

Extent of Implementation of School Based Management (SBM) in Selected Secondary Schools in Camarines Norte: Basis for Policy Recommendation

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ABSTRACT

This study aimed to assess the implementation of School-Based Management (SBM) in secondary schools in Camarines Norte, Philippines focusing on leadership, governance, curriculum, accountability, and resource management. The research sought to explore the schools' profile, the extent of SBM implementation, and the challenges faced by implementers.

The study involved 34 schools and utilized a survey and documentary analysis to gather data. Key findings revealed that 41.2% of schools had populations between 251-500, with the majority being medium-sized. Most schools (85.3%) offered junior and senior high school programs. However, 14.7% had no senior high strands.

SBM practices were assessed through various policies such as the School Improvement Plan (SIP) and the School Governance Council (SGC). While the SIP was widely implemented, there were inconsistencies in SGC operations. Notably, none of the schools submitted School Report Cards, affecting transparency.

The extent of SBM implementation showed strong performance across all domains, with leadership, governance, and curriculum scoring highly. However, challenges included insufficient stakeholder involvement, irregular SIP reviews, and limited localization of the curriculum.

Correlation analysis indicated no significant relationship between the schools' profile and SBM implementation. Recommendations focused on enhancing leadership structures, curriculum localization, and improved accountability through stakeholder engagement. These suggestions aim to strengthen SBM practices and promote effective school management.

Keywords: School - Based Management, extent, implementation, policy recommendation

INTRODUCTION

The Governance of Basic Education Act of 2001 (RA 9155) decentralized school management, empowering Local Government Units and stakeholders to address education challenges. In 2005, the Department of Education introduced the School First Initiative (SFI), followed by the Basic Education Sector Reform Agenda (BESRA) in 2006 to strengthen school-based management (SBM). SBM gave schools decision-making power over budgets, personnel, and curriculum, fostering community involvement to enhance education. Department Order No. 83, s. 2012, formalized SBM through a framework and tools. While SBM aimed to improve educational outcomes and accountability, its implementation faced challenges, with some schools struggling to adopt it fully. A moratorium under DM 075, s. 2022, signaled a need for policy reassessment to better align SBM with school leaders' needs, alongside training and support to ensure effective implementation.

Generally, this study aimed to determine the extent of implementation of SBM in selected Secondary Schools in Camarines Norte as basis for policy recommendation. Specifically, this study provided answers to the following: 1). What is the profile of the selected secondary schools in Camarines Norte along with population,

size, academic program, and academic strand? 2). How may School-Based Management (SBM) practices be described along the enabling policies such as: 2.1. School Improvement Plan (SIP); 2.2. School Governance Council (SGC); and 2.3. School Report Card (SRC)? 3). What is the extent of implementation of SBM in selected secondary schools in Camarines Norte along: 3.1. leadership and governance; 3.2. curriculum and learning; 3.3. accountability and continuous improvement; and 3.4 management of resources? 4). What are the difficulties encountered by implementers of SBM along: 3.1. leadership and governance; 3.2. curriculum and learning; 3.3 accountability and continuous improvement; and 3.4 management resources? 5). Is there a significant relationship between the profile of the school and the extent of SBM implementation? 6). Based on the results of the study, what policy may be recommended to improve the implementation of SBM in selected secondary schools in Camarines Norte?

The study tested the hypothesis that there is no significant relationship between the school's profile and the extent of SBM implementation. It focused on assessing SBM practices in 34 public secondary schools in the 2nd District of Camarines Norte during the 2023-2024 school year. Respondents included school heads such as principals, assistant principals, and officers in charge. Data were gathered using a survey questionnaire and document analysis of SBM components like the School Governance Council (SGC), School Improvement Plan (SIP), and School Report Card (SRC). Technical terms were defined based on DepEd's Implementing Rules and Regulations (IRR).

METHODOLOGY

This study used a descriptive-correlative research design and a quantitative approach to assess the extent of SBM implementation in 34 secondary schools in Camarines Norte. Purposive sampling of selected school heads, including principals and teacher-in-charge, as respondents due to their expertise in school management was used. Data were gathered through a survey questionnaire based on the Enhanced SBM Assessment Tool (RM. O77, s. 2022), which was pre-tested for validity, showing a Cronbach Alpha score of 0.983. Documentary analysis of SBM policies, such as SIP, SGC, and SRC, was also conducted. Descriptive and inferential statistics were used to analyze the data

RESULTS AND DISCUSSION

Profile of Selected Secondary

Schools in Camarines Norte

Out of 34 selected secondary schools in Camarines Norte, 41.2% have populations between 251-500, while 11.8% have populations of 1101-1550 and above 2000. The relatively low student populations may impact the implementation of SBM, as larger schools require more resources to effectively manage SBM's four major domains: leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. Additionally, limited government budget allocations to public schools may further affect successful SBM implementation.

Table 1 Profile of Selected Secondary Schools in Camarines Norte

Category	Profile	Frequency	Percentage (%)
Population	Below 250	2	5.9
	251-500	14	41.2
	501-750	5	14.7
	751-1000	4	11.8

	1001-1500	2	5.9
	1501-2000	3	8.8
	Above 2000	4	11.8
	Total	34	100
School Size	Small	2	5.9
	Medium	18	52.9
	Large	10	29.4
	Mega	4	11.8
	Total	34	100
Curricular Programs	Integrated	4	11.8
	Junior and Senior High School	29	85.3
	Senior High School Only	1	2.9
	Total	34	100
Number of Senior HS Strands	None	3	8.8
	01-Feb	21	61.8
	03-Apr	5	14.7
	05-Jun	4	11.8
	07-Aug	1	2.9
	Total	34	100

In this study, school size is classified based on the number of teachers. Of the 34 surveyed schools, 52.9% are medium-sized, while 5.9% are small. Medium-sized schools, which make up the majority, provide a balanced learning environment, whereas small schools may have limited resources and face challenges with funding and access to specialized staff.

Regarding curricular programs, 85.3% of schools offer both junior and senior high school programs, indicating this model's dominance. Only 2.9% offer senior high school exclusively, showing limited availability.

Additionally, 61.8% of schools offer 1-2 senior high school strands, indicating a focus on a limited range of specialized tracks.

SBM Practices of the Selected Secondary

Schools Along Enabling Policies

School-Based Management (SBM) is a decentralized educational governance framework that grants schools increased autonomy across four domains: leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. This allows schools in Camarines Norte, Philippines and beyond to adapt education to local needs, promote community involvement, and improve outcomes.

A documentary analysis of SBM policies, such as the School Improvement Plan (SIP), showed that all 34 schools in the 2nd district of Camarines Norte, Philippines had updated SIPs. As per DepEd Order No. 044, s. 2015, the SIP is a three-year roadmap outlining interventions supported by the community, focusing on continuous improvement, Learning Action Cells (LACs), and the School Report Card (SRC) to ensure quality education.

Table 2 SBM Practices of Selected Secondary Schools in Camarines Norte Along SIP, SGC and SRC

School Code	School Improvement Plan (SIP)		School Governance Council (SGC)			School Report Card (SRC)
	Availability	Status	Availability	Functionality	Current Status	Availability
1	P	U	P	F	Present and Functional	NP
2	P	U	P	F	Present and Functional	NP
3	P	U	P	F	Present and Functional	NP
4	P	U	NP			NP
5	P	U	NP			NP
6	P	U	NP			NP
7	P	U	NP			NP
8	P	U	P	NF	Present but Not Functional	NP
9	P	U	P	NF	Present but Not Functional	NP
10	P	U	P	NF	Present but Not Functional	NP

11	P	U	P	NF	Present but Not Functional	NP
12	P	U	P	NF	Present but Not Functional	NP
13	P	U	P	NF	Present but Not Functional	NP
14	P	U	P	NF	Present but Not Functional	NP
15	P	U	NP			NP
16	P	U	NP			NP
17	P	U	NP			NP
18	P	U	NP			NP
19	P	U	NP			NP
20	P	U	NP			NP
21	P	U	NP			NP
22	P	U	NP			NP
23	P	U	NP			NP
24	P	U	P	NF	Present but Not Functional	NP
25	P	U	P	NF	Present but Not Functional	NP
26	P	U	NP			NP
27	P	U	P	NF	Present but Not Functional	NP
28	P	U	NP			NP
29	P	U	NP			NP
30	P	U	P	NF	Present but Not Functional	NP
31	P	U	P	NF	Present but Not	NP

					Functional	
32	P	U	NP			NP
33	P	U	NP			NP
34	P	U	NP			NP

Legend:

P - Present

NP - Not Present

U - Updated

F - Functional

NF - Not Functional

The presence of a School Improvement Plan (SIP) in each school demonstrates the commitment of the school community to continuous improvement, focusing on clear objectives and strategic initiatives to enhance student achievement. Research by Miguel et al. (2023) highlights the significant role of the School Governing Council (SGC) in supporting the SIP and improving educational outcomes.

However, of the 34 schools studied, only 15 have organized SGCs, and just three are fully functional. SGCs are crucial for engaging stakeholders in decision-making and promoting effective governance, but many schools struggle with limited involvement and transparency.

Additionally, none of the 34 schools presented a School Report Card (SRC), a tool essential for communicating school progress and ensuring accountability. The absence of SRCs limits stakeholders' ability to evaluate school performance, hindering transparency and engagement in the improvement process.

Extent of Implementation of SBM in Selected

Secondary Schools in Camarines Norte

The extent of implementation of SBM in selected secondary schools in Camarines Norte was also determined. Descriptors such as strongly implemented (SI), fully implemented (FI), moderately implemented (MI), and not implemented (NI) were employed along the four domains such as leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Leadership and Governance. Table 3 presents the extent of implementation of SBM in selected secondary schools in Camarines Norte along with leadership and governance. The table shows the indicators used in the survey, the weighted

mean, and the corresponding interpretation for each indicator.

Table 3 Extent of Implementation of SBM in Selected Secondary Schools in Camarines Norte along with Leadership and Governance

Indicators	Weighted Mean	Interpretation
1. The SIP was developed collaboratively by the stakeholders of the school and the community is in place	3.53	SI
2. The school community regularly reviewed the SIP to keep it responsive	3.29	SI
3. The SIP is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders	3.62	SI

4. The leadership network serves as a vital conduit for communication among school and community leaders, facilitating informed decision-making and collaborative problem-solving to address wide-ranging learning challenges within the school-community ecosystem	3.38	SI
5. A comprehensive program is in place to cater to the training and development requirements of school and community leaders over the long term	3.29	SI

Rating Scale:

- 3.25-4.00 - Strongly Implemented (SI)
- 2.50-3.24 - Fully Implemented (FI)
- 1.75-2.49 - Moderately Implemented (MI)
- 1.00-1.74 - Not Implemented (NI)

The results show that the implementation of School-Based Management (SBM) in selected secondary schools in Camarines Norte is successful, particularly in leadership and governance, with a weighted mean ranging from 3.29 to 3.62, all classified as "strongly implemented." The overall weighted mean for leadership and governance is 3.42, indicating strong implementation.

Similarly, SBM implementation in curriculum and learning is also successful, with the highest score being 3.62 and the lowest 3.35, both representing strong levels of implementation. The overall weighted mean for curriculum and learning is 3.50, reflecting consistent success across these domains.

Table 4 Extent of Implementation of SBM in Selected Secondary Schools in Camarines Norte along Curriculum and Learning

Indicators	Weighted Mean	Interpretation
1. The curriculum is designed to meet the developmental needs of all learners within the community, catering to various learning styles and preferences	3.62	SI
2. The implemented curriculum is tailored to the local context, ensuring its relevance and applicability to the learners' lives within the community. A collaborative effort involving a representative group of school and community stakeholders is engaged in developing methods and materials to enhance creative thinking and problem-solving skills	3.5	SI
3. The community consistently and collaboratively monitors the learning systems using suitable tools to ensure the comprehensive growth and development of both learners and the community	3.35	SI
4. Learning managers and facilitators, including teachers, administrators, and community members, foster values and create environments that safeguard all children while exhibiting behaviors aligned with the organization's vision, mission, and goals	3.5	SI
5. The methods and resources employed are learner and community-friendly, promoting enjoyment, safety, inclusivity, and accessibility while focusing on cultivating self-directed learners. Learners are empowered with essential knowledge, skills, and values to take responsibility and be accountable for their own learning	3.53	SI

| Overall Weighted Mean | 3.50 | SI |

Rating Scale:

- 3.25-4.00 - Strongly Implemented (SI)
- 2.50-3.24 - Fully Implemented (FI)
- 1.75-2.49 - Moderately Implemented (MI)
- 1.00-1.74 - Not Implemented (NI)

The implementation of School-Based Management (SBM) in secondary schools in Camarines Norte has been found to be strongly implemented, particularly in curriculum and learning. This indicates significant progress in adopting SBM practices. Studies by Isa et al. (2020) and Zaid et al. (2022) show a moderate implementation of SBM in Malaysia, with a combination of administrative-control and professional-control approaches. The research emphasizes the responsibility of educational administrators and the competence of teachers, involving stakeholders like Parent-Teacher Associations and district/state education officials. Zaid et al.'s research found SBM was effectively implemented in all secondary schools in Camarines Norte. Both studies highlight the importance of teacher competency, stakeholder engagement, and the role of school administrators in SBM implementation. The overall mean score of 3.33 indicates that SBM, particularly in accountability and continuous improvement, is strongly implemented in Camarines Norte secondary schools, indicating robust mechanisms for monitoring and improving educational processes and outcomes.

Table 5 Extent of Implementation of SBM in Selected Secondary Schools in Camarines Norte along with Accountability and Continuous Improvement

Indicators	Weighted Mean	Interpretation
1. The roles and responsibilities of accountable individuals and collective bodies are explicitly outlined and mutually agreed upon by community stakeholders	3.47	SI
2. The recognition of goal achievement is grounded in a collectively formulated performance accountability system, and any identified gaps are systematically addressed through appropriate actions	3.44	SI
3. The community takes ownership of the accountability system, consistently refining it to ensure that management structures and mechanisms remain responsive to the evolving learning needs and demands of the community	3.21	FI
4. The criteria and tools for accountability assessment, feedback mechanisms, information collection, and validation techniques and processes are inclusively and collaboratively developed and agreed upon.	3.21	FI
5. Relevant assessment tools for teaching and learning undergo continuous review and improvement, with assessment results being contextualized to the learner, local situations, and the attainment of essential life skills.	3.32	SI
Overall Weighted Mean	3.33	Si

Rating Scale:

- 3.25-4.00 - Strongly Implemented (SI)
- 2.50-3.24 - Fully Implemented (FI)
- 1.75-2.49 - Moderately Implemented (MI)

1.00-1.74 - Not Implemented (NI)

The study reveals a positive assessment of School-Based Management (SBM) implementation in secondary schools in Nigeria, highlighting its effectiveness in promoting transparency, responsibility, and continuous improvement. The research by Oresajo (2021) highlights the importance of government intervention in raising awareness about SBMC and its educational significance. A similar investigation in Camarines Norte also shows a robust application of SBM strategies, demonstrating successful transparency, accountability, and continuous enhancement of educational standards. The study also shows that SBM practices are effectively managed in Camarines Norte, with indicator number five having the highest weighted mean of 3.41.

Table 6 Extent of Implementation of SBM in Selected Secondary Schools in Camarines Norte along with Management of Resources

Indicators	Weighted Mean	Interpretation
1. A routine collaborative resource inventory is conducted by learning managers, facilitators, and community stakeholders, serving as the foundation for resource allocation and mobilization efforts	3.35	SI
2. A consistent and inclusive dialogue for planning and resource programming actively involves stakeholders, providing accessibility, and supports the effective implementation of community education plans	3.32	SI
3. A community-developed resource management system is established to encourage stakeholders to exhibit judicious, appropriate, and effective behaviors in the use of resources	3.29	SI
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders	3.38	SI
5. A system is in place to manage networks and linkages, fostering the strengthening and sustained partnerships aimed at enhancing resource management	3.41	SI

| Overall Weighted Mean | 3.35 | SI |

Rating Scale:

- 3.25-4.00 - Strongly Implemented (SI)
- 2.50-3.24 - Fully Implemented (FI)
- 1.75-2.49 - Moderately Implemented (MI)
- 1.00-1.74 - Not Implemented (NI)

The study by Ela et al. (2023) found that while some secondary schools in Camarines Norte have successfully implemented School-Based Management (SBM) initiatives, challenges such as lack of budgetary provisions and foundational documents persist. Despite these obstacles, a subset of schools accept SBM as an effective resource management system. However, not all responsibilities have been executed optimally, and the outcomes have not met government requirements. The study emphasizes the importance of generating evaluation reports on various aspects of school output participation, including unit development, budget evaluation outcomes, infrastructure, learning outcomes, meeting minutes, and quality report cards.

Difficulties Encountered by Implementers of SBM

Ela et al.'s 2023 study reveals that while some secondary schools in Camarines Norte have successfully implemented School-Based Management (SBM), challenges like budgetary provisions persist. The study emphasizes the need for evaluation reports on various aspects of school output participation.

Table 7 Difficulties Encountered by the Implementers in the Implementation of SBM along with Leadership and Governance

Indicators	Frequency	Rank
1. There was inadequate knowledge of the preparation of the School Improvement Plan	9	4
2. There is no regular conduct of review of SIP	15	1
3. There is no organizational structure of SGC	14	2
4. There was no information dissemination	8	5
5. There was no training and development related to SIP	11	3

Regular review is crucial for detecting problems, allocating resources efficiently, and promoting stakeholder engagement. Inconsistent evaluations can limit the effectiveness of a School Improvement Plan (SIP) and lead to unsatisfactory educational outcomes. Modern technology, such as the internet, email, social media, and instant messaging, has made it easier to share information. Effective communication and routine review of the SIP are essential for successful implementation of School-Based Management (SBM) in Malaysia. Emphasizing the responsibility of educational administrators and teachers, empowerment, standardized assessment tools, and engagement with Parent-Teacher Associations (PTAs) are also essential. Consistent evaluation of the SIP is crucial for its success.

Curriculum and Learning. Table 8 reveals challenges in implementing SBM and curriculum and learning, with no provisions for all learners, localization of the curriculum not practiced, and child/learner-centered principles not implemented ranking first and fifth, respectively.

Table 8 Difficulties Encountered by the implementers in the Implementation of SBM along with Curriculum and Learning

Indicators	Frequency	Rank
1. There were no provisions for the educational needs of all types of learners	13	1
2. Localization of the curriculum was not practiced	10	4.5
3. There was no development of learning materials to promote Higher-Order Thinking Skills (HOTS)	12	2.5
4. There was no feedback from the community	12	2.5
5. The practice of child/learner-centered principles was not implemented	10	4.5

The School-Based Management (SBM) framework faces challenges in addressing diverse learning needs and applying child/learner-centered concepts. Implementers face challenges in implementing child/learner-centered concepts, which stress students' specific needs, interests, and learning styles. State policies on teacher education, licensing, employment, and professional development significantly influence educator credentials and competencies, positively impacting student outcomes. Implementers face obstacles in implementing SBM effectively, preventing individualized, high-quality instruction. To address these challenges, the study proposes

interventions and enhancements in SBM practices, including curriculum development and instructional strategies. However, challenges in accountability and continuous improvement remain, with the lack of community collaboration and stakeholder participation ranking fifth.

Table 9 Difficulties Encountered by the implementers in the Implementation of SBM along with Accountability and Continuous Improvement

Indicators	Frequency	Rank
1. Sharing process, responsibilities, and accountabilities among stakeholders was difficult	15	2.5
2. Roles and responsibilities were not clearly stated	12	3
3. There is no systematic engagement of stakeholders in the development and operation of the accountability assessment	15	2.5
4. There is no participation of stakeholders in accountability	11	4
5. Conducting collaborative performance assessments with the community was not observed	17	1

The study by Zaid et al. (2022) highlights the need for community involvement in performance evaluations to improve school management. It suggests that schools should establish techniques for engaging stakeholders, such as inclusive decision-making and enhanced communication channels. The study also emphasizes the importance of active stakeholder participation, curricular contextualization, and physical facility enhancement in successful implementation of School-Based Management (SBM). Effective SBM implementation requires collaboration, continuous improvement methodologies, and strong leadership.

Management of Resources. Table 10 presents challenges faced by implementers in implementing School-Based Management (SBM). Stakeholder involvement is the most common issue, with 17 reported instances. Communication and transparency issues also contribute to these challenges, ranking fifth and eighth in the list.

Table 10 reveals challenges in resource management within the SBM framework, highlighting the need for improved communication, transparency, and collaborative decision-making to optimize resource utilization and support school improvement efforts.

Table 10 Difficulties Encountered by the implementers in the Implementation of SBM along with Management of Resources

Indicators	Frequency	Rank
1. Stakeholders were not involved in the inventory of resources	13	2
2. Implementation and improvement of resource management were not shared with the stakeholders	8	5
3. Stakeholders were not engaged in managing resources	17	1
4. Involvement of stakeholders in the continuous improvement of resource management was not sustained	10	3.5
5. Systematic processes are not in place	10	3.5

Bagui et al.'s 2022 study on Parent-Teacher Association (PTA) initiatives in Batangas City schools reveals challenges in resource management, including lack of information sharing and stakeholder participation, emphasizing the need for improved communication and transparency.

Significant Relationship between the Profile of the School and the Extent of SBM Implementation

The study found no significant relationship between secondary school profile and SBM implementation in Camarines Norte, Philippines. Factors such as population, school size, curricular programs, and senior high school strands did not affect SBM implementation. Leadership, governance, curriculum planning, accountability, and resource management were also not significant predictors. The p-values in all indicators were greater than 0.05, indicating that the success of SBM implementation is not affected by school profile.

Table 11 Test for Significant Relationship between the Profile of the School and the Extent SBM Implementation

Indicators	School Profile							
	Population		School Size		Curricular Program		Number of Senior HS Strands	
	d	p-value	d	p-value	C	p-value	d	p-value
Leadership and Governance	.115	.418	.152	.344	.221	.782	.033	.812
Curriculum Planning	.192	.137	.250	.088	.195	.854	.096	.494
Accountability and Continuous Improvement	.201	.111	.275	.063	.300	.763	-.075	.620
Management of Resources	.163	.188	.185	.197	.298	.767	-.015	.924

The proposed standardized approach to School-Based Management (SBM) implementation across schools may be a centralized effort by the Department of Education. However, this approach may not cater to the specific needs of each school, as larger populations or specialized programs may require additional resources or adaptations. The current data may not capture the distinctions of SBM implementation, and other factors beyond school profiles, such as leadership quality, teacher training, or community involvement, might be more influential. Further analysis and investigation may be needed to identify latent determinants and develop effective measures to improve compliance and academic achievement in selected secondary schools.

Recommended Policy to Improve the Implementation of SBM in Selected Secondary Schools in Camarines Norte

This study aimed to improve the implementation of School Based Management (SBM) by analyzing recommendations from SBM implementers in four domains: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of learning. The study found that the in-place development plan (SIP) developed collaboratively by school and community stakeholders ranked first, indicating a value for collaborative planning. The fifth indicator, a long-term program addressing the training and development needs of school and community leaders, ranked least, indicating a need for ongoing training and capacity-building initiatives to empower leaders and ensure the long-term sustainability of SBM efforts.

Table 12 Ranking of Recommended Policy to Improve the Implementation of SBM along with Leadership and Governance

Indicators	Sum of Rank	Rank
1. In-place development plan (SIP) developed collaboratively by the stakeholders of the school and community	88	1
2. The school community regularly reviews the development plan (SIP) to keep it responsive and relevant to emerging needs, challenges, and opportunities	106	4
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders	89	2
4. Leadership network facilitates communication between and among the school and community leaders for informed decision-making and solving of school-community-wide learning problems	97	3
5. A long-term program is in operation that addresses the training and development needs of school and community leaders	130	5

The study by Aquino et al. (2021) highlights the importance of leadership development, transparent governance, collaborative planning, and efficient communication networks in successful School-Based Management (SBM) implementation. It suggests that effective leadership practices positively influence teacher performance, with doctoral-degree administrators adopting more leadership practices than master's-degree administrators. Genuine leadership is crucial for executing SBM initiatives effectively, promoting positive student outcomes and educational progress.

Curriculum and Learning. Table 13 ranks recommended policies for improving SBM implementation in curriculum and learning. The first indicator is curriculum catering to all learners' development needs, while the fifth is regular, collaborative monitoring of learning systems using appropriate tools for holistic growth and community development.

Table 13 Ranking of Recommended Policy to Improve the Implementation of SBM Along with Curriculum and Learning

Indicators	Sum of Ranks	Rank
1. The curriculum provides for the development needs of all types of the learners in the community	91	1
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community	93	2
3. A representative group of school and community stakeholders develop methods and materials for developing creative thinking and problem-solving	115	4
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community	116	5
5. Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's vision, mission, and goals	95	3

The study by Amon and Bustami (2021) in Indonesia emphasizes the importance of fostering inclusivity and a supportive school climate. It highlights the role of learning managers in implementing School-Based Management (SBM) in curriculum and learning processes. The research highlights the need for values-driven learning environments, collaborative monitoring, inclusive curriculum development, and community relevance to enhance the effectiveness of SBM efforts and promote equitable education.

Accountability and Continuous Improvement. Table 14 ranks recommended policies for improving SBM implementation, accountability, and continuous improvement. The first indicator is clear roles and responsibilities of accountable persons and collective bodies, followed by continuous review and improvement of appropriate assessment tools and contextualization of results.

Table 14 Ranking of Recommended Policy to Improve the Implementation of SBM along with Accountability and Continuous Improvement

Indicators	Sum of Ranks	Rank
1. Roles and responsibilities of accountable persons and collective body/ies are clearly defined and agreed upon by community stakeholders	85	1
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action	108	4
3. The community owns an accountability system and it is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community	96	2
4. Accountability assessment criteria and tools, feedback mechanism, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon	107	3
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learners and local situations and the attainment of the relevant life skills	116	5

The study by Zaid et al. (2022) highlights the importance of accountability and collective efforts in ensuring accountability in education. It emphasizes the need for continuous evaluation and improvement of assessment instruments, as well as the importance of community ownership, well-defined roles, and collaborative creation of assessment criteria and tools.

Management of Resources. Table 15 ranks recommended policies for improving SBM implementation and resource management. Indicators ranked include network and linkages management, community-developed resources management system, and structured systems for efficient partnership management. Respondents prioritize establishing and maintaining collaborative alliances for resource utilization, and prefer inclusive and accessible decision-making processes for community education plans. Overall, these strategies aim to enhance resource management and collaboration.

Table 15 Ranking of Recommended Policy to Improve the Implementation of SBM along with Management of Resources

Management of Resources	Sum of Ranks	Rank
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization	96	2
2. A regular dialogue for planning and resource programming, that is accessible and	102	3

inclusive, continuously engages stakeholders, and supports implementation of community education plans		
3. In place is a community-developed resources management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources	111	5
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders	95	1
5. There is a system that manages the network and linkages, which strengthens and sustains partnerships for improving resource management	106	4

The study suggests that respondents may prioritize other aspects of resource management over a community-developed system, despite acknowledging the importance of prudent resource utilization. This aligns with broader trends in educational reform literature, emphasizing the importance of collaborative efforts, community involvement, resource management, and accountability in SBM implementation. The research highlights the need for comprehensive approaches to reform, recognizing the complexity of education and the need for diverse perspectives.

Policy Recommendation to Improve

SBM Implementation

Tables 16-19 outline policy recommendations for School-Based Management (SBM) in Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources. The most challenging area is the lack of regular review of the School Improvement Plan (SIP). The proposed policy is to establish a SIP Review Committee, consisting of school administrators, senior teachers, parents' association members, student council members, and local education authorities. This committee will oversee the review process and ensure stakeholder engagement, promoting a sense of ownership and commitment among all participants. Success indicators include improved academic achievement, attendance, and student behavior.

Table 16 Policy Recommendations along with Leadership and Governance

Policy	Strategy	PPAs	Success Indicator	Indicative Budget
Establishment of a SIP Review Committee	Form a SIP Review Committee made up of the school administrator, senior teachers, members from the parents' association, student council, and local education authority.	Committee Formation and Orientation Data-Driven Decision Making Community Engagement and Feedback Collaborative Plan Development Implementation and Progress Monitoring	Improvement in key performance metrics such as academic achievement, attendance, and student behavior. Positive feedback from parents, students, and staff on the SIP process and outcomes. Regular updates and adjustments to the SIP based on ongoing monitoring and evaluation.	5000.00
Create an intensified and	Promote collaboration and partnership between the	Stakeholder Engagement	Increase in the number of active participants in	5000.00

collaborative School Improvement Plan (SIP)	school and community stakeholders in the development and implementation of a SIP to enhance the quality of education and support the holistic development of students.	Data-Driven Decision Making Continuous Professional Development Resource Optimization Monitoring and Evaluation	Community Partnership Forums. Positive feedback from community stakeholders on engagement activities. Improvement in standardized test scores. Increase in graduation rates and college admission rates. Improved attendance rates. Reduction in behavioral incidents and disciplinary actions. Number of professional development sessions attended by staff. Positive changes in teaching practices and student outcomes as reported in evaluations. Successful acquisition of grants and additional funding. Efficient use of school resources as indicated by periodic audits and stakeholder feedback. Timely and comprehensive annual reviews of the SIP. Implementation of recommendations from the SIP review.
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The School Improvement Plan (SIP) aims to enhance education quality and student development by promoting active collaboration between schools and community stakeholders. Key success indicators include increased participation, positive feedback, improved test scores, higher graduation and college admission rates, better attendance, fewer behavioral incidents, and effective resource use. Regular professional development sessions and grants support the plan. To meet diverse students' needs, initiatives like the Comprehensive Assessment Program and Individualized Education Plan (IEP) Development and Implementation are presented, ensuring timely implementation of recommendations and promoting inclusive learning environments.

Table 17 Policy Recommendations along with Curriculum and Learning

Policy	Strategy	PPAs	Success Indicator	Indicative Budget
Establish the Professional Development for	Promote the continuous growth and development of educators in the fields of	Comprehensive Assessment Program	- Comprehensive student profiles are developed and	10,000.00

<p>Inclusive and Diverse Teaching Practices Policy</p>	<p>child-centered pedagogy, inclusive learning environments, and diverse teaching strategies to better meet the needs of all learners.</p>	<p>Individualized Education Plan (IEP) Development and Implementation Differentiated Instruction Training Program Accessible Learning Materials Initiative Support Services Expansion Project Professional Development for Inclusive Education Parental and Community Engagement Program Monitoring and Evaluation System</p>	<p>updated quarterly.</p> <ul style="list-style-type: none"> - IEPs were developed for all identified students within the first two months of identification. - Observable increase in the use of differentiated instruction in classrooms. - Improved student engagement and performance metrics. - Reduction in barriers to learning reported by students with disabilities. - Positive impact on student well-being and academic performance. - Organize annual workshops and seminars on special education needs and cultural competence. - Create a mentorship program for new teachers. - Develop partnerships with local organizations and businesses. - Organize community events that promote inclusive education. - Annual reports detailing the effectiveness of inclusive education practices. - Continuous improvement in student outcomes based on evaluation findings. 	
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The Differentiated Instruction Training Program, Accessible Learning Materials Initiative, Support Services Expansion Project, Professional Development for Inclusive Education, Parental and Community Engagement Program, and Monitoring and Evaluation System are implemented to enhance student engagement and support. The Stakeholder Engagement and Accountability Policy is recommended to enhance communication,

transparency, and accountability by defining stakeholder roles, facilitating engagement, and providing training on accountability principles. This policy aims to identify key stakeholders involved in resource management and clarify their contributions, roles, and expectations.

Table 18 Policy Recommendations along with Accountability and Continuous Improvement

Policy	Strategy	PPAs	Success Indicator	Indicative Budget
Establish the Stakeholder Engagement and Accountability Policy to promote effective communication, transparency, and accountability within the organization by defining roles for stakeholders, facilitating engagement, and providing training and resources.	<p>Identify all internal and external stakeholders, including employees, customers, suppliers, investors, community members, and regulators</p> <p>Define and document the roles and responsibilities of each stakeholder group</p> <p>Develop mechanisms for regular, two-way communication and engagement with stakeholders</p> <p>Provide necessary training and resources to stakeholders to ensure they can effectively participate and fulfill their roles</p> <p>Regularly assess the effectiveness of the policy and make necessary adjustments based on feedback and performance metrics</p>	<p>Stakeholder Engagement and Accountability Enhancement Program (SEAP)</p> <p>Stakeholder Engagement Policy Implementation Project (SEPIP)</p>	<p>Measured by the number of stakeholders actively engaging through the established channels</p> <p>Regular surveys to gauge stakeholder satisfaction with the engagement process and resources provided</p> <p>Percentage of stakeholders who complete the training programs successfully</p> <p>Amount and quality of feedback received from stakeholders, indicating their involvement and the value they find in the engagement process</p> <p>Improvements in transparency and accountability, assessed through internal audits, compliance reports, and stakeholder feedback.</p>	5000.00

<p>Identify key stakeholders, who are affected by or involved in resource management processes</p> <p>Delineate the contributions and spheres of influence of each stakeholder group involved in the resource management process, as well as their respective roles, responsibilities, and expectations.</p>	<p>Develop an effective resource management process by identifying and engaging key stakeholders, ensuring their contributions are optimized, and expectations are met.</p>	<p>Stakeholder Engagement and Collaboration Program and Stakeholder Mapping and Engagement Project</p>	<p>A comprehensive list of stakeholders created and analyzed</p> <p>Stakeholder influence and interest matrix completed</p> <p>Communication plan developed and implemented</p> <p>High engagement rates in scheduled meetings and feedback sessions</p> <p>Documented roles and responsibilities distributed and acknowledged by stakeholders</p> <p>Minimal role confusion or conflict among stakeholders</p> <p>Increased participation in workshops and collaboration platforms</p> <p>Positive feedback from stakeholders regarding engagement activities</p>	
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The Stakeholder Engagement and Accountability Policy aims to promote communication, transparency, and accountability in the business. It outlines the duties and obligations of internal and external stakeholders, including employees, customers, suppliers, investors, community members, and regulators. The policy will establish channels for regular, two-way communication, ensuring stakeholders receive necessary training and resources. Key stakeholders, such as senior management and external stakeholders, are crucial for resource

allocation and use. A stakeholder engagement program and mapping project are necessary to maximize stakeholder contributions and meet expectations.

Table 19 shows SBM implementation faces difficulties in resource management, ranking stakeholders unengaged. To address this, a Community Engagement Committee should be established to assess its impact.

Table 19 Policy Recommendations along with Management of Resources

Policy	Strategy	PPAs	Success Indicator	Indicative Budget
Establish a Community Engagement Committee to assess the impact of community engagement and collaboration.	Establish a Community Engagement Committee to assess the impact of community engagement and collaboration.	Community Impact Assessment and Enhancement Initiative Program	Increase in community satisfaction and participation rates as evidenced by annual surveys and engagement metrics.	2500.00
Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.	Develop and implement regular monitoring, evaluation, and reporting processes for resource management in collaboration with learning managers, facilitators, and community stakeholders.	Resource Management Optimization Initiative	Improved efficiency and effectiveness in resource management as evidenced by performance metrics and stakeholder feedback.	

A Community Engagement Committee is a strategic approach to assess and improve an organization's community engagement efforts. This committee assesses communication and impact, with the Community Impact Assessment and Enhancement Initiative supporting this. Regular evaluations measure success through community satisfaction and involvement rates. The committee aims to build positive ties with the community. However, a survey found no School Report Card in any schools, suggesting the need for a complete system to improve transparency and drive school improvement.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions are drawn:

1. The population of secondary schools in Camarines Norte is low, with 41.2% having a population below 251-500. The majority of schools are medium-sized, with 52.9% belonging to medium size and 11.8% to mega-size. The majority of schools have junior and senior curricular programs, with 61.8% offering 1-2 strands. Only 14.7% do not offer any strands, 11.8% offer 3-4 strands, and 8.8% offer 5-6 strands;
2. Sustaining an active School Improvement Plan (SIP) is crucial for improving the school community and fostering an environment for continuous improvement. SIPs, formulated using evidence and data, can lead to improved accountability, collaboration, and communication. However, lacking operational SGCs may face governance challenges. SRCs provide stakeholders with crucial information about an institution's progress, but their absence poses a challenge for stakeholders. SRCs, SIPs, and SGCs are essential for enhancing institutional accountability, transparency, and continuous improvement;

3. The implementation of SBM in Camarines Norte secondary schools is successful in leadership, governance, curriculum, accountability, and resource management, but the lowest mean indicates the need for improvement in accountability and continuous improvement;
4. The study examines School-Based Management (SBM) implementation in secondary schools in Camarines Norte, focusing on challenges in leadership, governance, curriculum, accountability, and resource management. Issues include irregular SIP assessments, lack of inclusiveness in curriculum, failure to conduct collaborative assessments with communities, and lack of stakeholder engagement in resource management. The findings highlight the need for more inclusive approaches;
5. The study found no correlation between secondary school profiles in Camarines Norte, including population, size, academic programs, and strands, and concluded that these factors do not predict the extent of SBM implementation, regardless of the school's profile, and
6. The respondents' identified difficulties in leadership, governance, curriculum, accountability, and resource management can be used to improve the implementation of SBM in selected secondary schools in Camarines Norte.

Given the foregoing conclusions, the following recommendations are proposed:

1. The study found that school profile, including population, size, academic program, and strand, doesn't significantly impact the successful implementation of SBM, suggesting further research;
2. Secondary schools in Camarines Norte should prioritize the dissemination of School Report Cards (SRCs) to enhance transparency, accountability, and progress. Engaged participation in School Improvement Plans and School Governance Councils is also recommended to promote continuous improvement, accountability, cooperation, and communication among school community members;
3. The recommendation is for selected secondary schools in Camarines Norte to prioritize domain accountability and continuous improvement, ensuring momentum is sustained for all other domains of SBM implementation;
4. The recommendation is for selected secondary schools in Camarines Norte to prioritize domain accountability and continuous improvement, ensuring momentum is sustained for all other domains of SBM implementation;
5. Future studies for SBM may consider other profile variables to further test the correlation between the school profile and the extent of SBM implementation;
6. The study's findings are recommended for DepEd officials and policy-makers to use research-based policy formulation for successful program implementation, especially in a top-down approach.

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