teacher H	It has a great impact to the performance as a teacher. She /he gains a lot of learnings in handing the given tasks efficiently ,managing time for teaching and doing extra task is more fulfilling.	She answered it immediately and with proper conviction

School-Based Management is one of the key elements in making the school responsive to the ever-changing demands in education. It covers most of the areas in management of education institution. Its main core is the decentralization of the decision relative to the school management which involve both the internal and external stakeholders. Also, to prove the level of practice of the activities under SBM, the school needs to collect data and gathered the documents in each of the program, project, and activities facilitated in the school. Not all the time these data and documents are properly managed. Hence, the teachers assigned to SBM have to look for these

data and document for them to be able to compile and place them properly to the SBM room and this has been perceived challenging. Teachers have to exert more time and effort to be able to do these tasks which somehow impact their teaching responsibilities. These are all shown to the following statements from the participants:

Teacher A: The less time for the preparation for teaching, the less chance of making it more effective and impactful to the learners.

Teacher B: I have less time to prepare my instructional materials, and so, it affects my ability to execute it well to my learners. I understand that I have been designated for this position, I did not expect that.

Teacher C: It affects my preparation of my instructional materials and to provide intervention to my learners. And so, there were times that I feel unsatisfied with my performance as teacher.

Teacher D: I think it has a big impact to my teaching performance, knowing that I am in an emergency class, I cannot attend the needs of students. Also, there were times that I feel unsatisfied with my performance and on how I handle my class.

Teacher E: SBM preparation is a challenging task for me because I need to assume duties in addition to usual teaching roles. I need to devote additional time for meetings, planning, organizing, reporting and resolving issues and concerns which decreases my energy in performing my duties and responsibilities as classroom teacher that may also affect pupils' performance.

Teacher F: The challenges relative to SBM preparation affects the time management of some teachers. On the other hand, by looking on its brighter side, it gives teachers the chance to really be a part of a team towards the school's journey in establishing a school management style that is equipped with the scopes it should have.

Teacher G: The transition to SBM is not well managed, it may create confusion and stress among teachers thus affecting their performance negatively in their respective classes.

Teacher H: It has a great impact to the performance as a teacher. She /he gains a lot of learnings in handing the given tasks efficiently ,managing time for teaching and doing extra task is more fulfilling.

It can be noticed from the statements of the participants that they have been consistent concerning how the preparation for the SBM impact their performance as teachers. They have affirmed that the preparation of data and documents called for time extension and efforts from the teachers. And as per their statements, the preparation have impacted them, which caused them stress, affected their time management, and their efforts. Also, it can be gleaned from their statements that their performance as teachers have somewhat been affected by this additional responsibility. In the study of Gatus (2020) he found out that there are some schools who have lower number of teachers have to do number of ancillary services. Some of them have handled 2 to 5 coordinatorship, others have even more. These ancillary services have somewhat affected them in preparing their things for instruction. Also, they were not able to concentrate more on their main responsibility which is teaching the learners. They spend more hours of looking for the data, collecting the documents, and asking the concerned teachers to provide them the needed artifacts for the SBM.

2. How do the teachers describe the challenges in School-Based Management (SBM)?

Table 13. Annotated Exemplar on how the SBM Preparation Affects the Overall management of school operation and their coping mechanism to surpass the challenges

Participants	Responses	Researcher's Observation
Teacher A	I think, the SBM enables the school to monitor how it progress and it plays a very vital role to determine the principles of the SBM that need to be improved. However, there are some times that the preparation for the SBM impede the ability of teachers to perform effectively. I surpassed the challenge through effective time management.	She answered it immediately with proper tone.

Teacher B	<p>The SBM is a guiding tool that enable the school to work hand-in-hand to cater the best for the learners. However, there are instances during the preparation that require more time and efforts from the teachers which have exhausted them. And so, they do not have enough energy for their teaching.</p>	She answered it with affirmative facial expression.
Teacher C	<p>The coping mechanism I performed is of course the time management.</p> <p>SBM is the heart of the school. However, the preparation of the documents sometimes affects the ability of teachers to perform their teaching responsibilities.</p>	She answered it as if she's talking to a friend. She was at ease this time.
Teacher D	<p>Time management is the very important coping mechanism I performed to surpass this challenge.</p> <p>The preparation for the SBM sometimes hinder my ability to perform my roles and responsibilities.</p>	His tone in expressing her answer showed his disappointment.
Teacher E	<p>I guess managing my time effectively is the best coping mechanism I executed to surpass this challenge.</p> <p>SBM is a reflection of school's performance and progress. Through SBM reports were updated and organized, teachers worked collaboratively with other stakeholders which made work lighter.</p> <p>Challenges are always part of any programs and activities, to cope this, proper communication and dissemination of reports and instructions are highly recommended. Being optimistic also play an important role to a successful program or activity.</p>	She answered it in proper tone and have shown affirmative facial expression.
Teacher F	<p>In my own opinion, SBM preparation gives way to the school's intention to deliver a well-balanced plans, decisions and actions. Apart from that, it teaches everyone the value of belongingness in the endeavors of the school both in its highs and its lows.</p>	She answered it well. She showed certainty in her answer.
Teacher G	<p>The impact of SBM preparation on the overall management of school operation can vary based on the specific context and the effectiveness of the implementation. SBM can help in decentralizing decision making processes, empower SH, teachers and even parents. They are involved in crucial decision. It can encourage greater involvement of the community in school activities</p> <p>To cope with challenges members of the SBM should establish clear and open communication channels. Ensures that all stakeholders understand the goals, processes and benefits of SBM</p>	She answered it in positive tone and in affirmative facial expression.
Teacher H	<p>As I assess, the SBM preparation affect the overall management of the school operation when it is not handled properly and plan accordingly. The head of the school has all the power to distribute to the right team leader that will support the school in terms of preparation.</p> <p>I accept and follow the given instructions especially the technical assistance given from the expertise.</p>	She answered it in a very calm way.

One of the major concerns of the SBM is to actualize the decentralization of the decision making in the school. The core of the SBM is to ensure that the school's program, projects, and activities are well-planned, implemented, monitored and evaluated. The teachers might be assigned to take responsibilities in collecting the data and preparing the documents needed the SBM. This has not been an easy task for them since they shall not compromise their teaching responsibilities, and they shall not neglect the responsibility bestowed to them in SBM. The additional works given to them SBM has been perceived challenging as it calls additional time and efforts. Also, they need to establish collaboration with the rest of the teachers from whom the data and the documents will be collected. Even if the responsibly has been deemed challenging, the teachers have to find the best ways to surpass them. These are all shown to the following statements of the participants:

Teacher A: I think, the SBM enables the school to monitor how it progress and it plays a very vital role to determine the principles of the SBM that need to be improved. However, there are some times that the preparation for the SBM impede the ability of teachers to perform effectively.

Teacher B: The SBM is a guiding tool that enable the school to work hand-in-hand to cater the best for the learners. However, there are instances during the preparation that require more time and efforts from the teachers which have exhausted them. And so, they do not have enough energy for their teaching. The coping mechanism I performed is of course the time management.

Teacher C: SBM is the heart of the school. However, the preparation of the documents sometimes affect the ability of teachers to perform their teaching responsibilities. Time management is the very important coping mechanism I performed to surpass this challenge.

Teacher D: The preparation for the SBM sometimes hinder my ability to perform my roles and responsibilities. I guess managing my time effectively is the best coping mechanism I executed to surpass this challenge.

Teacher E: SBM is a reflection of school's performance and progress. Through SBM reports were updated and organized, teachers worked collaboratively with other stakeholders which made work lighter. Challenges are always part of any programs and activities, to cope this, proper communication and dissemination of reports and instructions are highly recommended. Being optimistic also play an important role to a successful program or activity.

Teacher F: In my own opinion, SBM preparation gives way to the school's intention to deliver a well-balanced plans, decisions and actions. Apart from that, it teaches everyone the value of belongingness in the endeavors of the school both in its highs and its lows.

Teacher G: The impact of SBM preparation on the overall management of school operation can vary based on the specific context and the effectiveness of the implementation. SBM can help in decentralizing decision making processes, empower SH, teachers and even parents. They are involved in crucial decision. It can encourage greater involvement of the community in school activities To cope with challenges members of the SBM should establish clear and open communication channels. Ensures that all stakeholders understand the goals, processes and benefits of SBM

Teacher H: As I assess, the SBM preparation affect the overall management of the school operation when it is not handled properly and plan accordingly. The head of the school has all the power to distribute to the right team leader that will support the school in terms of preparation. I accept and follow the given instructions especially the technical assistance given from the expertise. It can be gleaned from the statements of the participants that they have perceived the works in SBM as a challenging one. Teaching alone is a tough profession which calls time, efforts, knowledge, and skills. Hence, the teachers believe that having been appointed as part of the SBM team is a challenging one. They have extended time and efforts to be able to satisfy the requirements and to determine the actual level of practice of SBM. It cannot be denied that the teachers are well-concerned to help the school, preparing the data and documents which are needed. Their efforts of helping the school transcended the weight of the tasks. Working for the SBM reflects the dedication of teachers to showcase the programs, projects, and activities of the school and how these things bring impact to the overall performance of the school. As to the study conducted by Limanco (2020) there are teachers who have been tired of their teaching load and yet they still have to work with the additional tasks they needed to perform. These ancillary works somehow affect the performance of teachers. In his study, he found out that the teachers' ancillary works affect the performance of teachers as reflected on their IPCRF. He recommended that the school heads shall be able to observe equal distribution of coordinatorship among teachers.

This is to ensure that no teachers are given more ancillary services more than the others.

3. What themes emerged from the testimonies of the participants?

Themes Emerged from the Statements from the Participants : The following are the themes that emerged from the statements of the participants to each corollary question asked by the researcher. Coding was used by the researcher to extract the themes.

Table 14. Theme 1: SBM Demands more Time in Record Keeping

Participants	Statement	Subordinate Theme	Superordinate Theme
Participant A	<i>there are some pertinent documents that have been lost.</i>	Lost documents	SBM Demands more Time in Record Keeping
Participant B	lost documents <i>There are also some components of the 4 areas of SBM which have not been updated.</i>	Not updated documents	
Participant C	<i>we cannot collect all the needed documents</i>	Cannot collect documents	
Participant D	<i>There are documents that have been lost.</i> <i>There are also some activities and projects which have not been document.</i>	Lost documents Undocumented activities	
Participant F	<i>placing them accordingly based on the guidelines</i>	Placing of documents	
Participant G	<i>Gathering of data, documenting all the programs, activities,</i>	Data gathering	

SBM Demands more Time in Record Keeping. By nature, the SBM houses the documents of the school which prove the level of practice of the various programs, projects, and activities. In school, the teachers are assigned to take responsibilities of preparing these documents to be monitored and evaluated by the assigned district, division, and/ or regional personnel. Since the school is aiming to cater what is being practiced in their school, the teachers are very much eager to attain higher level of practice and performance based on the validation of the team. Due to this, the teachers collect the data and documents needed in each principle of the SBM. However, as per the statement of the participants, they have encountered problems with regards to this matter. They have considered that this as dilemma in SBM preparation. As per their statements, some of the needed documents are lost, others have not been updated and also, there are some activities which have not been documented. These are the things which have made the preparation for SBM a challenging one. The preparation has brought stress to teachers who have been assigned to this tasks since the documents needed are lost and other have not been updated. These are the artifacts needed for the evaluation and validation, and so, if these were not presented to the team, the level of practice of the SBM will also be affected.

According to Verdadero (2019) there are some issues concerning the preparation of data and documents needed in the School-Based Management. There are some schools which have actually implemented the PPAs but have failed to do the documentation, or if they have the documents some of its part needed in the validation are missing. Also, there are some data in school which have not been updated. Teachers assigned to do the preparation of documents have been problematic about these issues.

Table 15. Theme 2: SBM Decreases Time for Teaching

Participants	Statement	Subordinate Theme	Superordinate Theme
Teacher A	I have to leave the class for a while. This I think affects my teaching responsibilities.	affects teaching responsibilities.	

Teacher B	The time we spend for the preparation for SBM could have been used for the preparation of what to teach.	Lost time for teaching	SBM Decreases Time for Teaching
Teacher C	Impact our ability to prepare our materials for teaching.	Ability to prepare	
Teacher D	The time we spent for the SBM could have been used for the preparation of our lessons and some other related teaching tasks.	For lesson preparation	
Teacher E	Teachers time in preparing their lesson are affected due to preparation of SBM.	Affect Teachers lesson preparation	
Teacher F	it takes another time and effort of the teachers alongside many tasks and reports to accomplish	another time and effort of the teachers	
Teacher G	Some members of the SBM have to work double time and sometimes their classes suffers	Their classes suffers	

SBM Decreases Time for Teaching. Basically, the prime responsibility of teachers is to teach. This is the core of their profession. However, due to the exigency of their service, they have been given ancillary services just like being appointed to serve as coordinator or members of SBM team. Due to this, the teachers have to do their prime responsibilities of preparing their lessons and also, extra time and efforts to attend their responsibilities for the SBM. Teachers who are concerned about improving the level of practice of SBM have to gather the needed documents for the SBM and to collect data that are needed for the validation of the team.

However, it is not an easy task and teachers deemed that due to these additional works, their teaching responsibilities have also been affected. As per the statements of the participants in this study, their responsibilities such as preparing the lessons and the materials for teachers have also been impacted by the preparation for the SBM. According to them, they have encountered challenges as to the collection of data and documents which are very much needed in the validation of the SBM. Due to this, they tend to do double time, spend more time of preparing the needed documents. The preparation for the SBM calls time and efforts, hence, teachers' time of preparing their things of teachers have been affected. There are even times that their classes have been suffered since they were not able to teach their learners. According to Yanez (2020) teachers are the most important force that help the students to learn and be equipped with the knowledge and skills they needed. If teachers have more time for preparing their materials and thinking about the strategies and techniques suited to the needs and interests of learners. Hence, if the teachers failed to attend their prime responsibilities of teaching their learners, it will bring negative impact to the learners, and to the performance of teachers themselves.

Table 16. Theme 3: SBM Preparation impedes teachers' Primary Responsibility

Participants	Statement	Subordinate Theme	Superordinate Theme
Participant A	The less time for the preparation for teaching, the less chance of making it more effective	Less time, less chance of making it more effective	SBM Preparation impedes teachers' Primary Responsibility
Participant B	I have less time it affects my ability to execute it well to my learners.	Less time Ability to execute is affected	
Participant C	It affects my preparation of my instructional materials I feel unsatisfied with my performance as teacher.	affects preparation unsatisfied performance	
Participant D	I think it has a big impact to my teaching performance,	big impact to teaching performance,	

	I feel unsatisfied with my performance and on how I handle my class.	feel unsatisfied	
Participant E	I need to devote additional time for meetings, planning, organizing, reporting and resolving issues and concerns decreases my energy in performing my duties and responsibilities as classroom teacher	devote additional time decreases my energy in performing my duties	
Participant F	SBM preparation affects the time management of some teachers.	affects the time management	
Participant G	create confusion and stress among teachers thus affecting their performance negatively in their respective classes.	Stress to teachers thus affecting their performance	

SBM Preparation impedes teachers’ Primary Responsibility. The previous questions asked to the teachers are well-connected to this item that sought to determine if the preparation of SBM affects their performance as teachers. As disclosed by the teachers, the preparation for the SBM has negative impact to their teaching responsibilities. Teachers’ concern for the school is well-shown since they have taken the responsibilities of preparing the documents for the SBM, however, they have also acceded that due to this, their time for teaching-related responsibilities have also been affected. As per their statement, they have extended much time for the SBM which affects the time that should have been spent for teaching. Due to this, they have affirmed that the SBM preparation have affected their time management, and also, their performance as teachers.

If the teachers have more time, they would be able to have more chance of preparing the materials needed for their lessons. Also, they may have enough chance to think about the strategies for teaching, think about the methods and approach of teaching. However, if their time has been affected due to additional work load, their time would not be enough to attend to the needs of their learners. Their time for the preparation would not be as enough as before. The less time for preparation also equates lower level of performance of teachers. Their performance has been affected by the preparation for SBM. Mandigma (2020) explained that teachers’ need understanding about their performance. There are some of them who have been bombarded with so much additional workloads. Some teachers found it hard to balance their teaching responsibilities and their ancillary works in school. These additional workloads such as being the focal person of a certain areas in school somehow affects their performance. They have to spend additional time and efforts for these tasks assigned to them by their school heads, hence, the time which shall be allotted for their teaching-related activities have been affected. This has also affected their performance as teachers.

Table 17. Theme 4: SBM negatively affects teachers’ performance

Participants	Statement	Subordinate Theme	Superordinate Theme
Participant A	enables the school to monitor how it progress and it plays a very vital role to determine the principles of the SBM that need to be improved. impede the ability of teachers to perform effectively.	Progress SBM Principles to be improved. Impede teachers’ performance	SBM negatively affects teachers’ performance
Participant B	a guiding tool work hand-in-hand require more time and efforts	Guiding tool Work hand-in-hand Require more time and	

	from the teachers which have exhausted them.	efforts	
Participant C	SBM is the heart of the school. affect the ability of teachers to perform their teaching responsibilities.	Heart of the school Affect teachers ability to perform	
Participant D	hinder my ability to perform my roles and responsibilities.	Hinder the ability to perform	
Participant E	SBM is a reflection of school's performance and progress. teachers worked collaboratively with other stakeholders	Reflection of performance Worked collaboratively	
Participant F	SBM preparation gives way to the school's intention to deliver a well-balanced plans, decisions and actions.	Gives way to school to deliver the plans, decision and actions	
Participant G	SBM can help in decentralizing decision making processes.	Decentralizing the decision	

SBM negatively affects teachers' performance. SBM is one of the flagship programs of the Department of Education in ensuring that there is decentralization of the decision-making process in each public schools in the country. It is expected that all of the programs, projects, and activities are well-planned, implemented, and monitored and evaluated well. Looking at its main principle, indeed it plays a vital roles to ensure that the schools are catering the best services and quality education among learners. However, there is another side of the program which may have been overlooked by the higher authorities. The preparation of the documents and data for SBM has been affecting the performance of teachers who have been assigned to do another task that require more time and efforts. These is the dichotomy or the two faces of SBM- the Affirmative and other is the impeding one. These realities are shown in the responses of the teachers. They are aware about the affirmative face of the SBM which showcases the effectiveness of the PPAs of the school which mirrors its performance. The SBM also calls for the teachers and other personnel to work hand-in-hand; to be able to obtain the needed data and collect the salient documents. The other side of the SBM has also been disclosed by the teachers which they deemed impeding. And for them, these affected the performance of the school. The SBM preparation calls more time and efforts from the teachers who shall take responsibilities for obtaining the data and the documents needed. Since they have to do it, teachers' performance have also been affected. There are times that they failed to attend their classes and their time for preparing the lessons have also been affected. Like a domino, it affects the overall performance of the school.

Table 18. Theme 5: SBM Challenges Teachers' Time Management Skills

Participants	Statement	Subordinate Theme	Superordinate Theme
Participant A	I surpassed the challenge through effective time management.	through effective time management	SBM Challenges Teachers' Time Management Skills
Participant B	The coping mechanism I performed is of course the time management.	Time management	
Participant C	Time management is the very important coping mechanism I performed to surpass this challenge.	Time management	
Participant D	I guess managing my time effectively is the best coping mechanism I executed to surpass this challenge.	Managing time	

SBM Challenges Teachers' Time Management Skills. Teachers who have been assigned to prepare the data and documents have been entrusted by their teachers. Usually, the teachers tend to accept the assignment provided by their school head as a way of their respect and also to partake actions in the success of the school. There are teachers who have no choice of declining the request and get away from the tasks given to them. And so, even if they are exhausted, they have exerted extra efforts and time to be able to collect the documents and obtain the data. To surpass the challenges they faced in preparation for the SBM, the teachers have learned to manage their time. They have affirmed that having a good division of time to attend their responsibilities in teaching and the workload in SBM is a way of surpassing the challenges. According to Gamas (2020) the teachers are professionals shall have effective time management. They are expected to attend their responsibilities in schools both in teaching their learners and performing their additional works. There many teachers who have been complaining about their additional workloads; their coordinatorship, MOOE, SBM, journalism etc. However, most of these teachers have their own strategies in attending their responsibilities through effective management of their time.

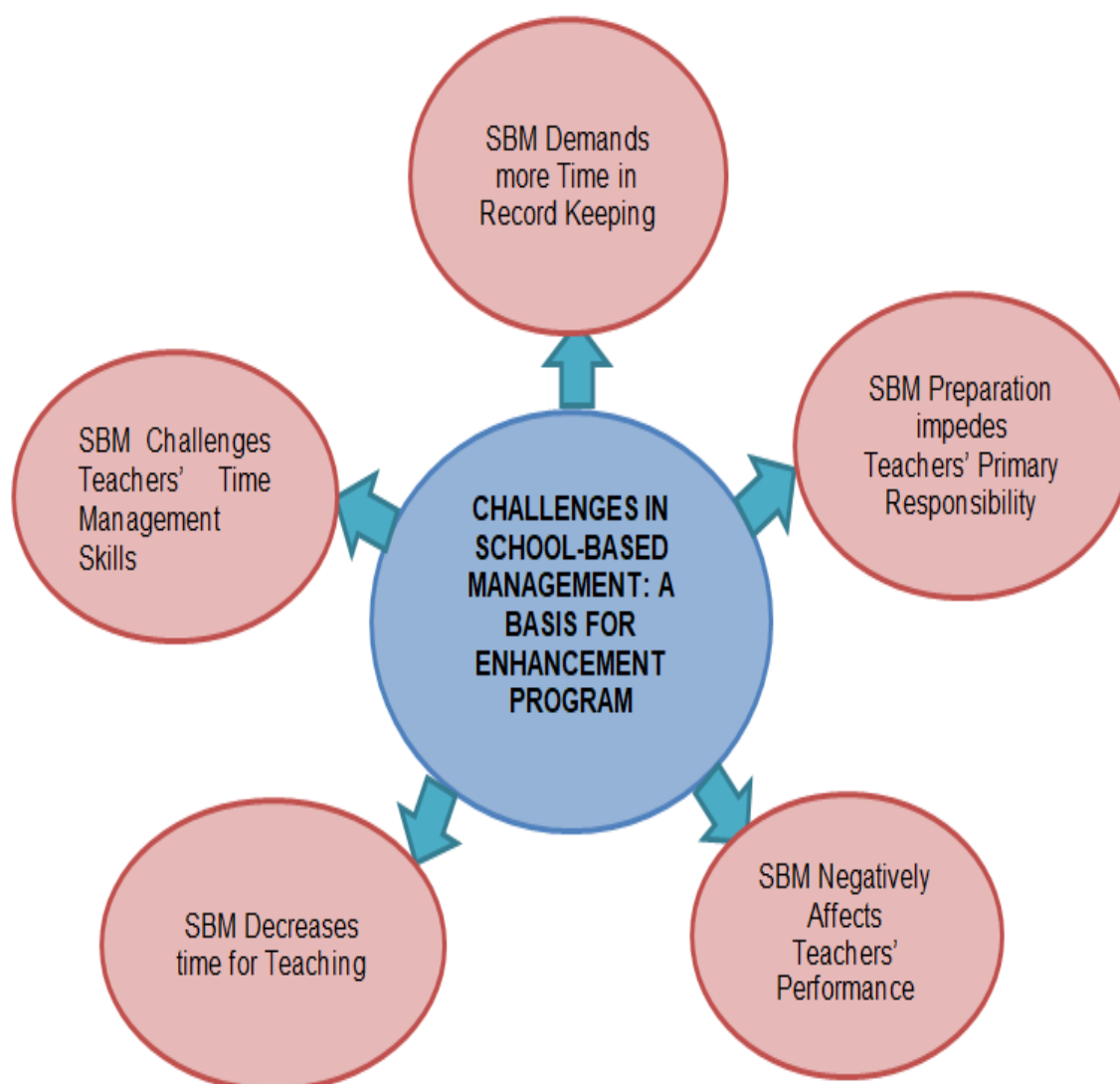


Figure 2: Themes Extracted from the Testimonies of the Participants

Figure 2 unveils the themes extracted from the testimonies of the participants. The themes were crafted from the coding performed by the researcher. The challenges encountered in the SBM were described as SBM Demands More Time in Records keeping, SBM Preparation impedes Teachers Primary Responsibility, SBM Negatively Affects Teachers' Performance, SBM Decreases time for Teaching, and SBM Challenges Teachers' Time Management Skills.

3. What are the challenges in the SBM as perceived by the teachers?

Table 19

Assessment on the challenges in the SBM as perceived by the teachers in terms of SBM Demands more Time in Record Keeping

As a teacher, I...	Mean	SD	Interpretation
1. find it hard to compile the documents needed in the SBM.	3.159	0.669	High
2. observe the lack of keeping materials (cabinets. Folders, and other materials necessary for the record or documents keeping).	3.185	0.762	High
3. witness the inability to take care of the documents and updating the data in SBM.	3.127	0.792	High
4. observe the lack of coordination with the concern teachers who have been assigned in every domain of the SBM.	2.946	0.724	High
5. notice the lack of mechanism in checking, submitting, and releasing the documents in the SBM.	2.971	0.703	High
General Assessment	3.078	0.730	Agree

Legend: 3.25 – 4.0 Very High; 2.50 - 3.24 High; 1.75 - 2.49 Moderate; and 1.000-1.74 Low.

Table 19 presents the assessment of the respondents on the level of challenges in the SBM as perceived by the teachers in terms of SBM Demands more Time in Record Keeping for SBM. Among presented indicators, “observe the lack of keeping materials (cabinets. Folders, and other materials necessary for the record or documents keeping).” attained the highest assessment which is shown on its attached weighted mean and interpreted as High. On the other hand, “observe the lack of coordination with the concern teachers who have been assigned in every domain of the SBM” (2.946) obtained the lowest assessment but still interpreted as High. The assessment of the respondents have generated general assessment of 3.078 which means that the respondents have Agreed to the challenges encountered in SBM in terms of Documents Keeping demands much time. The teachers has garnered a general assessment of 3.078 which indicates that the challenges encountered in terms of documents keeping demands much time for SBM is high.

The result implies that the teachers have given the highest assessment of the challenge they encountered in terms of lacking of the keeping materials. This tantamount to say that the schools have not been able to provide the materials needed for the keeping of documents needed in the School Based Management. The SBM houses the pertinent documents that showcase all the programs, projects, and activities of the school. This means that the schools have to look into ways to secure these documents as it is necessary for the record keeping of documents. Also it further shows that these needed materials have not been included in the appropriation of their budget. As per the study conducted by Heron (2021) there are schools that still suffer the inadequacy of budget that shall be utilized for their various needs. Also, there are some of the works in school which the needed materials are not given, and so, this somehow affects the ability of the teachers and the concerned personnel to come up with better results. There are other materials that shall be used for the office operations, teachers’ materials both for teaching and other related tasks (Coordinatorship, MOOE, sports, etc). On the next page, Table 19 shows the assessment of level of challenge in the SBM as perceived by the teachers in terms of SBM decreases time for teaching. As shown in the table, the teachers have Agreed in all of the indicators in this challenge, however, among the indicators, no. 1 “notice the absence of agreement on time to work in SBM preparation.” (3.109) attained the highest assessment as manifested on its attached mean and interpreted High. On the other hand, no. 2 “observe the inability of teachers to prepare the instructional materials needed on their daily teaching” (2.822) has obtained the lowest assessment which is manifested on its affixed mean but still interpreted High. The teachers have generated a general assessment of 3.019 which claims that challenges in SBM decreases time for teaching is at high level.

Table 20

Assessment on the level of challenges in the SBM as perceived by the teachers in terms of SBM DECREASES TIME FOR TEACHING

As a teacher, I...	Mean	SD	Interpretation
1. notice the absence of agreement on time to work in SBM preparation.	3.109	0.742	High

2. observe the inability of teachers to prepare the instructional materials needed on their daily teaching.	2.822	0.738	High
3. believe that more time is needed to prepare the documents which hinders the time to be spent on teaching.	3.094	0.727	High
4. notice that teachers have been exhausted in preparing for the SBM before they attend their classes.	3.018	0.728	High
5. observe the lack of teachers' schedule to attend the needs in SBM and for the preparation of documents.	3.051	0.733	High
General Assessment	3.019	0.734	High

Legend: 3.25 – 4.0 Very High; 2.50 - 3.24 High; 1.75 - 2.49 Moderate; and 1.000-1.74 Low.

The result implies that for the teachers they Agreed that the challenge is more on the absence of the agreement on time to work in SBM preparation. This tantamount to say that the teachers are aware enough about the significance of having the agreement pertaining the time they need to render in performing their task for the SBM. Also as professionals, the teachers are oriented enough about their job descriptions and might be given additional and related task like in SBM. And so, the teachers believe that this is a challenge for them since they have not been given the agreement on time for SBM. Gregorio (2021) found out that here are teachers who complained for some of the additional tasks assigned to them aside from their teaching responsibilities. They felt they have been bombarded with so much tasks that hinder their capabilities to perform their teaching. However, there are some teachers who have followed the directions from their heads and take the responsibilities as part of their profession. They only need proper designation and agreement about the additional task given to them, the black and white about the things they need to do as well as the time they need to render their service for the said tasks.

Table 21

Assessment on the level of challenges in the SBM as perceived by the teachers in terms of SBM PREPARATION IMPEDES TEACHERS' PRIMARY RESPONSIBILITY

As a teacher, I...	Mean	SD	Interpretation
1. notice that the teaching hour is affected due to teachers' tasks in SBM.	3.120	0.732	High
2. observe the inability to attend to the needs of learners such as remedial teaching and intervention.	2.913	0.731	High
3. feel the lack of time to search for the best and appropriate strategies in teaching the lesson.	2.880	0.732	High
4. observe the inability of teachers to do report inscriptions such as DLL, Class Records, Intervention plans, and others.	2.786	0.732	High
5. tend to leave the class for a while and attend an equally important tasks to perform in SBM.	2.906	0.732	High
General Assessment	2.921	0.732	High

Legend: 3.25 – 4.0 Very High; 2.50 - 3.24 High; 1.75 - 2.49 Moderate; and 1.000-1.74 Low.

Table 21 presents the assessment of teachers on the level of challenges they encountered aligned to the preparation impedes teachers' primary responsibility. As presented in the table, among the indicators, no. 1 "notice that the teaching hour is affected due to teachers' tasks in SBM."(3.120) attained the highest assessment which is shown on its attached mean and interpreted as High. On the other hand, no. 4 "observe the inability of teachers to do report inscriptions such as DLL, Class Records, Intervention plans, and others" (2.786) obtained the lowest assessment which is manifested on its affixed mean and interpreted also as High. The assessment of teacher has generated a general assessment of 2.921 which indicates that the challenges encountered in the preparation of SBM impedes teachers' primary responsibility is at high level. The result implies that the teachers have affirmed that their teaching hour is affected due to the tasks they need to do or perform in the SBM. Teaching is the primary responsibility of teachers, and as per their assessment, the teachers have noticed that due to the works they needs to do in SBM, their teaching hour is affected. Due to the nature of SBM, which is more compiling the documents and data about the school's PPAs, there are times that teachers needed to extend their time doing their tasks in SBM which affects their teaching responsibilities.

In the study conducted by Del Carpio (2020) he found out that the teachers’s teaching performance is affected by various factors. One of the factors he discovered is the additional works assigned to the teachers. Aside from teaching, there are teachers who have also been designated to perform other task such as their coordinatorship which also calls more time and efforts. These tasks affect their abilities to attend their primary task which is to teach their learners. As per the results, the teachers believe that the time they have spent doing these additional tasks shall be used for teaching their learners.

Table 22

Assessment on the level of challenges in the SBM as perceived by the teachers in terms of SBM NEGATIVELY AFFECT TEACHERS' PERFORMANCE

As a teacher, I...	Mean	SD	Interpretation
1. think I cannot perform well in my teaching since I am also thinking about my tasks in SBM.	2.670	0.732	High
2. find it hard to exhibit all the necessary strategies and techniques due to the additional works given to me for the preparation of our SBM.	2.783	0.732	High
3. always have to fast track my teaching since I have to attend to collecting data and compiling the documents needed in the SBM.	2.761	0.732	High
4. find it hard to search for the best references and materials suited to my lesson since I have to prepare for the tasks in SBM.	2.721	0.732	High
5. am not able to finish some of the teaching, since there are times that we are called for a meeting about SBM.	2.732	0.732	High
General Assessment	2.733	0.732	High

Legend: 3.25 – 4.0 Very High; 2.50 - 3.24 High; 1.75 - 2.49 Moderate; and 1.000-1.74 Low.

Table 22 presents the assessment of teachers on the level of challenges in SBM in terms of SBM Negatively affects the teachers’ performance. As presented in the table, among the challenges, the teachers have given the highest assessment on no. 2”find it hard to exhibit all the necessary strategies and techniques due to the additional works given to me for the preparation of our SBM” (2.783) which is reflected on its attached mean and interpreted High. On the other hand, no. 1 “think I cannot perform well in my teaching since I am also thinking about my tasks in SBM” (2.670) obtained the lowest assessment and interpreted High. The teachers have generated a general assessment of 2.733 indicating that the challenges they encountered in SBM negatively affect teachers’ performance are at high level. The result implies that the challenges encountered in SBM negatively affects the teachers’ performance. This tantamount to say that due to the workload in SBM assigned to these teachers, they found it hard to do the things that they are expected to do as teachers. This also manifests how the preparation of documents and data in SBM affect the ability of teachers to do the best they can in teaching. Since the preparation of SBM calls efforts and time, the teachers have less energy to attend to their teaching responsibilities which affect their teaching performance as a whole.

Manosca (2021) explained the various factors that cause negative impacts to the teaching performance. One of the factors she identified is the overloading of headship or coordinatorship. There are more teachers who found hard to excel on their profession due to additional workloads assigned to them like subject coordinator, SBM, MOOE, and others. Teachers believe that teaching would be easier if this will be their sole responsibilities in school. However, Due to the exigency of service that teachers have to take responsibilities other than teaching like the SBM and other areas, the teachers’ time for preparation on their lessons has been lessening. Thence, these teachers were not able to do their very best to perform beyond what is expected of them. On the next page, Table 22 discloses the assessment of teachers on SBM challenges teachers’ time management skill. As disclosed by the table, among the presented challenges, no. 1”find it hard to balance my time for my teaching works and do the tasks in SBM”(2.761) has been given the highest assessment from the teachers which is shown on its attached mean and interpreted High. On the other hand, among the challenges, no. 2” notice that there are times that I fail to submit my reports on time due to my additional workload in SBM” (2.551) obtained the lowest assessment as reflected on its attached mean but still interpreted High. The teachers have obtained a general assessment of 2.662 which claims that the teachers Agreed that the SBM challenges the teachers’ time management.

Table 23
Assessment on the level of challenges in the SBM as perceived by the teachers in terms of SBM CHALLENGES TEACHERS' TIME MANAGEMENT SKILLS

As a teacher, I....	Mean	SD	Interpretation
1. find it hard to balance my time for my teaching works and do the tasks in SBM.	2.761	0.732	High
2. notice that there are times that I fail to submit my reports on time due to my additional workload in SBM.	2.551	0.732	High
3. go home late which affects my time to be spend in preparing myself for my teaching in the succeeding days.	2.656	0.732	High
4. observe some of the changes in my time management skills, there are things that I failed to attend to due to my tasks in SBM.	2.645	0.732	High
5. need to go school earlier and go home late which affects my time to my work and to my family.	2.698	0.732	High
General Assessment	2.662	0.732	High

Legend: 3.25 – 4.0 Very High; 2.50 - 3.24 High; 1.75 - 2.49 Moderate; and 1.000-1.74 Low.

The result simply implies that the SBM challenges the teachers to manage their time. This manifests how the SBM requires time and efforts among the teachers assigned to this area. As revealed by the previous tables, the preparation of SBM calls more time and effort. The teachers have been consistent with their answers which claimed that SBM demands time for the teachers since the preparation involves the collection of documents and data to support evidences on hoe the SBM is practiced in the school. Also, since the teachers render their time and service to SBM, they will not have enough time to attend to other responsibilities that need their time and energy- mostly when it comes to teaching. Teachers found it hard to balance their time to spent for the SBM and for their teaching responsibilities.

Manalo (2021) SBM is one of the major flagship programs of DepEd which showcases the effectiveness of the various Programs, Projects, and Activities implemented in the school. It serves as the collection house of the accomplishments of the schools and to give information about its success stories. However, there are some areas which is affected by the preparation of SBM. Teachers who have been assigned to perform the responsibilities in SBM sometimes found it hard to manage their time. They still have their teaching load and responsibilities, but still, they have to perform the task given to them in SBM. Mostly for the small schools whose teachers have been assigned for not just 1 coordinatorship, they affirmed that having been assigned to SBM is a great challenge for them to manage their time.

Table 24
The significant relationship between SBM and Challenges

	Computed χ^2 value	Df	P VALUE	Interpretation	Decision
SBM Demands more Time in Record Keeping	3.910	2	0.142	No Significant relationship	Accept Ho
SBM decreases the time for teaching	2.325	3	0.508	No Significant relationship	Accept Ho
SBM preparation impedes teachers' primary responsibility	1.098	3	0.778	No Significant relationship	Accept Ho
SBM negatively affects teachers' performance	4.261	3	0.235	No Significant relationship	Accept Ho
SBM challenges teachers' time management skills	31.831	3	0.000	With Significant relationship	Reject Ho
General Challenges	3.297	2	0.192	No Significant relationship	Accept Ho

Table 24 discloses the test of significant relationship between the challenges encountered and the SBM. As disclosed by the table, among the presented challenges, SBM challenges teachers' time management skills and Teachers' Time Management skills has attained a p-value of (0.000) which is less than 0.005. This leads to reject the null hypothesis. This implies that the level of SBM has something to do with the challenges in teachers' time management skills. Other areas of challenges such as SBM Demands more Time in Record Keeping (0.142) SBM decreases the time for teaching (0.508); SBM preparation impedes teachers' primary responsibility (0.778) SBM negatively affects teachers' performance (0.235) with their affixed p-value higher than 0.05 leads to accept the Null Hypothesis. This indicates that these challenges are not significantly related to the SBM. In general, it was found out that the challenges encountered are not significantly related to SBM Level of Practice which is shown its attached attached p-value of 0.192 that is greater than the 0.05 which leads to accept the Null Hypothesis.

The result implies that the challenges in SBM has something to do with the time management skills of teachers. This means that if the teachers failed to manage their time of performing their tasks, roles, and responsibilities in SBM, it may affect their performance. This shows that if the teachers have failed to manage their time effectively, then it may affect the ability of the schools to attain higher SBM. Due to the time demands of doing the task in SBM, teachers' time management may also be affected. As per the study of Gerone (2021) there are some teachers who are truly noted for being effective on their profession as teachers. They have been noted with their passion and dedication towards teaching. However, there are some teachers who find it hard to attend their responsibilities as teachers, aside from the needs for technical assistance, these teachers also admitted that they have some problems with their time management. They were not able to perform all their tasks since they are lacking of skills to manage the time, how to divide their time in doing their roles and responsibilities as teachers. And so, these teachers have attained lower rating in terms of the Timeliness on their performance rating. The result also shows that the IPCRF of the teachers is not significant related to the challenges they encountered relative to the SBM. This means that the challenges encountered in the SBM do not dictate or has no direct impact to the performance of teachers in their IPCRF. The SBM entails the overall performance of the school, how the programs, projects, and activities are implemented and the decentralization of the decision making in school. The teachers' performance is considered as one of its components, but the SBM Level of practice does not cover the rating to be given among the teachers.

According to Lizardo (2021) teachers are professionals who shall be rated based on their performance which shall be undertaken by the rater such as the Master Teachers and the school heads. The school heads, encouraged the teachers to perform better and to do the roles and responsibilities as teachers. However, the school head as the rater of the IPCRF is expected to be an expert of the content and how these teachers shall be rated. The performance of teachers shall only be based and rated about what is asked in the tool.

Table 25
The significant relationship between the profile in terms of IPCRF and the challenges encountered in the SBM

	<i>r value</i>	<i>P Value</i>	<i>Pearson r Interpretation</i>	<i>Pvalue Interpretation</i>	<i>Decision</i>
SBM Demands more Time in Record Keeping	-0.135	0.025*	Very Weak inverse Correlation	Significant	Reject H ₀
SBM decreases time for teaching	-0.040	0.511	Very Weak inverse Correlation	Not Significant	Accept Ho
SBM preparation impedes teachers' primary responsibility	-0.047	0.434	Very Weak inverse Correlation	Not Significant	Accept Ho
SBM, negatively affects teachers' performance	0.027	0.655	Very Weak Correlation	Not Significant	Accept Ho
SBM challenges teachers' time management skills	0.115	0.057	Very Weak Correlation	Not Significant	Accept Ho
General Challenges	-0.014	0.813	Very Weak inverse Correlation	Not Significant	Accept Ho

Significant at $p < 0.05$

Table 25 discloses the result of test of relationship between the IPCRF and the challenges encountered in SBM in terms of. As disclosed by the table, the challenges encountered in different areas of SBM such as SBM decreases time for teaching (0.511); SBM preparation impedes teachers' primary responsibility (0.434); SBM, negatively affects teachers' performance (0.655) SBM challenges teachers' time management skills (0.813) with their attached p-values which are greater than 0.05 level of significance leads to accept the Null Hypothesis which claims that these are not significantly related to the IPCRF of the teachers. Meanwhile, among the presented area, SBM Demands more Time in Record Keeping (0.025) with its obtained p-values has found to significantly related to the IPCRF of teachers which leads to reject the Null Hypothesis. In general, the test of relationship has generated a p-value of 0.813 which is greater than 0.05 level of significance which leads to accept the null hypothesis.

The result implies that the challenges encountered in SBM level has nothing to do with the IPCRF of teachers. This tantamount to saying that it may be an indicator of the overall performance of the school, but it does not related to the SBM which is generally about how the school plans, implements, and the evaluate the school programs, projects, and activities. Teachers might encountered challenges like the keeping documents which might affect their performance as disclosed by the result but in general it does not have any direct influence to their IPCRF. Heron (2021) explained the nature of the SBM is about the overall capabilities of the school to execute the decentralization of the decision-making in school. It covers the planning and implementation of the various programs and projects and its ability to encourage the stakeholders to partake actions for the improvement of the PPAs and to enhance every aspect of the school management and operation. Also, the school shall remind the teachers that they are not rated with the works they have rendered and responsibilities they performed in the SBM. The rating is fully based on the criteria given in the IPCRF. However, the plus factors might be a way that these additional efforts might be considered.

Table 26
The significant relationship between the profile in terms of Learners' Academic Performance and the challenges encountered in the SBM

	<i>r value</i>	<i>P Value</i>	<i>Pearson r Interpretation</i>	<i>P value Interpretation</i>	<i>Decision</i>
SBM Demands more Time in Record Keeping	-0.064	0.288	Very Weak inverse Correlation	Not Significant	Accept Ho
SBM decreases time for teaching	0.054	0.369	Very Weak inverse Correlation	Not Significant	Accept Ho
SBM preparation impedes teachers' primary responsibility	-0.008	0.895	Very Weak inverse Correlation	Not Significant	Accept Ho
SBM, negatively affects teachers' performance	-0.046	0.451	Very Weak inverse Correlation	Not Significant	Accept Ho
SBM challenges teachers' time management skills	0.097	0.106	Very Weak inverse Correlation	Not Significant	Accept Ho
General Challenges	0.011	0.861	Very Weak inverse Correlation	Not Significant	Accept Ho

Table 26 presents the test of significant relationship between the profile of the school in terms of Learners' Academic Performance and the challenges encountered in the SBM Level of Practice. As presented in the table, all of the areas of the challenges encountered in the SBM level of Practice such as SBM Demands more Time in Record Keeping (0.288); SBM decreases time for teaching (0.369); SBM preparation impedes teachers' primary responsibility (0.895) SBM, negatively affects teachers' performance (0.451) SBM challenges teachers' time management skills with their affixed p-value which are all greater than 0.05 have found not significantly related to the Academic Performance of learners and vice versa. This is also supported by the attained general p-value of 0.861 which leads to accept the Null Hypothesis. The result implies that the challenges encountered by the school in terms of the level of practice in SBM has nothing to do with the academic performance of learners and vice versa. This tantamount to say that even if the teachers have encountered the challenges in doing their roles and responsibilities as their needed in SBM does not influence the academic performance of learners as a whole. This also manifests the ability of teachers to attend their teaching responsibilities despite of being loaded with their works and time pressures brought about by their preparation for the SBM. Their resilience is well-shown on how they surpass the challenges they encountered, and yet still able to perform well which is well-benefited by the learners they handle.

Maningas (2021) teachers are noted for having their wavering dedication towards their profession. Despite of the challenges they encountered in teaching, and the additional workload assigned to them, they still found ways on how to manage their time and attend their prime responsibility which is teaching. The learners as their main clientele benefited a lot for these kind of teachers. These teachers might have complaints about their nature of work and additional workload like their coordinatorship in different subjects, guidance, MOOE, SBM and the like. They still extend their time and effort to serve their learners and to attain better performance.

Table 27
Significant Relationship of Teachers Profile in terms of Highest Educational Attainment to the challenges encountered in the SBM

	Computed χ^2	df	p value	Interpretation	Decision
SBM Demands more Time in Record Keeping	4.890	8	0.769	Not Significant	Accept Ho
SBM decreases the time for teaching	10.178	12	0.600	Not Significant	Accept Ho
SBM preparation impedes teachers' primary responsibility	10.662	12	0.558	Not Significant	Accept Ho
SBM negatively affects teachers' performance	14.394	12	0.276	Not Significant	Accept Ho
SBM challenges teachers' time management skills	17.135	12	0.145	Not Significant	Accept Ho
General Challenges	7.794	8	0.454	Not Significant	Accept Ho

Level of Significance $p < 0.05$

Table 27 shows the results of test of significant relationship between the teachers' profile in terms of their highest educational attainment and the challenges encountered in SBM level of practice. As shown in the results, all of the areas of challenges in SBM level such as SBM Demands more Time in Record Keeping (0.769); SBM decreases the time for teaching (0.600); SBM preparation impedes teachers' primary responsibility(0.558); SBM negatively affects teachers' performance (0.276) and SBM challenges teachers' time management skills with their respected p-value greater than 0.05 level of significance lead to accept the Null Hypothesis. This means that the highest educational attainment of the teachers is not significantly related to the SBM level of practice and vice versa.

The result implies that the highest educational attainment of the teachers has nothing to do with the challenges they encountered in the SBM Level of practice. This tantamount to say also that teachers whether they have attained the highest level of their educational attainment and those who have attained the required educational attainment might have encountered the same level of challenge in SBM or may have the same level and ways on how they deal with the challenges they encountered in SBM level of practice. This further means that SBM may post the same level of challenges to teachers despite of their educational attainment, no one is excuses for the challenges. It is not a guarantee that those who have attained the highest level of education are excuse to the challenge that may arise in the SBM. In the study conducted by Prado (2019) there are teachers who have attained the highest level of educational attainment for their professional growth and development. However, there attainment does not mean that they are excused from doing responsibilities in school aside from teaching. Their school head assigned them to do other tasks such as their coordinatorship and other areas of school operation and management like the SBM, MOOE, L and D, and other areas. However, the responsibilities assigned to teachers shall be aligned to their expertise and field of interest.

Table 28
Significant Relationship of Teachers Profile in terms of length of service to the challenges encountered in the SBM

	Computed χ^2	df	p-value	Interpretation	Decision
SBM Demands more Time in Record Keeping	8.982	6	0.175	Not Significant	Accept Ho
SBM decreases the time for teaching	10.898	9	0.283	Not Significant	Accept Ho

SBM preparation impedes teachers' primary responsibility	20.019	9	0.018*	Significant	Reject Ho
SBM negatively affects teachers' performance	11.193	9	0.263	Not Significant	Accept Ho
SBM challenges teachers' time management skills	11.245	9	0.259	Not Significant	Accept Ho
General Challenges	16.161	6	0.013*	Significant	Reject Ho

*Significance at $p < 0.05$

Table 28 presents the results of the test of significant relationship between the profile of teachers in terms of length of service and the challenges encountered in SBM level of Practice. As presented in the table, challenges encountered in terms of SBM Demands more Time in Record Keeping (0.175) ; SBM decreases the time for teaching (0.283); SBM negatively affects teachers' performance(0.263) and SBM challenges teachers' time management skills (0.259) with their affixed value greater than 0.05 found lead to accept the Null Hypothesis and therefore not significantly related to the length of service of teachers. On the other hand, SBM preparation impedes teachers' primary responsibility (0.018) has found to be significantly related which is supported by the affixed p-value which is less than 0.05 level of significance this also leads to reject the Null hypothesis. As the general challenges, it obtained a p-value of 0.013

Which leads to reject the Null Hypothesis and therefore there is significant relationship between the length of service and the challenges encountered in SBM. The result implies that preparation in SBM hinders the primary responsibilities might have significant relationship with their length of service. This means length of service might have and influence on how the teachers perform their prime responsibilities which is teaching. This usually happens among the beginning teachers who may not have been fully adjusted to the system and to their responsibilities in SBM. They found it hard to balance their tasks in SBM and their teaching responsibilities. According to De Castro (2020) teachers particularly those who are at the beginning of their journey in public school teaching were found to have less abilities to manage the challenges they face in school. Not all of them but as per the results of this study, these teachers still have to be assisted on their works and on other responsibilities to be performed in school. The school head as the manager of the school, needs to look into the strength and weaknesses of teachers so as to determine the right and appropriate additional tasks they may assigned to teachers.

In general, the results imply that the length of service of teachers is significantly related to challenges encountered in SBM level of practice. This means that the number of years of stayed of teachers on their respective schools may be influenced by the challenges they encountered in SBM. Teachers who may have been in service for longer years may have been immune to the challenges encountered in SBM. On the other hand, those who have been in shorter length of service may find it hard to face the challenges in SBM. The challenges may cause them pressures and problems which may also affect them as teachers. In the study conducted by Regalado (2021) seasoned teachers have been tested of time and the challenges they encountered in different areas of school. They have been able to adjust themselves to the challenges that can be posted by the various factors in school. However, for the beginning or neophyte teachers, may have been easily affected by these challenges. They may have been easily influenced or affected by the challenges they encountered in school. He also recommended that these teachers shall have been more assisted and guided in various activities in school. Exposures to various activities in school and coordination may also help these teachers to improve these teachers and be able to deal with the challenges they may encounter as they stay in public school teaching.

Table 29
Significant Relationship of Teachers Profile in terms of No. of Years as Member of SBM to the challenges encountered in the SBM

	<i>Computed x 2</i>	<i>df</i>	<i>p-value</i>	<i>Interpretation</i>	<i>Decision</i>
SBM Demands more Time in Record Keeping	10.299 ^a	8	0.245	Not Significant	Accept Ho
SBM decreases the time for teaching	9.669 ^a	12	0.645	Not Significant	Accept Ho
SBM preparation impedes teachers' primary responsibility	16.561 ^a	12	0.167	Not Significant	Accept Ho

SBM negatively affects teachers' performance	9.456 ^a	12	0.664	Not Significant	Accept Ho
SBM challenges teachers' time management skills	21.302 ^a	12	0.046*	Significant	Reject Ho
General Challenges	4.503 ^a	8	0.809	Not Significant	Accept Ho

*Significance at $p < 0.05$

Table 29 shows the results of the test of significant relation between the no. Of years as member of SBM to the challenges encountered in the SBM Level of practice. As shown in the table, the areas of the challenges encountered in SBM such as SBM Demands more Time in Record Keeping (0.245) SBM decreases the time for teaching (0.645); SBM preparation impedes teachers' primary responsibility (0.167) and SBM negatively affects teachers' performance (0.664) with their respective p-value higher than 0.05 level of significance were found not significantly related to the no. Of years as member of SBM this also enables the researcher to accept the Null Hypothesis. On the other hand, among the areas of challenges in SBM level of practice, SBM challenges teachers' time management skills (0.046) has found to be significantly related to the no. Of years as members of SBM which is shown on its attached p-value lower than 0.05 level of significance, this also leads the researcher to reject the null hypothesis. In general, the test of relationship attained 0.809 that is higher than the 0.05 level of significance which leads the researcher to accept the Null Hypothesis. The result implies the no. of years as member of SBM is not significantly related to most area of the challenges encountered in SBM. This tantamount to say that the no. of years as member of SBM does not dictate the ability of teachers to deal with the challenges they encountered in SBM. Whether they are old or new member of SBM the teachers still have the chance to face challenges in SBM. It can also be noticed that the among the presented area of challenges in SBM, the SBM challenges teachers' time management skills has found to be significantly related to their no. Of years as member of SBM. This means new or old members of the SBM may have the difficulty of managing their time due to the works they need to perform in the SBM. This further means that the teachers have found it hefty to manage their time in ensuring that they perform their tasks and responsibilities in SBM as assigned to them by their school heads.

Yalong (2020) explained that the teachers' time management skill is very vital to their profession. As teaching is noted as multifaceted profession, these professionals should learn how to manage their time effectively. There are times that teachers are assigned to do not just teaching, but do other tasks such as chairperson of the various programs, projects, and activities in school. They are also designated to perform other activities which needed by the school like their coordinatorship or as member of different areas in school management and operation. Even those who are new in the profession are also given the chance and opportunities to partake actions in the different areas in school. Hence, the school head shall also take chance to provide a training or seminar which may enhance the teachers' time management skill.

5. What Enhancement Program can be proposed as an offshoot of the study.

AN ENHANCEMENT PROGRAM

SURPASS THE CHALLENGES THROUGH AMELIORATING PERFORMANCE AND ENHANCING SCHOOL-BASED MANAGEMENT PRACTICES (SCAPE-SBM Practices)

An Enhancement Program



RAQUEL M. RINT
Proponent

Introduction : The core of the research study conducted by the proponent sought to identify the challenges encountered in the SBM and to determine its relation to teachers' performance. She believed that the essence of research does not stop on merely finding the answers to this investigation, it could be more important if the researcher was able to craft an output which will be benefited by the target individuals and which will also be contributory to the field of education and to the body of knowledge. SBM is the decentralization of decision-

making authority from central, regional, and division levels to individual school sites, uniting school heads, teachers, students as well as parents, the local government units and the community in promoting effective schools. Its main objective is to raise school performance and student accomplishment through decision-making that involves everyone who is directly involved in addressing the difficulties faced by particular schools in order to better meet the individual requirements of the children. Its goals were to 1) provide school administrators more authority to lead; and 2) encourage the local government and the community to put in time, money, and effort into making the school a better place to learn, hence raising students' academic attainment.

As one of the main pillars of the school's operation and management, SBM preparation calls additional time and efforts from the people who are designated by their school heads. These tasks are usually given to teachers who are expected to work hand-in-hand to be able to satisfy the requirements set by DepEd and to gather the documents and artifacts which may serve as basis for the evaluation of the level of practice of the School Based Management. Due to these tasks and responsibilities, there are times that teachers might have encountered the challenges in many aspects that are sometimes, somehow perceived impactful to their performance as teachers and undertake their prime responsibilities in the school which is to teach. The salient findings of the study have enabled the researchers to look into the opportunities of offering the activities that would be worthy to ameliorate the performance of the teachers and to enhance the School Based Management (SBM) practices among the public elementary schools. From the results, the researcher was able to propose some projects consisting of different activities that are all gearing towards the improvement of teachers' performance and to enhance SBM. Through this program, the researcher believes that it will help the teachers improve their performance, enhance SBM, and to help them find the best ways to surpass the challenges they encountered in the SBM.

A. Why SCAPE?

Scape generally means a kind of view or a scene. The researcher has formed this title for the enhancement program to signify the "Scene" or "view" or "real image" about the SBM which she deemed has not been discovered by the most of the researchers who have conducted studies about SBM, and also the authorities who have not been able to see the real image that the teachers encountered in preparing for the SBM.

B. General Objectives

The proposed Enhancement Program is crafted based from the findings of the study conducted by the proponent. This Enhancement Program serves to provide various relevant projects and activities to be effectively implemented among the public elementary schools in the City Schools Division of Cabuyao.

In particular, the Enhancement Program aims to:

1. Sustain/ Maintain the best practices in preparing for the SBM and provide necessary activities to surpass the challenges encountered by the teachers; and
2. Provide projects to improve the performances of teachers, particularly those who have been given additional responsibilities to work on SBM.

C. Scope : The SCAPE-SBM Practices an Enhancement Program shall be published through a Division Memorandum signed by the City Schools Division Superintendent will be implemented beginning School Year 2024-2025 and may be modified as necessary by competent and proper authorities in the SDO Cabuyao. The guidelines shall cover the activities that gear towards sustaining and maintaining the best practices in SBM preparation, to surpass the challenges they encountered in SBM and ameliorate the teachers' performance. These could be done through the following major component projects: hindering factors that affect these responsibilities of the Master Teachers through the following major component projects such as Project 4Ps (Profiling, Projecting, Planning, Praising), RISE- SBM (Revitalizing and Improving System for Enhancement of SBM), and PAPEL (Performance Amelioration through Professional Engagement and Learning)

D. Legal Bases : The development of this proposed Enhancement Program zeroed-in to the following existing DepEd policies and provisions:

1. RA 9155 also known as the Governance of Basic Education Act of 2001, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school-based management within the context of transparency and local accountability.
2. DepEd Order No. 32 s. 2011 known as the Policies and Guidelines on Training and Development Programs and Activities. This is issued by DepEd to provide standards and proper processes in the conduct and

implementation of Training and Development across different levels of governance. It also seeks to support individual development which is an integral part of Training and Development. The policy also highlighted that each office shall be responsible for ensuring the relevance and adequacy of T and D programs and activities for its respective personnel. Thus, the conduct of the Training and Development activities in relation to ensuring the organizational effectiveness, efficiency, and maintaining system or enabling environment shall be shared by different levels.

3. DepEd No. 42 s. 2017 also known as the National Adoption and implementation of Philippines Professional Standards for Teachers (PPST) which is issued to set the clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice; engage teachers to actively embrace a continuing effort in attaining proficiency; and apply a uniform measure to assess teacher performance.

4. RA 7836 Philippine Teachers Professionalization Act of 1994 which explained that teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values.

5. DepEd Memo No. 050, s. 2020 DepEd Professional Development Priorities for teachers and School Leaders for School-Year 2020-2023. This is a policy that supports the realization of the DepEd's goal of continuous upskilling and reskilling of teachers and school leaders that will result to better learning outcomes. The three-year professional development (PD) priorities will be drawn from the PPST, while the PD priorities for school heads, and supervisors shall be drawn to PPSSH and PPSS respectively.

6. DepEd Order No. 35 s. 2016. In this policy, the DepEd institutionalizes Learning Action Cells (LACs) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their work stations.

E. Guidelines and Strategies

A. Zero-in to Sustain/ Maintain the best practices in preparing for the SBM and provide necessary activities to surpass the challenges encountered by the teachers; and Provide projects to improve the performances of teachers, particularly those who have been given additional responsibilities to work on SBM.

B. Objectives and contents which can be attained on proposed time schedule;

C. Workable plans and practical learning activities to be conducted among school heads and teachers involved in SBM;

D. The conduct of activities shall not affect the official work schedule, roles, and responsibilities of the school heads, and other school personnel involved;

E. Ensure the alignment of the activities to the PPSSH and PPST and the improvement of the Key Performance indicators shall be manifested.

F. The school heads and teachers shall take self-assessment of the improvement of their weaknesses and sustaining their strengths relative to SBM level of practice and the challenges encountered;

G. There shall be the proper liquidation of budget to be spent in the activities signed by the proper authorities.

H. The activities shall be monitored and evaluated. The results shall be submitted to the proper authorities.

F. Monitoring and Evaluation : Monitoring and Evaluation (M and E) is an integral part of the proposed intervention measures to ensure its successful implementation. This is also the process which seeks to assess and to determine the progress of the said projects and activities.

Project 4Ps (Profiling, Projecting, Planning, Praising),

Key Result Areas	Objectives	Program/Activities	Strategies	Persons involved	Time Frame	Budget/Source of	Performance Indicators

						Budget	
* Profile of the school and teachers			Facilitate profiling among teacher-members of SBM	School Head Master Teachers Teachers SBM Team	August, 2024	MOOE	Profiling of 100% of teachers shall have been undertaken.
Professional Development for Teacher-Members of School Based Management	Enhance teachers' professional facets which would be contributor y for the improvement of School-Based Management (SBM)	Project 4Ps (Profiling, Projecting, Planning, Praising),	-Educational Attainment -Training attended related to School Based Management - Civil Status, etc.				
			Conduct self-assessment and need assessment to these teachers to determine the things that have to be improved and enhanced.	School Head Master Teachers Teachers SBM Team	September, 2024	No Funds needed	The teachers shall have been able to assess their personal and professional needs which may help the school to determine the things that shall be provided to them.
			Project various activities that may expose the teachers on personal and professional development through School Learning Action Cell and In-service training	School Head Master Teachers Teachers SBM Team	Every month	MOOE	Teachers shall have been exposed to various activities that help them improve their personal and professional facets through the LAC and In-Set
			Craft plans that may help them	School Head Master Teachers	Every Quarter of 2024	Canteen Fund/ Teacher Development Fund	The teachers

			boost up their skills, talents, and improve their capabilities related to the School-Based Management .	Teachers SBM Team PSDS	May, 2025	MOOE	shall have been able to improve their talents and skills needed in the School-Based Management
			Praise the teachers through proper recognition on their contribution to improve the level of practice of School-Based Management .	School Head Master Teachers Teachers SBM Team PSDS Stakeholders	August 2024	LGU funds	Teachers who have contributed for the improvement of the SBM shall have been recognized.
			Encourage the LGU and Stakeholders to provide scholarship grant for the teachers who wish to attend the graduate school for their professional advancement.	Teachers SBM Team PSDS Stakeholders LGU			Qualified and deserving teachers shall have been able to attend the graduate school through the scholarship grant of the Local Government.

Revitalizing and Improving System for Enhancement of SBM

(RISE-SBM)

Key Result Areas	Objectives	Program/Activities	Strategies	Persons involved	Time Frame	Budget/Source of Budget	Performance Indicators
* Challenges encountered	Revitalize and	1.SBM Demand	Provide open system	School head	August, 2024	No Funds needed	100% of Teachers shall

in SBM Preparation Amend and enrich the system of preparing for the School Based Management (SBM)	Improve the system for the Preparation of the School-Based Management (SBM)	more Time in Record Keeping	for the teachers to speak out the challenges they encountered in the preparation of data, documents and artifacts needed for the SBM Validation and to address them immediately .	Master Teachers Teacher-members of SBM Teacher Stakeholders School heads Teacher-member of SBM	August 2024	No Funds needed	have been oriented about their tasks and responsibilities for the preparation of SBM
		2. SBM Decreases time for Teaching	Facilitate round table meeting with the SBM team for the preparation in SBM	School heads Teacher-member of SBM Teachers Stakeholders	Year-round	No funds needed	An open system to speak-out the challenges encountered by the teachers on the data collection and gathering shall have been created.
		3. SBM Preparation impedes teachers' primary responsibility	Craft schedule of teachers which may not affect their teaching schedule	School head Master Teachers Teacher-member of SBM	Year-round	No funds needed	Schedule for the preparation of the SBM shall have been crafted which will not affect the their teaching schedule.
		4. SBM negatively affects the teachers' performance	Provision of help mechanism for the teachers who have been assigned to do more	School head Teacher-member of SBM Teachers	October , 2024	Canteen Fund/ Teachers' Development fund	100% of the teacher-members of SBM shall have been provided a help mechanism to do their tasks in SBM appropriately.

		5.SBM Challenges teachers' time management	task in SBM Conduct Time Management Skill Development among teachers in one of their School Learning Action Cell Facilitate Monthly Interface with the Planning and the Project team to discuss the current status of the programs, projects, and activities of the school.	School head Master Teachers Teacher-members of SBM Stakeholders	Year-round	No funds needed	A training about Time Management Skill development shall have been conducted through the LAC Monthly interface shall have been conducted to discuss the current status of the PPAs and to immediately address the challenges encountered.
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Performance Amelioration through Professional Engagement and Learning

(PAPEL)

Key Result Areas	Objectives	Program/Activities	Strategies	Persons involved	Time Frame	Budget/Source of Budget	Performance Indicators
* Performance of teachers Continuously ameliorate the performance of teachers through exposing and sending them to	Ameliorate teachers' performance through sending them to various professional engagement and learning	Performance Amelioration through Professional Engagement and Learning (PAPEL)	Profiling of teacher-members of SBM that needs training and workshop Provide various training	School Head Teacher-member of SBM School Heads Teachers Teacher-members of	August, 2024 November, January, March	No funds needed Canteen Fund/ Teachers' Development	The teachers shall have been profiled based on training needs. Training and workshop

various professional engagement and learning			and workshop related to professional development of teachers	SBM Trainers	Every quarter	ent Fund	shall have been provided to the teacher-members of SBM
			Quarterly conduct of upskilling and technical assistance for the teachers	School heads Teacher-members of SBM		MOOE	Upskilling and technical assistance for the teachers shall have been provided quarterly
			Encourage the external stakeholders to conduct professional development training for teachers based on their needs	School heads Teacher-members of SBM Trainers	October 2024	MOOE	The external stakeholders shall have been able to provide professional development of teachers based on their professional and training needs.
			Seek assistance from the division office to facilitate technical assistance for the teacher-members of SBM	School heads Teacher-member of SBM Division Office representatives	November 2024	MOOE/ School funds	The division office shall have been able to facilitate appropriate technical assistance for the teacher-members of SBM

VIII. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, significant findings and interpreted data, conclusion and corresponding recommendations.

Summary of Significant Findings

The following are the salient findings of the study

1. On the profile of the school

- In terms of SBM Practice, 4 or 80% of the public schools involved have attained a numerical rating scale from 1.50 to 2.49 or at Maturing Level, while 1 or 20% of the school obtained a numerical data from 2.5 to 3 which is in Advanced Level.
- In terms of IPCRF last SY 2022-2023, , 128 or 46.38% of teachers involved have attained 4.500-5.000 scores in their IPCRF or Outstanding performance. Meanwhile, the remaining 148 or 53.62% of teachers have generated 3.500- 4.499 scores in their IPCRF which means that they attained Very Satisfactory performance.
- As to Learners' Academic Performance, 35 or 12.68% of the learners involved have attained a performance from 80-84% which is interpreted as Satisfactory, 99 or 35.87% of learners have attained the performance that falls in 75-79% or Fairly Satisfactory; while the remaining 142 or 51.45% of the learners in the school involved in the study have attained below 75% which means that they have not meet the expectations. The performance of learners based on the results of the Achievement Test has generated 75.80% which is interpreted as Fairly Satisfactory.
- As to the Highest Educational Attainment, 100 or 36.23% of the teachers involved have finished their Bachelor's Degree and have units in MA; 88 or 31.88% of the teachers have attained the Master's Degree; 54 or 19.57% have finished their Bachelor's Degree; 30 or 10.87% of them have Master's Degree and with units in Doctorate, while the remaining 4 or 1.45% of the teachers in this study have obtained their Doctorate Degree.
- As to the length of service, 94 or 34.06% of the teachers have been in service for 7 to 9 years; 77 or 27.90% of teachers have been in public school teaching for 4-6 years; 74 or 26.81% of teachers have been in service for a decade or more; and 29 or 10.51% of the teachers involved in this study have been in service for 0- 3 years.
- As to number of years as member of SBM team, 88 (31.88%) of teachers have been part of the SBM team for 5 years and more; 78 (28.26%) have been as part of the team for 4 years; 70 (25.36%) have been part of the SBM for 3 years; 28 (10.14%) have been member of SBM for 2 years; and 12 (4.35%) of these teachers have part of the SBM team for 1 year.

2. On how do the teachers describe the challenges encountered with regards to the practices in SBM

3. The teachers have shared their testimonies concerning the challenges they faced with regards to the practices in SBM. In general, teachers have experiences the challenges which intertwined with the roles and responsibilities designated to them in SBM. They have been entrusted by their school heads to do these specific tasks. The challenges they encountered are more of the documents keeping and data recording, time management, and the workload of doing their teaching responsibilities while performing their duties in the SBM. Further, the reactions and gestures of teachers substantiated their genuine feelings and emotions towards their sacrifices in performing their duties and responsibilities in the School-Based Management.

3. On the themes emerged from the testimonies of the participants

The challenges experienced by teachers in performing task relative to SBM are: 3.1 SBM Demands more Time in Record Keeping 3.2 SBM Preparation impedes Teacher's Primary Responsibility 3.3 SBM Negatively Affects Teachers' Performance 3.4 SBM Decreases time for Teaching and 3.5 SBM Challenges Teachers' Time Management Skills.

4. On the level of challenges in the SBM as perceived by the teachers

The themes extracted from the statements of the participants in the interviews have been the basis for identifying the level of challenges in SBM preparation.

In terms of SBM Demands more Time in Record Keeping, the teachers has garnered a general assessment of 3.078 which indicates that the challenges encountered in terms of documents keeping demands much time for SBM is high.

4.2 In terms of SBM Decreases time for Teaching, the teachers have generated a general assessment of 3.019 which claims that challenges in SBM decreases time for teaching are in high level.

4.3 In terms of SBM Preparation impedes teachers' primary responsibility, the assessment of teacher has generated a general assessment of 2.921 which indicates that the challenges encountered in the preparation of SBM impedes teachers' primary responsibility are in high level.

4.4 In terms of SBM negatively affects the teachers' performance, the teachers have generated a general assessment of 2.733 indicating that the challenges they encountered in SBM negatively affect teachers' performance are in high level.

4.5 In terms of SBM Challenges teachers' time management, the teachers have obtained a general assessment of 2.662 which claims that the teachers that the SBM challenges the teachers' time management at high level.

5. On the significant relationship between the profile and the challenges encountered in the SBM.

5.1 In terms of the SBM Practice and Challenges, areas of challenges such as SBM Demands more Time in Record Keeping (0.142) SBM decreases the time for teaching (0.508); SBM preparation impedes teachers' primary responsibility (0.778) SBM negatively affects teachers' performance (0.235) with their affixed p-value higher than 0.05 leads to accept the Null Hypothesis. This indicates that these challenges are not significantly related to the SBM level of Practice. In general, it was found out that the challenges encountered are not significantly related to SBM Level of Practice which is shown its attached attached p-value of 0.192 that is greater than the 0.05 which leads to accept the Null Hypothesis.

5.2 In terms of relationship between the profile in terms of IPCRF and the challenges encountered in the SBM Level of Practice, the test of relationship has generated a p-value of 0.813 which is greater than 0.05 level of significance which leads to accept the null hypothesis.

5.3 In terms of relationship between the profile in terms of Learners' Academic Performance and the challenges encountered in the SBM Practice, with their affixed p-value which are all greater than 0.05 have found not significantly related to the Academic Performance of learners and vice versa. This is also supported by the attained general p-value of 0.861 which leads to accept the Null Hypothesis.

5.4 In terms of relationship between the teachers' profile in terms of their highest educational attainment and the challenges encountered in SBM practice, the general p-value of 0.454 which is greater than 0.05 level of significance have found not significantly related to the Academic Performance of learners and vice versa. This is also supported by the attained general p-value of 0.861 which leads to accept the Null Hypothesis.

5.5 In terms of relationship between the profile of teachers in terms of length of service and the challenges encountered in SBM Practice, as the general challenges, it obtained a p-value of 0.013 which leads to reject the Null Hypothesis and therefore there is significant relationship between the length of service and the challenges encountered in SBM.

5.6 In terms of relationship between the profile of teachers in terms of No. of Years of as member of SBM and the challenges encountered in SBM Practice, as the general challenges, it obtained a p-value of 0.809 which leads to accept the Null Hypothesis and therefore, there is no significant relationship between the no. of years as member of SBM and the challenges encountered in SBM.

6. On the proposed Enhancement Program

The findings of the study have shown no significant relationship between the profile of the schools and the challenges encountered SBM practice. The researcher has considered the specific challenges which found to have significant relationship with every profile analyzed in this study. This has served as the basis of the researcher in crafting the Enhancement Program which aims to improve the specific profile to be able to address the identified challenges in the SBM practice.

IX . CONCLUSIONS

In the light of the foregoing findings, the following conclusions are drawn:

1. Dominant among school involved in this study is at the Maturity level of SBM, the average level of practice. Majority of teachers involved in this study have attained Very Satisfactory level of performance based on their IPCRF. Most learners involved in the study have not reached expectation level of competence which is based on their achievement test. Majority of the teachers involved have attained their bachelor's degree, others have been pursuing their graduate studies. Dominant among the teachers involved are 4 years and beyond in teachers and have been members of SBM for 5 years and more.
2. The testimonies/ statements of the participants in the interview, they have affirmed that there are a lot challenges they have experienced in the SBM level of practice. They have acceded that the challenges encountered are from their preparation and planning up to the monitoring and validation of papers. As per

their statements, the SBM preparation demands much time and efforts, and so, teachers find it hefty to do their teaching as their prime roles, and to perform the additional tasks in SBM as designated by their school principal. Mostly, their challenges are in the preparation of their teaching materials. Also, the teachers have affirmed that they have experienced the challenge of time management which impede their capabilities of performing their prime responsibilities- their teaching.

3. The testimonies of the teachers have shown that they felt glad of having been entrusted to be part or lead the SBM team. However, they have also acceded that their roles and responsibilities in the SBM are hefty challenge. They have sacrificed their time, efforts, and their teaching responsibilities to be able to accomplish the activities to be undertaken in the SBM. The testimonies of the participants also divulged that two sides of being designated to additional roles and responsibilities also comes with the sacrifices in various aspects.
4. The testimonies from of the participants have been supported by the responses of the respondents which they assessed that all the challenges encountered in the SBM from the theme extracted in the interview are at high level. This means that these challenges are hefty.
5. The profile of the school and the teachers are not significantly related to the SBM level of practice and vice-versa. This further means that the level of practice of SBM does not dictate the possible performance of the school and the teachers. Teachers might be problematic about their works in teaching and in doing their responsibilities in SBM, but as per the results it has nothing to do with their performance and the performance of the school as a whole.
6. The developed Enhancement Program of the researcher as an offshoot of the study can be used by schools to help them improve SBM practice and support teachers in addressing these challenges.

Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are forwarded:

1. The Division of Cabuyao is encouraged to facilitate proper profiling of teachers. The SGOD Department through the M and E focal person shall take responsibilities of determining Practice in SBM of all schools, the performance of each school, and the teachers. Also, the CID is advised to consider the facilitation of various training and workshop suited to improve the teachers on their respective field and be more active to contribute for the overall School Based Management (SBM).
2. The public elementary schools shall take a quarterly interface to discuss the challenges encountered in the SBM. Also, the school is advised to facilitate the quarterly needs assessment which may help the school head to properly identify the real needs of teachers and the hear up their issues and concerns related to SBM.
3. The Public Elementary schools through the leadership of the school principal shall facilitate a regular round-table meeting with the SBM team to hear up their concerns and to make immediate adjustments to the tasks to be done, the documents to be accomplished, and to adjust the time table when necessary. These will be of big help for the SBM team and each teacher to reduce the stress and still have the energy to work on their roles and responsibilities.
4. The School Planning and Project team (composed of teachers and non-teaching personnel) shall take their responsibilities of reporting the challenges they encountered immediately, and so it will be effectively responded by the concerned individuals. The school heads are advised to create the schedule of activities for the SBM and so, it will not affect the teacher's schedule and may not bring problem on their teaching responsibilities.
5. School heads together with the teachers are encouraged to determine the schedule of work for the SBM and for the teaching responsibilities. The school heads are also expected to lend their hands to help the teachers who have experienced challenges in SBM. Immediate actions to this matter would enable the teachers to effectively manage their time, prepare their materials for teaching and perform their duties and responsibilities in SBM.
6. It is highly recommended that schools adapt or utilize the Enhancement Program that the researcher developed.

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Title: “Challenges in School-Based Management: A Basis for Enhancement Program”

No.	Review Questions	WM	VI
1	The research instrument is clear and easy to understand.	5	Strongly Agree
2	The research instrument measures what it intends to measure and is relevant to the research questions.	5	Strongly Agree
3	The research instrument covers all aspects of the research questions and provides comprehensive data.	5	Strongly Agree
4	The research instrument provides consistent results and is reliable.	4.9	Strongly Agree
5	The research instrument measures what it intends to measure and accurately reflects the research questions.	5	Strongly Agree
6	The research instrument is appropriate for the research methodology being used.	5	Strongly Agree
7	The research instrument provides accurate and precise data.	4.9	Strongly Agree
8	The research instrument encourages participants to provide detailed and insightful responses (for qualitative research instrument)	5	Strongly Agree
9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.	5	Strongly Agree
10	The research instrument has standardized scoring procedures (for quantitative research instrument)	5	Strongly Agree
Average Weighted Mean		4.98	Strongly Agree

A. Document keeping demands much time for SBM

As a teacher, I...		4 SA	3 A	2 D	1 SD
1.	find it hard to compile the documents needed in the SBM				
2.	observe the lack of keeping materials (cabinets, folders, and other materials necessary for the record or documents keeping)				
3.	witness the inability to take care of the documents and updating the data in SBM				
4.	observe the lack of coordination with the concern teachers who have been assigned in every domain of the SBM				
5.	notice the lack of mechanism in checking, submitting, and releasing the documents in the SBM				

B. SBM decreases time for teaching

As a teacher, I...		4 SA	3 A	2 D	1 SD
1.	notice the absence of agreement on time to work in SBM Preparation.				
2.	observe the inability of teachers to prepare the instructional materials needed on their daily teaching				
3.	believe that more time is needed to prepare the documents which hinders the time to be spent on teaching				
4.	notice that Teachers have been exhausted in preparing for the SBM before they attend their classes.				
5.	observe the lack of teachers' schedule to attend the needs in SBM and for the preparation of documents.				

C. SBM Preparation impedes teachers' primary responsibility

As a teacher, I...		4 SA	3 A	2 D	1 SD
1.	notice that the teaching hour is affected due to the teachers' tasks in SBM.				
2.	observe the inability to attend to the needs of learners such as remedial teaching and intervention				
3.	feel the lack of time to search for the best and appropriate strategies in teaching the lesson.				
4.	observe the inability of teachers to do report inscriptions such as the DLL, Class records, Intervention Plans, and others.				
5.	tend to leave the class for a while and attend an equally important tasks to perform in SBM				

D. SBM negatively affects teachers' performance

As a teacher, I...		4 SA	3 A	2 D	1 SD
1.	think I cannot perform well in my teaching since I am also thinking about my tasks in SBM				
2.	find it hard to exhibit all the necessary strategies and techniques due to the additional works given to me for the preparation of our SBM				
3.	always have to fast track my teaching since I have to attend to collecting data and compiling the documents needed in the SBM				
4.	find it hard to search for the best references and materials suited to my lessons since I have to prepare for the tasks in SBM				
5.	am not able to finish some of the teaching, since there are times that we are called for a meeting about SBM				

E. SBM challenges teachers' time management skills

As a teacher, I...		4 SA	3 A	2 D	1 SD
1.	find it hard to balance my time for my teaching works and do my tasks in SBM				
2.	notice that there are times that I fail to submit my reports on time due to my additional workload in SBM				
3.	go home late which affects my time to be spent in preparing myself for my teaching in the succeeding days.				
4.	observe some of the changes in my time management skills, there are things that I failed to attend to due to my tasks in SBM				
5.	need to go to school earlier and go home late which affects my time to my work and to my family.				