



SCHOOL-BASED MANAGEMENT PRACTICE ON THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOLS IN MAGDALENA DISTRICT

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ABSTRACT

School-Based Management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. Every education institution in Magdalena District is experiencing various problems and School-Based Management is one of the ways to address these problems. Previous studies prove that School-Based Management plays a vital role in keeping the school system in harmony. With this, principals, teachers, students, parents, and other stakeholders are given greater control over the education process by giving them responsibility for decisions about 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. The results show that the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to admin support, teacher support, student support and community support. It was evident that the obtained p-values, between leadership and governance, curriculum and instruction and accountability and continuous improvement and the admin support performance were all lower than the level of significance. Besides, management of resources and the admin support performance also gained a p-value that was lower than the level of significance.

Based on the gathered data, the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to admin support do not accept the null hypothesis of which states that "On the basis of the questions presented above, the hypothesis below provided direction of the study – that School Based Management practice have no significant relationship on the performance of public elementary schools in Magdalena District". These implies that there is a significant relationship between SBM practice and the performance of Magdalena District as to Teacher Support, Administrative support, Community Support and Student Support.

KEYWORDS: *School-Based Management, School Performance, SBM Practice*

INTRODUCTION

Every education institution in the world is experiencing problems that need to be addressed. Some issues plaguing the school system, especially the public schools include high dropout rate, quality educational service, high repetition rate, and limited holding capacity of the schools. Over the past years, many initiatives and reform efforts have been implemented to arrest these problems.

With the government's goal to see the transformation of schools as it is envisioned, School-Based Management is proposed as one strategy to achieve the transformation of schools. (Caldwell, 2005). One key response of the national government is the adoption and implementation of SBM – School-Based Management (Apulencia, 2012).

School-Based Management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. With this, principals, teachers, students, and parents are given greater control over the education process by giving them responsibility for decisions about 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 (World Bank Report, 2007).

In the Philippines, the implementation of the Governance of Basic Education Act of 2001 (RA 9155) provided the mandate for decentralizing the system of school management and recognized the role of the Local



Government Units and other stakeholders as partners in education service delivery. Through this, SBM is launched to sustain and expand decentralization of school management.

In line with the above discussion, SBM was identified as one of the key reform thrusts envisioned to effect improvements at the school level (DepEd Order No. 83, s. 2012). As authority and other functions are shared by members of the organization with the utmost interaction and first-hand experience in various matter in relation to school function and development such as classroom setting, best possible solution, strategies and intervention can be planned and implemented to improve school performance. Thus, the extent of implementation of SBM can contribute to improve performance of schools.

It is in these premises that motivate the researcher to conduct a study on School Based Management and its relationship on the performance of public elementary schools in Magdalena District.

OBJECTIVES

The primary aim of the study is to determine the relationship between School-Based Management practice and performance of public elementary schools in Magdalena District.

Specifically, it sought answers to the following questions:

1. What is the respondents level of school-based management practice in terms of:
 - 1.1 Leadership and Governance;
 - 1.2 Curriculum and Instruction;
 - 1.3 Accountability and Continuous Improvement; and
 - 1.4 Management of Resources?
2. What is the level of school performance as to
 - 2.1 Administrative Support;
 - 2.2 Teacher Support;
 - 2.3 Student Support; and
 - 2.4 Community Support?
3. Does school-based management Practice have significant relationship on the performance of public elementary schools in Magdalena District?

METHODOLOGY

The descriptive method is used to determine the School-Based Management in public elementary schools and its relationship to school performance. Eighty-five (85) randomly selected respondents composing of teachers from Magdalena District were used as respondents in this research to assess and evaluate school-based management practice as to school performance. The researcher identifies possible issues existing within the district where the researcher is working. When the problem is identified, the researcher formulates three questions which the researcher sought to answer after gathering the data needed. The researcher then collected various literature and studies which are connected and will support the study. Then, the researcher creates a self-made questionnaire which will served as the research instrument. The researcher seeks approval and validation of the research instrument from the panelist. After the research instrument has been validated, the researcher proceeds to the school supervisor and school head of public elementary schools in Magdalena District give them copies of the approved letter to conduct an online survey as signed by the dean of the graduate school and as noted by the thesis adviser for perusal and approval of the school head. With the consent of the school head, the researcher sent a link of the online survey to the respondents. When the target number of respondents is reached and the survey is completed, the researcher summarized the data for tally and interpretation. The researcher made use of a self-made questionnaire with regards to the dependent and independent variables to collect necessary data in relevance to the study. As such, it is the primary source and instrument in collecting data. A standard assessment tool in a form of a questionnaire were used in gathering data. The responses were tabulated as basis for statistical treatment of data. This is done in order to determine the School-Based Management in relation to school performance in public elementary schools in Magdalena District. Weighted mean, standard deviation and Pearson-r correlation were used as statistical tools in the conduct of this research.

STATISTICAL DESIGN AND RESULTS

Level of SBM Practice

SBM practice among principals may have significant implications on Magdalena District performance. In this study SBM practice was described in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources while Magdalena District performance was described in terms of admin support, teacher support, student and community support. The following tables below presented the level of SBM practice and Magdalena District performance which were determined by the weighted mean.


Table 1. Level Of School-Based Management Practice In Terms Of Leadership And Governance

STATEMENT	Mean	Interpretation
The principal...		
1. imposes the policies clearly, fairly and constantly	4.67	Very Effective
2. had a clear report of financial for transparency	4.68	Very Effective
3. propose long term programs to address the training and development needs of the school and community leader	4.61	Very Effective
4. guides the teachers and stakeholders to achieve the shared vision, mission and goals	4.69	Very Effective
5. assumes the responsibility for their teachers, non-teaching, learners and stakeholders	4.72	Very Effective
Grand Mean	4.68	Very Effective

Legend:

Scale	Range	Interpretation
5	4.20 – 5.00	Very Effective
2	3.40 – 4.19	Effective
3	2.60 – 3.39	Moderately effective
2	1.80 – 2.59	Seldom effective
1	1.0 – 1.79	Not effective

The result shows that the principals' leadership and governance was *very effective* sustained by the weighted mean of 4.68. This indicates that the respondents manifested a very effective practice of leadership and governance among the principals.

It can be gleaned in the table that the *principals very effectively assume the responsibility for their teachers, non-teaching, learners and stakeholders* supported by the obtained highest weighted mean of 4.72. Just the same, they *propose long term programs to address the training and development needs of the school and community leader, very effective* as implied lowest weighted mean of 4.61. This meant that the principals take into their responsibility in leading for the development concern entity and stakeholders.

A network of leadership that provides the vision and direction to the education system making it relevant and responsive to the contexts of diverse communities. Leadership and Governance provides a Development Plan developed collaboratively by the stakeholders of the school and community (Paran, 2017).

Table 2. Level Of School-Based Management Practice In Terms Of Curriculum And Instruction

STATEMENT	Mean	Interpretation
The principal...		
1. encourages the teachers to attend the different webinars, trainings for their professional development	4.78	Very Effective
2. supports the teachers to design and write self-module and instructional materials	4.69	Very Effective
3. upkeep the teachers and learners to participate the different contest	4.73	Very Effective
4. encourage teachers to follow and adhere to curriculum policies and guidelines.	4.75	Very Effective
5. suggests appropriate instructional strategies and approaches for better teaching learning process.	4.68	Very Effective
Grand Mean	4.73	Very Effective

Legend:

Scale	Range	Interpretation
5	4.20 – 5.00	Very Effective
2	3.40 – 4.19	Effective
3	2.60 – 3.39	Moderately effective
2	1.80 – 2.59	Seldom effective
1	1.0 – 1.79	Not effective



It can be observed from the table that the *principals very effectively encourage the teachers to attend the different webinars, trainings for their professional development* as supported by the highest garnered weighted average of 4.78. Similarly, they *suggest appropriate instructional strategies and approaches for better teaching learning process*, on a *very effective* level as insinuated by the lowest weighted mean of 4.68. This meant that the principals encourage and upkeep the teachers with regards to the development of the curriculum and their professional selves.

The result shows that the principals' interventions on curriculum and instruction were *very effective* as evidenced by the weighted mean of 4.73. This indicates that the respondents observed very effective practices of upholding curriculum and instruction among the principals.

Mohrman (2016) built the first phase of the research, which took an exploratory approach to examining how districts and schools design and implement school-based management such that it becomes an effective mechanism for introducing reform in curriculum and instruction.

Table 3. Level Of School-Based Management Practice In Terms Of Accountability And Continuous Improvement

STATEMENT	Mean	Interpretation
The principal...		
1. holds responsible to his/her own decision with regards to school matters.	4.71	Very Effective
2. recognizes the achievement goals based on collaborative performance of the organization.	4.71	Very Effective
3. gives the clear, transparent, inclusive and responsive system, developed by the school community which monitors performance and acts appropriately on gaps and gains	4.66	Very Effective
4. provides inclusive and agreed upon feedback mechanism, tools, assessment criteria, information collection, and validation techniques to members of the organization.	4.60	Very Effective
5. Open to change for better result of goals and objectives	4.74	Very Effective
Grand Mean	4.68	Very Effective

Legend:

Scale	Range	Interpretation
5	4.20 – 5.00	Very Effective
4	3.40 – 4.19	Effective
3	2.60 – 3.39	Moderately effective
2	1.80 – 2.59	Seldom effective
1	1.0 – 1.79	Not effective

The result shows that the accountability and continuous improvement exhibited by the principals were *very effective* as supported by the weighted mean of 4.68. This reveals that the respondents witness the willingness and effort of the principals in improving themselves as well as being accountable.

It can be noticed from the table that the *principals are open to change for better results of goals and objectives* on a *very effective* level as implicated by the highest garnered weighted average of 4.74. Congruently, they *very effectively provide inclusive and agreed upon feedback mechanism, tools, assessment criteria, information collection, and validation techniques to members of the organization* as implied by the lowest weighted mean of 4.60. This meant that the principals are observed to be accountable and exhibit behavior that conforms with the organization.

According to Santos (2016), the accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.

Table 4. Level Of School-Based Management Practice In Terms Of Management Of Resources

STATEMENT	Mean	Interpretation
The principal...		
1. monitors, evaluate and report the process of resource management with stakeholders	4.67	Very Effective
2. collectively organize and manage with transparency to	4.71	Very Effective



support targeted education outcome		
3. gives technical support to the stakeholders, teachers and non-teaching personnel in terms of curriculum delivery, learning resources, transportation mechanism and health aid. 4.69	4.69	Very Effective
4. creates a committee on resource management with define roles and functions that will be performed of the members. 4.73	4.73	Very Effective
5. has a regular dialogue for planning and resources programming that is accessible and continuously engage the stakeholders and support implementation of the community education. 4.74	4.74	Very Effective
Grand Mean	4.71	Very Effective

Legend:

Scale	Range	Interpretation
5	4.20 – 5.00	Very Effective
2	3.40 – 4.19	Effective
3	2.60 – 3.39	Moderately effective
2	1.80 – 2.59	Seldom effective
1	1.0 – 1.79	Not effective

It can be observed from the table above that *principals have a regular dialogue for planning and resources programming that is accessible and continuously engage the stakeholders and support implementation of the community education on a very effective level as inferred from the highest gained weighted average of 4.74. This is also observed, as they very effectively monitor evaluate and report the process of resource management with stakeholders as signified by the lowest weighted mean of 4.67. This meant that the principals have a high level of engagement on managing the resources of the organization effectively.*

The result shows that the management of resources exercised by the principals were *very effective* as evidenced by the weighted mean of 4.71. This denotes that the respondents perceive the principals to very effectively manage the resources that are available at hand.

Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. Also, there is a regular dialogue for planning and resource programming that is accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans (Llego, 2019)

Performance of MAGDALENA DISTRICT

Table 5. Level Of School Performance In terms of Administrative Support

STATEMENT	Mean	Interpretation
The school...		
1. provides the needed materials of the teachers, learners, and stakeholders to achieve the targeted goals	4.64	Highly Involved
2. ensures needed technical assistance of members the organization in terms of moral and psychological aspects	4.66	Highly Involved
3. develops and allocates resources to ensure sustainability of the coalition and initiative.	4.64	Highly Involved
4. identifies community resources, strengths and assets of each person or organization to provide more opportunities.	4.64	Highly Involved
5. plans and provides development plan for teachers and other working staff.	4.68	Highly Involved
Grand Mean	4.65	Highly Involved

Legend:



Scale	Range	Interpretation
5	4.20 – 5.00	Highly Involved
2	3.40 – 4.19	Involved
3	2.60 – 3.39	Moderately Involved
2	1.80 – 2.59	Seldom Involved
1	1.0 – 1.79	Not Involved

The result shows that the performance of Magdalena District as to admin support wherein the school is *highly involved* as shown by the weighted mean of 4.65. This means that the respondents characterize the schools’ efforts in identifying, maintaining and providing support to the teachers and staff very highly.

It can be noted from the table above that the *school is highly involved in planning and providing development for teachers and other working staff* as suggested from the highest obtained weighted mean of 4.68. Similarly, it is *highly involved in providing the needed materials of the teachers, learners and stakeholders to achieve targeted goals; develops and allocates resources to ensure sustainability of the coalition and initiative, and; identifies community resources, strengths and assets of each person or organization to provide more opportunities* as evidenced by the lowest weighted mean scores of 4.64. This meant that the schools’ provision of support to the teachers, staff and stakeholders likewise are of a very high level.

Administrative support workers help executives with the day-to-day running of the business by assisting with clerical and administrative processes. This job involves tasks such as organizing meetings and travel arrangements, responding to inquiries, and implementing office procedures and systems (Suarez, 2016).

Table 6. Level Of School Performance In terms of Teacher Support

STATEMENT	Mean	Interpretation
The school...		
1. plans and gives appropriate workload to teachers.	4.69	Highly Involved
2. initiates in helping the school to raise the fund for beautification of the schools and for the teaching materials	4.65	Highly Involved
3. cooperates with the safety and development of the school and members of the organization.	4.73	Highly Involved
4. supports different program of the school	4.69	Highly Involved
5. keeps people involved in the school community through motivating teachers, students and others within the organization.	4.74	Highly Involved
Grand Mean	4.70	Highly Involved

Legend:

Scale	Range	Interpretation
5	4.20 – 5.00	Highly Involved
2	3.40 – 4.19	Involved
3	2.60 – 3.39	Moderately Involved
2	1.80 – 2.59	Seldom Involved
1	1.0 – 1.79	Not Involved

It can be observed from the table that the *school is highly involved in keeping people involved in the school community through motivating teachers, students and others within the organization* as inferred from the highest garnered weighted average of 4.74. Likewise, it is *highly involved in initiating in helping the school to raise the fund for beautification of the schools and for the teaching materials* as insinuated by the lowest weighted mean score of 4.65. This meant that the schools manifest excellent support to the teachers and other members of the organization.

The result shows that the performance of Magdalena District as to teacher support wherein the school is *highly involved* as implied through the weighted mean of 4.70. This means that the respondents observe the efforts of the school in providing support to the teachers and stakeholders to be of a very high level.

Psychologists are devising ways to support and retain good teachers, rather than simply trying to lure new ones (Corpuz, 2017). These include developing programs that provide new teachers with academic and social support, master’s-level training, community support and hands-on experience in industry.



Table 7. Level Of School Performance In terms of Student Support

STATEMENT	Mean	Interpretation
The school...		
1. teachers and others are involved in all the programs of the schools to show support to students.	4.79	Highly Involved
2. provides awareness on the different programs of the school which might include students and teachers.	4.82	Highly Involved
3. provides suitable environment for the students for maximum learning	4.69	Highly Involved
4. provides programs that will enhance students' skills and learning.	4.79	Highly Involved
5. Provides intervention programs to improve students' performance.	4.76	Highly Involved
Grand Mean	4.77	Highly Involved

Legend:

Scale	Range	Interpretation
5	4.20 – 5.00	Highly Involved
2	3.40 – 4.19	Involved
3	2.60 – 3.39	Moderately Involved
2	1.80 – 2.59	Seldom Involved
1	1.0 – 1.79	Not Involved

The result present that the performance of Magdalena District in terms of student support wherein the school is *highly involved* as evidence by the weighted mean of 4.77. This means that the respondents perceive the efforts of the school in providing support for the students as highly evident.

It can be observed from the table that the *school is highly involved in providing awareness on the different programs of the school which might include students and teachers* as implied from the highest gained weighted average of 4.82.

The same is also observed as it is *highly involved in providing suitable environment for the students for maximum learning* as signified by the lowest weighted mean score of 4.69. This meant that the schools provide a generous support in the betterment of the learning and experience of the students.

Student support services are services provided on our school campus that are available to our students. rough education, counseling, consultation and individual assessment, our education professionals provide direct services to all students, especially those who might experience situations that create barriers to their learning (Quizon, 2017).

Table 8. Level Of School Performance In terms of Community Support

STATEMENT	Mean	Interpretation
The school...		
1. shows involvement and participation to school and community programs such	4.75	Highly Involved
2. supports the school project and community through giving donations in any form	4.71	Highly Involved
3. creates open forums for community members to voice needs and opinions	4.65	Highly Involved
4. supports the different activity that for a cause within the community.	4.74	Highly Involved
5. initiates the different programs and project that will develop school-community partnerships.	4.73	Highly Involved
Grand Mean	4.72	Highly Involved

**Legend:**

Scale	Range	Interpretation
5	4.20 – 5.00	Highly Involved
2	3.40 – 4.19	Involved
3	2.60 – 3.39	Moderately Involved
2	1.80 – 2.59	Seldom Involved
1	1.0 – 1.79	Not Involved

It can be implied from the table that the *school is highly involved in showing involvement and participation to school and community programs* as inferred from the highest obtained weighted mean of 4.75. Likewise, it is *highly involved in creating open forums for community members to voice needs and opinions* as insinuated by the lowest weighted mean score of 4.65. This suggests that the schools maintain a high involvement in community programs.

The result present that the performance of Magdalena District in terms of community support wherein the school is *highly involved* as signified by the weighted mean of 4.72. This means that the respondents report the schools' efforts in contributing to the community is highly existent.

Successful community adaptation to climate change requires strong and positive engagement across the wider community that supports learning, builds trust and relationships and facilitates individuals and groups to contribute their views, values and concerns (Ariaga, 2017).

Significant Relationship between SBM practice and the performance of Magdalena District

Minitab 14 was used in computing the data gathered and treated them statistically using Pearson Correlation Coefficient. The computed p-values were compared to the level of significance at 0.05 to determine the significant relationship between SBM practice and the performance of Magdalena District

The result shows the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to admin support.

It was evident that the obtained p-values of 0.000, between leadership and governance, curriculum and instruction and accountability and continuous improvement and the admin support performance were all lower than the 0.05 level of significance which indicated that the null hypothesis had been rejected. The computed r-values of 0.693, 0.686, 0.694 respectively indicates a moderately high positive correlation between SBM practice and the administrative performance. This means that as the principals take SBM practice into action the higher the administrative support performance they would receive.

Table 9. Significant Relationship between SBM practice and the performance of Magdalena District as to Admin Support

Variables	r-value	Degree of Correlation	p-value	Analysis
Leadership and Governance Admin Support	0.693	Moderate Correlation	0.000	Significant
Curriculum and Instruction Admin Support	0.686	Moderate Correlation	0.000	Significant
Accountability and Continuous Improvement Admin Support	0.694	Moderate Correlation	0.000	Significant
Management of Resources Admin Support	0.741	High Correlation	0.000	Significant

*significant at .05 level of significance

Legend:

Range	Degree of Correlation
±1	Perfect Correlation
±0.90 – 0.99	Very High Correlation
±0.70 – 0.89	High Correlation
±0.40 – 0.69	Moderate Correlation
±0.20 – 0.39	Low Correlation
±0.01 – 0.19	Very Low Correlation
0	No Correlation



Besides, management of resources and the admin support performance also gained the p-value of 0.000 which lower than the 0.05 level of significance which indicated that the null hypothesis had been rejected. The computed r-value of 0.741 respectively indicates a high positive correlation between SBM practice as to resources management and the administrative performance. This means that as higher the principals were able to manage the resources provided the higher the administrative support performance in return.

Significant Relationship between SBM practice and the performance of Magdalena District as to Teacher Support

The result shows the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to teacher support.

Table 10. Significant Relationship between SBM practice and the performance of Magdalena District as to Teacher Support

Variables	r-value	Degree of Correlation	p-value	Analysis
Leadership and Governance Teacher Support	0.681	Moderate Correlation	0.000	Significant
Curriculum and Instruction Teacher Support	0.732	High Correlation	0.000	Significant
Accountability and Continuous Improvement Teacher Support	0.736	High Correlation	0.000	Significant
Management of Resources Teacher Support	0.791	High Correlation	0.000	Significant

**significant at .05 level of significance*

It was observed that between curriculum and instruction, accountability and continuous improvement, and management of resources and the teacher support performance, the obtained p-values were 0.000 which were all less than the 0.05 level of significance which implies the rejection of the null hypothesis. The computed r-values of 0.732, 0.736, and 0.791 respectively indicates a high positive correlation between SBM practice and the teacher support performance. This means that as the principals take SBM practice into action the higher the teacher support performance they would receive.

In addition, leadership and governance and the teacher support performance also gained the p-value of 0.000 which is less than the 0.05 level of significance which implies that the null hypothesis had been rejected. The computed r-value of 0.681 indicates the presence of a moderate positive correlation between SBM practice as to resources management and the teacher support performance. This means that as higher the principals were able to manage the resources provided the higher the teacher support performance in return.

Table 11. Significant Relationship between SBM practice and the performance of Magdalena District as to Student Support

Variables	r-value	Degree of Correlation	p-value	Analysis
Leadership and Governance Student Support	0.659	Moderate Correlation	0.000	Significant
Curriculum and Instruction Student Support	0.727	High Correlation	0.000	Significant
Accountability and Continuous Improvement Student Support	0.621	Moderate Correlation	0.000	Significant
Management of Resources Student Support	0.682	Moderate Correlation	0.000	Significant

**significant at .05 level of significance*



The result shows the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to student support.

The above result shows the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to student support.

It was shown that the obtained p-values of 0.000, between leadership and governance, accountability and continuous improvement and management of resources and the student support performance were all less than the significance alpha 0.05 which indicated that the null hypothesis had been rejected. The computed r-values of 0.659, 0.621, and 0.682 respectively indicate a moderately high positive correlation between SBM practice and the student support performance. This means that as the principals take SBM practice into action the higher the student support performance they would receive.

Furthermore, curriculum and instruction and the student support performance also obtained the p-value of 0.000 which is less than the 0.05 level of significance which implied the rejection of the null hypothesis. The computed r-value of 0.727 indicates a high positive correlation between SBM practice as to curriculum and instruction and the student support performance. This means that as higher the principals were able to manage the resources provided the higher the student support performance in return.

Table 12. Significant Relationship between SBM practice and the performance of Magdalena District as to Community Support

Variables	r-value	Degree of Correlation	p-value	Analysis
Leadership and Governance Community Support	0.737	High Correlation	0.000	Significant
Curriculum and Instruction Community Support	0.719	High Correlation	0.000	Significant
Accountability and Continuous Improvement Community Support	0.677	Moderate Correlation	0.000	Significant
Management of Resources Community Support	0.774	High Correlation	0.000	Significant

**significant at .05 level of significance*

The above result shows the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to community support.

It was observed that between leadership and governance, curriculum and instruction, and management of resources and the community support performance, the obtained p-values were 0.000 which were all less than the 0.05 level of significance which implies the rejection of the null hypothesis. The computed r-values of 0.737, 0.719, and 0.774 respectively indicates a high positive correlation between SBM practice and the community support performance. This means that as the principals take SBM practice into action the higher the community support performance they would receive.

In addition, accountability and continuous improvement and the community support performance also gained the p-value of 0.000 which is less than the 0.05 level of significance which implies that the null hypothesis had been rejected. The computed r-value of 0.677 indicates the presence of a moderate positive correlation between SBM practice as to accountability and continuous improvement and the community support performance. This means that as higher the principals were able to manage the resources provided the higher the community support performance in return.

SUGGESTIONS

It may be recommended that allowing competent individuals in the schools to make decision that will improve learning is a way to make school-based management even better. This give the entire school community a voice in key decisions and for them to focus accountability of what is important. Furthermore, this research could also be used in other elementary schools to observe how SBM and the performance of school significantly related to each other. This can make the researcher’s study more reliable as it can be applied to any school and not just in Magdalena District. A larger population would allow for a better generalization of the



data. Finally, feedbacks received should be taken into consideration to determine the progress of the researchers in achieving their objectives. Shifting the study's focus to interventions that rely on proactive approaches to resolve the issues will be a great follow-up for this study.

CONCLUSIONS

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. Therefore, it is highlighted that teachers' competence and autonomy support to foster Magdalena District students' motivational constructs and achievements is important.

Based on the gathered data, the significant relationship between SBM practice as to leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources and the performance of Magdalena District as to admin support do not accept the null hypothesis of which states that "On the basis of the questions presented above, the hypothesis below provided direction of the study – that School Based Management practice have no significant relationship on the performance of public elementary schools in Magdalena District". This implies that there is a significant relationship between SBM practice and the performance of Magdalena District as to Teacher Support, Administrative support, Community Support and Student Support.

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