



EXPERIENCES, CHALLENGES, AND INITIATIVES IN PREPARATION FOR SCHOOL-BASED MANAGEMENT EVALUATION: BASIS FOR ENHANCEMENT OF PRACTICE

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ABSTRACT

This research determined the experiences, challenges, and initiatives the school-based management (SBM) team undertook in preparing for the SBM evaluation. Specifically, it sought answers to the following problems: (1) What are the experiences of the School-Based Management team in preparing for SBM evaluation?; (2) What are the challenges encountered by the School-Based Management Team in terms of a) Document Preparation; (b) Resource Management and (c) Coordination? ; (3) What are the initiatives undertaken by the school to address the challenges encountered by the School-Based Management team? and (4) What measures may be proposed to enhance the process of preparing for SBM evaluation?

This study utilized qualitative research to describe and identify the experiences, challenges encountered, and initiatives undertaken by the SBM team. An unstructured interview guide was used to obtain the necessary data from the 25 pre-determined respondents. The responses were recorded and transcribed. Frequency count was used in organizing the responses by nominal count. Results were analyzed and the commonalities of the responses were identified to determine the recurring themes.

These findings were generated based on the analysis of the gathered data. The SBM team encountered positive and negative experiences in preparing for SBM evaluation. The

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positive experiences include fostering the culture of collaboration and cooperation; strengthening the partnership between the school and its stakeholders; improving positive work ethics and leadership skills; and enhancing knowledge and skills on SBM practice. The negative experiences include extending work hours; worsening of medical conditions; misunderstanding and clash of ideas; and reconstructing documents. The challenges in document preparation include the lack of records and documents on file; computer-related issues; time-consuming reproduction of documents; and unsystematic filing of documents. Along resource management, the challenges include insufficient human resources to perform the task; financial constraints; and inadequate material resources. The challenges encountered along with coordination include lack of communication and cooperation; poor connectivity; and lack of time. The initiatives undertaken by the school to address the challenges encountered by the SBM team include undergoing mock validation; seeking technical assistance; involving external stakeholders of education; delegating tasks; augmenting resources; systematic filing of documents; team management; and regular updating, monitoring, and feedbacking. The proposed measures consist of 18 recommended actions addressing the challenges encountered along document preparation, resource management, and coordination.

The following conclusions were formulated based on the findings of the study. The SBM team encountered positive and negative experiences in preparing for SBM evaluation. The positive experiences provided ease and worthwhile SBM encounters while the negative experiences posed difficulties and challenges obstructing their SBM preparation. The challenges encountered by the SBM team along document preparation, resource management, and coordination provided them several difficulties hindering their SBM preparation. The initiatives undertaken by the SBM team address the challenges they have experienced. These initiatives are designed to ease the school-based management process. The proposed recommended measures will enhance the process of preparing for SBM evaluation. They offer feasible solutions to address the challenges encountered along document preparation, resource management, and coordination.

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In view of the findings of this research, the following recommendations are proposed. School administrators should use the positive experiences of the SBM team in promoting the positive culture of SBM and consider the negative experiences in crafting well-established procedures and mechanisms for SBM. Policymakers should consider the challenges encountered by the SBM team along document preparation, resource management, and coordination in crafting appropriate SBM preparation guidelines to further improve the implementation of SBM. School administrators should formulate well-established rules to provide an efficient process for SBM document preparation. DepEd should allocate sufficient human, financial and material resources to further enhance the SBM process. School heads and SBM Coordinators should strengthen their leadership skills in addressing issues along coordination. The initiatives undertaken by the SBM team may be adopted by other schools in Albay Division and other school divisions in Bicol Region. The proposed policy recommendations for enhancing the process of preparing for SBM evaluation may be adopted by the Schools Division Office of Albay as basis for SBM improvement. Finally, future researchers may conduct similar studies on the challenges, experiences, and initiatives undertaken by the SBM team to formulate well-established policies and mechanisms.

Keywords: *School-Based Management, Experiences, Challenges, Initiatives, Document Preparation, Resource Management, Coordination, Proposed Measures*

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INTRODUCTION

The importance of education in national development can never be underestimated. Education is “a key investment that can break the Filipino’s seemingly endless cycle of poverty and provides the people, particularly the youth, with more opportunities”. Improving the quality of basic education redounds to the development of society in general. Today, education becomes more relevant as living amidst a knowledge-based society demands human capital in the form of knowledge workers who can steer the local as well as the global economy. Since education systems in many societies are not poised to meet the challenges of the times that include the demands of a globalized world, reforming and transforming the educational system has been at the core agenda of national governments worldwide (Abulencia, 2012). Thus, various reforms have been implemented to further improve the educational process.

Decentralization has been a consistent theme in education reform discourse in recent decades. Advocates believe that it leads to greater autonomy and flexibility, organizational effectiveness and productivity, responsiveness to local needs, and less bureaucratic decision-making that brings about greater transparency and accountability (Bucud, 2017). Hence, decentralization is important since people who are directly involved can then make their own decisions about many aspects of policy and practice.

Republic Act No. 9155 or the Governance of Basic Education of 2001 highlights decentralization in education governance. This act states the implementation of shared governance in the administration of public schools. This educational legislation empowers school heads to set the mission, vision, goals and objectives of the school, create an environment within the school that is conducive to teaching and learning, implement the school curriculum and be accountable for higher learning outcomes, develop the school education program and school improvement plan, offer educational programs, projects and services which provide equitable opportunities for all learners in the community, introduce new and innovative modes of instruction to achieve higher learning outcomes, administer and manage all personnel, physical and fiscal resources of the school, recommend the staffing complement of the school based on its needs, encourage staff development, establish school

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and community networks and encourage the active participation of teachers organizations, non-academic personnel of public schools, and parents-teachers-community associations, accept donations, gifts, bequests and grants for the purpose of upgrading teachers'/learning facilitators' competencies, improve and expand school facilities and provide instructional materials and equipment. The Department of Education (DepEd) emphasized that this act provides an overall framework for school heads by strengthening their leadership roles within the context of transparency and local autonomy.

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. Consequently, in 2005, the Department launched the School First Initiative (SFI) to empower the school and its community stakeholders to effectively address access and quality issues in the basic education system. In 2006, a more comprehensive package of policy reforms dubbed as Basic Education Sector Reform Agenda (BESRA) was launched to sustain and expand the gains of SFI through School-Based-Management (SBM). Along with teacher education development, national learning strategies, quality assurance, monitoring and evaluation, and organizational development, SBM was identified as one of the Key Reform Thrusts (KRTs) envisioned to effect improvements at the school level (DepEd Order No. 83, s. 2012).

DepEd's continuous quest to improve basic education delivery and accelerate the achievement of Education for All (EFA) goals led to the launching of a comprehensive reform package through the Basic Education Reform Agenda (BESRA). With this, various policies were put in place relative to curriculum reforms, teacher development, information systems, accountability systems, quality assurance, and organizational development to support the institutionalization of school-based management (SBM). Further, SBM was deemed as a key strategy to translate all these policies into relevant interventions which will enable the schools to cater to their learners' needs (DepEd Order No.20, s. 2013).

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School-based management (SBM) is a DepEd thrust that decentralizes the decision-making authority from the Central Office and field offices to individual schools to enable them to better respond to their specific educational needs. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children (Llego, 2016).

School-based management is equated to school performance. School performance is based on the six dimensions of school-based management which are school leadership, internal stakeholders' participation, external stakeholders' participation, school-based resources, and school performance accountability. This management system underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools toward the attainment of higher student learning outcomes.

With the advent of school-based management, schools are given more autonomy in decision-making on the management of human, materials, and financial management. It is school-based governance, school site management and school self-management with shared vision and mission, shared responsibility and accountability with the stakeholders. In line with this, there is a need to monitor and examine the implementation of school-based management in every school to ensure positive school management practices which contribute greatly to the attainment of the desired organizational outcomes.

De La Fuente (2023) emphasized that through school-based management, schools are empowered to manage and appropriately respond to learning needs and issues in their respective communities. SBM addresses improvements in learning outcomes through effective schools. Valdez (2022) highlighted that SBM can result in an improved educational system that will directly benefit learners since it enhances school systems and improves teaching and learning to foster greater student achievement. Additionally, SBM enhances students' participation as they participate in decision-making processes fostering a sense of ownership

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and responsibility toward their education. As it features decentralization, learners may benefit from the customized curriculum and teaching methods suited to their learning styles, interests, and abilities. Furthermore, learners can benefit from the efficient allocation of resources that directly addresses their needs.

The Department of Education issued DepEd Order No. 83, series 2012 or the Implementing Guidelines on the Revised School-Based Management Framework, Assessment Process and Tool (APAT). This DepEd Order introduced the revised SBM framework, assessment process, and tool for assessing the school's SBM practice. In view of the SBM review and revision, A Child and Community-Centered Education System (ACCESSs) served to clarify the guiding principles derived from the concepts of "rights-based" education and community as "stewards or rights-bearer" in education. ACCESSs espoused four principles of the school system that guide the SBM process. These include the principle of collective leadership and governance, the principle of community-based learning, the principle of accountability and performance of result, and the principle of convergence to harness resources for education. Each ACCESSs principle has its corresponding indicators measured on a scale of 1-3 in terms of child and community-centeredness forming a rubric. The SBM practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators. The unit of analysis in the school system, the resulting level may be classified as Level 1-Developing, Level 2- Maturing, or Level 3-Advanced (Accredited Level). A team of practitioners or experts from the district, division, region, and central office validates the self-assessment before a level of SBM practice is established.

In scoring, the four principles were assigned percentage weights on the basis of their relative importance where Leadership and Governance weigh 30%, Curriculum and Learning 30%, Accountability and Continuous Improvement 25%, and Management of Resources 15%. Each principle has several indicators. There are points earned by the school for specific indicators where 0 means no evidence, 1- evidence indicates early or preliminary stages of implementation, 2- evidence indicates planned practices and procedures are fully implemented, and 3- evidence indicates practices and procedures satisfy quality standards.

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To come up with the level of practice, the validated practices represent 40% and the remaining 60% will be based on the improvement of learning outcomes. The resulting SBM Level of Practice would be Level 1: Developing with a rating of 0.5-1.4, Level II: Maturing with a rating of 1.5-2.4, and Level III: Advanced with a rating of 2.5-3.5.

The assessment tool is based on the "Framework and Standards for Effective_School-Based Management Practice towards Improved Learning Outcomes" carried out by the DepEd. Specifically, the tool is evidence-based and provides a baseline for those who are just starting a culture of SBM or for those schools progressing toward the next level of SBM practice. Awareness of the status of the school serves as a sound basis for the establishment of a plan of action to address certain gaps or challenges.

As stated in DepEd Order No. 83 series of 2012, the resulting SBM levels are described accordingly. For Level I (Developing), the school develops structures and mechanisms with acceptable levels and extent of community participation and impact on learning outcomes. For Level II (Advanced), the school introduces and sustains a continuous improvement process that integrates wider community participation and significantly improves performance and learning outcomes. Meanwhile, the high level of SBM, Level III (Advanced or Accredited Level), school ensures the production of intended outputs or outcomes meeting all standards of a system fully integrated into the local community and is self-renewing and self-sustaining.

Guided by the Regional Memorandum No. 101, s. 2021, DepEd Region V (Bicol) issued guidelines on the assessment and validation of the SBM level of practice. This directed every Schools Division Office to proceed with the activities related to the implementation of SBM assessment. In line with it, DepEd Albay released an unnumbered memorandum announcing the conduct of validation of the SBM level of practice to the different schools in the division. The municipality of Manito, consisting of three (3) secondary schools and sixteen (16) elementary schools, successfully underwent the SBM assessment process during the School Year 2021-2022. This is the first time the entire schools in the district have undertaken this validation.

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Based on the results of the assessment, only one elementary school in the municipality obtained the Accredited Level of SBM practice. The remaining schools garnered a numerical rating of 1.50 – 2.49 making them achieve the Level II (Maturing) SBM practice. Therefore, there is a need to record their experiences as a basis for improvement for the next SBM evaluation. It is in this manner, that the researcher identified the school-based management experiences, challenges, and initiatives undertaken by the elementary schools in the municipality of Manito.

This research will be highly beneficial to the field of education as the experiences including the challenges and initiatives undertaken during the school-based management process and validation will serve as the basis for the enhancement of SBM practice. As a result, improved school performance and student achievement will be attained.

MATERIALS AND METHODS

This study utilized qualitative research as its method. This gave the researcher a greater understanding of the issues under investigation. Since the researcher attempted to obtain data from identified sources, the researcher believed that this would be the most appropriate method to be used.

Further, the researcher utilized the descriptive research method in describing and identifying the experiences, challenges encountered, and initiatives undertaken by the school heads, school-based management (SBM) coordinators, and members in the implementation of SBM.

The subjects of this study were drawn from the five elementary schools in the municipality of Manito. The schools were well-represented according to their composition and location. Manito Central School represented the big school category, Cawayan Elementary School for the medium school category, Tinapian Elementary School for the small school, Balabagon Elementary School for multi-grade school category, and Inang Maharang Elementary School for disaster-prone school category.

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Each participating school had six respondents. However, there were only three (3) respondents from Balabagon Elementary School and four (4) from Inang Maharang Elementary School since they are regarded as multi-grade schools. Thus, this study had a total of 25 respondents.

In this study, the researcher employed non-probability sampling as the respondents were pre-identified. The researcher predetermined the target respondents through purposive or judgmental sampling technique. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population. This is often accomplished by applying expert knowledge of the population to select in a nonrandom manner a sample of elements that represents a cross-section of the population (Lavrakas, 2008).

An unstructured interview guide was used to obtain the necessary data from the 25 pre-determined respondents. To determine the experiences, challenges, and initiatives undertaken by the SBM team during the preparation for SBM evaluation, the researcher recorded and transcribed their responses. The questionnaires in the interview were validated by five jurors with knowledge and expertise in school-based management and leadership. The rubric that was used in the validation of the interview guide was adapted from Marilyn Simon as used by Atule (2018). The criteria included in the validation rubric are clarity, wordiness, balance, appropriateness, and relationship to the problem. Moreover, the rubric utilized numerical and descriptive ratings such as 4.50-5.00 for an adjectival rating of *Highly Observed*; 3.50 – 4.49 for *Very Much Observed* adjectival rating; 2.50 – 3.49 for *Moderately Observed*; 1.50 – 2. 49 for an adjectival rating of *Partially Observed*; and 1.00 – 1.49 for *Not Observed*. The validation helped the researcher ask relevant questions and gain substantial responses on the experiences, challenges, initiatives, and possible recommendations for an improved SBM implementation.

Moreover, to test the reliability of the instrument, the researcher conducted a dry run to 25 non-participants of the study. The results of this dry run and the suggestions from the validators were considered in making the final instruments.

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Initially, a letter of request addressed to the Schools Division Superintendent was sent to formally commence the conduct of the study. Stated in the letter is the request of the researcher to be provided with the current results of the SBM level of practice of the elementary schools in the municipality of Manito. Upon approval, another letter was given to the Public Schools District Supervisors of Manito and to the elementary school heads.

The researcher developed an unstructured interview questionnaire. This questionnaire was validated by five jurors who have knowledge and expertise in the field of school-based management and leadership. Two of the validators are administrators holding a doctorate degree in educational leadership and management. Three of them are master teachers who led the SBM implementation in their respective stations. After incorporating the necessary comments and suggestions, a final copy was shown to the validators for approval. The questions in the interview allowed respondents to identify and describe their SBM experiences, challenges met, and initiatives undertaken. Furthermore, the interview questions include the respondents' proposed policy recommendations for effective SBM preparation.

The interview was administered through a face-to-face modality following the prescribed health protocols. Moreover, ethical considerations were taken into account as the researcher adhered to ethical research criteria. Respondents were reminded of their voluntary participation and were informed about the purpose and benefits of the research. The current undertaking also followed the principles of anonymity and confidentiality. Specific codes were assigned to each respondent as letters were utilized to hide their identities.

The results were analyzed using statistical procedures. Frequency count was used in organizing the responses by nominal count. Results were analyzed and the commonalities of the responses were grouped to determine the recurring themes. The exact responses were transcribed and analyzed to seek answers to the research problems.

The respondents' suggestions and the challenges they experienced along document preparation, resource management, and coordination were taken into account as the basis for developing the proposed policy recommendations to enhance the process of preparing for

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SBM evaluation. The proposed recommendations were evaluated and validated by three experts using a set of validation criteria.

RESULTS AND DISCUSSION

Based on the responses from the school-based management team, it was revealed that the team encountered positive and negative experiences in preparing for the SBM evaluation. Table 1 below summarizes the experiences of the SBM team in preparing for SBM evaluation.

Table 1. Experiences of the SBM team in preparing for SBM evaluation

Experiences of the school-based management team in preparing for SBM evaluation	
Positive Experiences	<ul style="list-style-type: none">-Developed collaboration and cooperation in achieving the organizational goals-Enhanced the managerial and leadership skills of the SBM core team-Strengthened teachers' relationship and ties allowing them to work and help one another-Fostered positive interaction and teamwork-Practiced data gathering skills-Experienced data collection, data mining, sorting, and labeling of various school documents from School Year 2019 to 2021-Prepared the necessary documents and means of verifications for each indicator in the four key principles-Developed patience in preparing various documents-Brainstormed to come up with the best alternatives or decisions-Recalled and tracked the lacking or missing school files

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- Learned the importance of record keeping, documenting, filing, sorting and labeling*
- Extended assistance and help to other SBM team members*
- Fostered positive work ethics such as perseverance, commitment, hard work and dedication*
- Visited other schools within and outside the municipality for benchmarking purposes*
- Learned from the technical assistance rendered by the District SBM team*
- Performed multi-tasking to meet the deadlines*
- Intensified the link and partnership between the school, parents and the community*
- Built meaningful connection among the stakeholders particularly the parents*
- Provided the team the opportunity to get to know the skills, personalities and traits of their teammates*
- Amplified SBM activities through constant meetings, discussions, peer tutoring, coaching, mentoring, and problem-solving activities*
- Practiced division of labor and delegation considering teachers field of expertise to make the task easier and faster*
- Felt the sense of fulfillment and satisfaction after achieving the task assigned to the team*
- Enhanced teachers' time -management skills*
- Allowed the team to accomplish the task intended for the day*
- Prioritized works to be completed*
- De-stressed themselves by listening to a song or watching videos while preparing SBM documents*

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Negative Experiences	<ul style="list-style-type: none">-Working beyond class hours to perform SBM related activities-Bringing the SBM tasks at home-Sleeping in the station several times-Missing the latest updates and reports due to poor internet connection-Compromising the time intended for their families-Reporting to school on a Saturday, Sunday and even holidays-Going home late at night to finish the task for the day-Consuming most of the time re-encoding the missing or lacking documents-Misunderstanding and clash of ideas with the team members-Worsening of medical conditions attributed to SBM document preparation (high blood pressure, astigmatism, eye irritation)-Lack of sufficient sleep-Occupying a family member or relative to help in the SBM preparation process-Missing means of verifications, documentations and other attachments resulted to extend extra time and effort-Collecting artifacts three years back-Reproducing most of the school files from School Year 2018-2019, 2019-2020 and 2020-2021.
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As shown in Table 1, the SBM team encountered positive experiences in preparing for SBM evaluation. The positive experiences listed provided several implications for SBM. Fostering a culture of cooperation and collaboration will result in better decision-making procedures, which in turn leads to more efficient and inclusive school management. Additionally, a supportive atmosphere where parents, teachers, and community members collaborate can be created through strengthening the partnership between the school and its

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stakeholders, which will ultimately improve student outcomes and the performance of the institution. Furthermore, with positive work ethics and leadership skills, teachers can manage school resources effectively ensuring a positive working environment thus promoting motivation and dedication to perform their duties and responsibilities. Finally, in order to implement more informed and evidence-based methods, administrators and teachers can benefit from improving their knowledge and skills in SBM practices. This improves resource allocation and results in initiatives that are more student-centered. Overall, these positive experiences contributed to a more holistic and participatory approach to school-based management.

In summary, the respondents considered these as worthwhile SBM experiences they had encountered. The process provided them with positive results thereby developing their personal, social, and professional work ethics. They have also considered them as contributory factors which helped them achieved their desired SBM level of practice.

On the other hand, as reflected in Table 1, the negative experiences encountered by the SBM team in preparing for SBM evaluation. The respondents revealed that these experiences made them realize the process of School-Based Management as a time-consuming and demanding activity. These undesirable experiences significantly impacted their work performance and functions as members of the SBM core team.

Based on the experiences of the 25 participants, the SBM team encountered positive and negative experiences in preparing for the SBM evaluation. Four recurring themes have emerged forming their positive experiences. The positive experiences include: (1) fostering a culture of collaboration and cooperation; (2) strengthening the partnership between the school and its stakeholders; (3) improving positive work ethics and leadership skills; and (4) enhancing knowledge and skills on SBM practice. For negative experiences, four recurring themes have emerged. The negative experiences include: (1) extending work hours; (2) worsening of medical conditions; (3) misunderstanding and clash of ideas; and (4) reconstructing documents.

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Challenges Encountered along Document Preparation

Based on the responses of the 25 participants, several challenges in document preparation arise. Out of these, four recurring themes emerged. The themes that emerged during this research study are the recurring themes in which the number of occurrences in the data was considered by the researcher. Table 2 presents the recurring themes of the challenges in document preparation.

Table 2. Challenges encountered by the school-based management team in terms of document preparation

Challenges Encountered	Recurring Themes
Document Preparation	<ul style="list-style-type: none">• Lack of Records and Documents on File• Computer-Related Issues• Time-Consuming Reproduction of Documents• Unsystematic Filing of Documents

Lack of Records and Documents on File. The unavailability of data hinders the document preparation process of the SBM core team. Raw data guarantees that the document is accurate, dependable, and indicative of the school's actual status. It also serves as the basis for evidence-based decision-making. Without enough information, the paper might not be credible and might produce strategies or plans that are ineffective.

The SBM teams experienced difficulty collecting the artifacts and other pertinent papers from the year 2018 to 2021. These significantly affected their desire to prepare documents in each indicator of the four key principles of SBM. Most of the gathered documents still lack attachments and other means of verification such as photo documentation. The team also experienced hardship in locating and tracking the documents as they are not properly placed, sorted, and labeled. Sometimes, events like typhoons prevent the school file copy of

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the required attachments from being available. They have not prepared all the documentation as a result. There have also been cases where the teachers in charge of the specific document have forgotten to provide a school copy, forcing the team to ask the teachers—many of whom have already been transferred to other schools—for a copy. These instances made them realize the importance of safekeeping and furnishing a school copy of all the documents.

The teams have started from scratch. Even the soft copies of the files they were expecting were corrupted and were no longer available. Added to their challenge is the unfamiliarity of the format and technicalities of the documents they have to prepare. Furthermore, they need to consider the signatories for each document. Some of the memoranda, letters, attendance sheets, and other documents were already lost and damaged. The team has been left with no choice but to prepare new documents as replacements. A significant problem in the document preparation process is taking into account the three academic years from 2018 to 2021.

Certainly, the lack of available raw data poses a challenge to the SBM core team. The scarcity of data happens due to several reasons such as insufficient data gathering efforts, poor data management systems, or difficulties gaining access to pertinent data sources.

Computer-Related Issues. The SBM team members experienced difficulties in using computers. Since the majority of the members are teachers with extensive experience, they are generally less accustomed to and knowledgeable about utilizing laptops and computers. Despite their willingness and desire to help, their capacity hinders them from doing the task. They are having a hard time encoding and utilizing some basic applications like Microsoft Word. With this, they have asked for technical assistance from their co-members who possess the technical knowledge and skills on using computers. Those who have sufficient knowledge were the ones who actually perform the duty of encoding the documents.

Laptops, computers, and even printers malfunctioned as a result of frequent use. This, in turn, affected the document preparation process as the team needed to perform

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troubleshooting to make the equipment functional. The above computer-related issues obstruct the team in carrying out their SBM-related tasks.

Time-Consuming Reproduction of Documents. The team considered the SBM preparation a time-consuming and demanding activity for it requires extra time and effort. Accordingly, the teams have been very busy for how many weeks to comply with all the means of verification. They even extended and bring the task at home or even slept in the classroom to finish their tasks. They were occupied because of the laborious preparation brought by SBM. As a result, some of their fundamental roles as wife, husband, mother, brother, and sister were compromised.

The document preparation does not end once they have printed a copy. The team must ensure that all attachments and photo documentation are complete, especially for documents that call for photo documentation, such as meetings with stakeholders, training attended, Learning Action Cells (LAC) conducted, school activities, SIP and SRC report, SLAC documentation on designing learner-centered learning materials, regular faculty or department meeting, Brigada Eskwela documentation, student-initiated and community sponsored programs, and other documents along the four key principles.

Furthermore, the group must also adhere to the fundamental steps in creating a document. They must first plan the material, encode the entries, verify its accuracy, and make final revisions before the final printing. The procedure took up so much of their time that they had to set aside extra time for it or even work beyond school hours. Some teachers have sacrificed the time intended for their families just to finish the SBM documents. Despite the time-management strategy that they have applied, they still struggled since there were various documents to take into consideration from School Year 2018 to 2021.

Given the various requirements to be prepared, the SBM team opted to reconstruct and reproduce the missing documents. The only available option for them is to craft a new one or else they will not receive points during the validation. The SBM team has crafted new

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documents in replacement for the missing artifacts from School Year 2018 to 2021. The team has undertaken rigorous re-encoding and reconstructing using the existing records that they have. In order to finish all of the required papers, they have worked beyond class hours and even slept in the classroom on several occasions.

The absence of school files or records resulted in the reconstruction and reproduction of documents. This led the team to start looking for the former teachers and school heads in the hopes that they might still have a file copy. Another challenge is the required signatories for each document. They must personally deliver the paperwork to the appropriate signatories because most of the documents demand signatures. If they are unable to meet the individual in person, they use social media to get an electronic copy of the signature.

Unsystematic Filing of Documents. The members claimed that their failure to provide and submit the appropriate documentation of the activities they had engaged in over the previous three academic years was the cause of the reconstruction. Even if they had undertaken typical activities like the Parent-Teacher Association, they must create minutes from scratch because they either do not have them or failed to submit them in the past.

The SBM team faces a lot of difficulties due to the unorganized and haphazard filing of records. Sorting the materials proved to be a big challenge for the team because they needed to evaluate the content and the veracity of the data collected. Even the labels of the gathered documents are incorrect. The team spent several days collecting, classifying, and labeling the materials.

The records were not kept in their right location. Additionally, they are not organized by school year. The team must therefore spend more effort determining the academic year to which the paper belongs. Moreover, the team must also tab particular documents in a precise manner for easy identification. These issues arose because the school lacked a designated location for storing all papers pertaining to SBM.

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These effects of poor records management were experienced by the selected SBM members in the municipality of Manito. The document preparation process made them realize the importance of systematic filing of documents. Effective record management entails more than simply putting the papers in order in a filing cabinet. Maintaining their integrity, safety, and security is likewise a priority.

Challenges Encountered along Resource Management

The responses of the 25 respondents revealed common challenges encountered in resource management. Out of these, three recurring themes emerged. The themes that emerged during this research study are the recurring themes in which the number of occurrences in the data was considered by the researcher. Table 3 presents the recurring themes on the challenges in resource management.

Table 3. Challenges encountered by the SBM team in terms of resource management

Challenges Encountered	Recurring Themes
Resource Management	<ul style="list-style-type: none">• Insufficient Human Resources to Perform the Tasks• Financial Constraints• Inadequate Material Resources

Insufficient Human Resources to Perform the Tasks. The insufficient number of teachers in each team affects the team preparation efforts. The limited workforce is seen as the greatest contributory factor affecting the SBM document preparation process. With the limited number of SBM members, they cannot accomplish the tasks on time. This is very evident especially in multigrade and small schools where every teacher is bombarded with different duties, responsibilities, and ancillary services. The teachers in the multi-grade school admitted that they lack a workforce.

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The respondents in a multigrade school struggled a lot in preparing the required documents since there were only three of them in the station. They have exhausted all the possible means to address this insufficiency in human resources. They have utilized their student teachers and asked for assistance from the SPTA Officers to help them prepare some of the necessary papers. Likewise, the respondents from the disaster-prone school encountered the same challenge as there were only four teachers in the school. Each of them must therefore assume responsibility for each SBM key principle. These only suggested that the workforce is certainly not enough to carry out varied SBM-related tasks. Thus, this has resulted in a delay in preparing the SBM documents.

Even the respondents from the small and medium school category admitted that they still lack team members. The team would be able to prepare all the necessary documents if they are well-staffed. The preparation process would have been easier if the workforce had been sufficient for them to be able to delegate one or two teachers per indicator. Certainly, this insufficiency has a direct negative effect on their preparation efforts.

Financial Constraints. Since this is the first time that the elementary schools in the district have undertaken this SBM validation, they have not yet included the budget in their Annual Procurement Plan. Hence, they have not allocated a specific budget intended for the SBM evaluation. As a result, the school experienced financial constraints. This prompted the teachers to share a certain monetary amount to cover their expenses for the materials needed for SBM. Most of the members admitted that they have voluntarily shared a certain amount to augment the expenses for the materials needed in the SBM evaluation.

Due to budgetary limitations, the SBM members openly revealed that they had utilized their personal money to augment the needed materials for decorations and other supplies. They had also voluntarily contributed a sum of money to cover the materials needed for the SBM evaluation day. Although some regarded it as part of their job, the team acknowledged that if the activity had been properly programmed and included in their school's MOOE, they would not have had to spend money out of their own pockets. Therefore, just like in any

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organization, sufficient financial resources are needed to sustain the needs of every educational institution.

Inadequate Material Resources. Another challenge encountered by the SBM team in preparing for the SBM evaluation is working with limited material resources. The respondents asserted that the resources for SBM preparation in their respective stations are not sufficient. These were brought to light by teachers who noted the scarcity of printers, inks, and photocopiers, among other printing supplies.

The SBM team also experienced a shortage of bond papers, laminating films, tapes, and other related material supplies. Most of the teachers utilized their personal laptops. There were also instances in which they had to use the materials intended for their classroom instruction to augment the needed materials for SBM document preparation. Moreover, due to the limited number of printers, they had to wait in line to print their documents. Since there were schools with only one functional printer, teachers usually use and utilize their own printers at home. The document preparation would have been easier if there were enough printers and photocopiers. A paucity of resources has also led to an evident sharing of materials.

Schools have also reported laptop and printer malfunctions as a result of heavy usage. Added to these challenges is the struggle experienced by the team in printing the documents due to low electric power voltage. The team must use an automatic voltage regulator to regulate the voltage enabling them to proceed with document printing. However, most of the schools do not have automatic voltage regulators.

The SBM team also experienced internet connection problems. Due to intermittent and weak internet signals, teachers cannot access specific websites thus impeding their research activities. For internet access, the majority of the teachers rely on their mobile data and pocket Wi-Fi connection. However, because of their location, their mobile data and pocket Wi-Fi were unable to obtain strong internet signals. Further, the schools do not have post-paid internet

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connections because there are no internet service providers in Manito. These uncertainties, especially the unavailability of office and printing supplies prolonged the SBM team’s document preparation.

Challenges Encountered along Coordination

The SBM team members revealed common challenges encountered along with coordination. Out of these, three recurring themes emerged. The themes that emerged during this research study are the recurring themes in which the number of occurrences in the data was considered by the researcher. Table 4 presents the recurring themes of the challenges in terms of coordination.

Table 4. Challenges encountered by the SBM team in terms of coordination

Challenges Encountered	Recurring Themes
Coordination	<ul style="list-style-type: none">• Lack of Communication and Cooperation• Poor Connectivity• Lack of Time

Lack of Communication and Cooperation. Communication is seen as the biggest element contributing to essential coordination. The SBM team acknowledged that it has been difficult to coordinate their efforts. Since the team is composed of several groups representing the four key principles, there were some documents on a particular principle which are also needed by other teams. Some members failed to give a copy of this document due to misunderstanding. They must ask the person in charge for a copy of the document or speak with them directly. It occasionally took a while for them to obtain such documents thus compromising their document preparation efforts. Additionally, due to miscommunication, there was a brief fracture and disagreement among the group's members. Due to their actuation and facial expressions, some members can recognize these with ease. A team member once broke down in tears after receiving a reprimand from the team leader. These

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problems were all associated with poor communication as some messages were misinterpreted and misunderstood.

Furthermore, the SBM team encountered challenges in terms of cooperation as some members refused to cooperate and render extra time due to personal reasons. There were also members who needed to be constantly reminded of their duties and responsibilities.

There are those who remain unresponsive, those who cannot fulfill their tasks, those who do not cooperate seriously, and those who refuse to comply. Team leaders need to be more empathetic and patient with their members in light of these situations. Undeniably, these resulted in the delay in preparing the various SBM documents.

Poor Connectivity. This challenge is evident as the SBM core team of the select elementary schools in the municipality of Manito encountered difficulties in coordinating its efforts due to intermittent internet connection.

The utilization of digital tools and online communication channels that speed up coordination procedures like group chats and video conferencing is hampered due to a lack of internet connectivity. The SBM team fails to read the updates and announcements posted in their school group chats. They were unable to respond to some queries and attend online meetings. Additionally, it restricts the accessibility of important tools like online databases, collaborative documents, and video conferencing, all of which are necessary for effective coordination.

Those members who were physically assigned to report in school were having a hard time coordinating with their team members who were availing of the *work from home* scheme. Because of this, the team fails to monitor their daily SBM accomplishments. To access the internet, teachers must plan how to get in touch with their colleagues by scaling a pili tree. This only showed how internet connection affects the flow of communication – one of the essential elements for sustaining coordination among team members.

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The majority of the schools had similar issues connecting to the internet. Teachers used their personal mobile data and pocket wireless fidelity (Wi-Fi) to access the internet since the school is not subscribed to any postpaid internet providers. Undoubtedly, the absence of internet connectivity hinders the team's coordination efforts, slows down decision-making, and reduces productivity. To overcome these obstacles and foster efficient coordination in today's interconnected society, creative solutions to close the digital divide and provide ubiquitous internet access are essential.

Lack of Time. One problem is the short amount of time available to finish the document while ensuring its accuracy and validity. The process entails a series of activities including data gathering and mining, analyzing, sorting, labeling, crafting, and editing. All these require sufficient time for thoroughness. However, due to the limited time and competing demands and deadlines, the team ended up with unfinished work.

The team has experienced difficulty in managing their time. Specifically, they need to allocate extra time to finish their individual tasks. This only suggests the importance of time-management skills. Luintel (2022) stressed that good time management helps individuals become more focused and productive. The right time management strategy reduces stress, allows one to prioritize, and helps the person work smarter, faster, and more efficiently. Certainly, those who effectively manage their time will meet deadlines, become more efficient and productive, and produce quality work.

Since the preparation for the SBM evaluation happened during a health crisis, the team sometimes encountered conflicts with their availability and schedules as other teachers availed of the *Work from Home scheme*. There were teachers who opted to report to school and there were those who preferred to work from home. Others were also occupied by their special assignments and designations. Additionally, there were online seminars and capacity training that had to be attended. These overlapping activities and the problem with teachers' schedules affected the tracking and monitoring of the progress of the teams' document preparation efforts. Activities that overlap or clash with one another may result from each entity's ability

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to carry out distinct tasks concurrently. Ineffectiveness, inconsistency, or even contradicting information in the SBM document may result from unclear communication and poor coordination. Furthermore, due to time constraints and overlapping activities, other SBM team members were unable to attend team meetings and other important discussions.

Initiatives Undertaken to Address the Challenges

The SBM team revealed common initiatives undertaken to address the challenges experienced. Out of these, eight recurring themes have emerged. These include: (1) undergoing mock validation; (2) seeking technical assistance; (3) involving external stakeholders of education; (4) delegating tasks; (5) augmenting resources; (6) systematic filing of documents; (7) team management; and (8) regular updating, monitoring and feedbacking.

These actions significantly helped the SBM team members overcome some challenges in School-Based Management enabling the team to promote collaboration, innovation and partnership. These initiatives promoted a culture of continuous development by enabling schools and stakeholders and equipping schools to successfully address their own difficulties.

Proposed Measures to Enhance the Process of Preparing for SBM Evaluation

The proposed measures consist of 18 recommended actions addressing the challenges encountered by the SBM team along document preparation, resource management and coordination. Along Documentation, the proposed measures include: Document Activities, Submit Data Promptly, Conduct Computer Enhancement Training, Employ Modern Ways of Submitting and Storing Data, Practice Safe-Keeping of Documents, Label All the Necessary Documents, Assign a Room for School-Based Management, Provide a Systematic Way of Data Collection, and Develop a Localized SBM Manual. Along with Resource Management, the proposed measures include: Involve the Stakeholders of Education, Allocate Sufficient Fund for SBM, and Practice Resource Analysis, Mobilization and Utilization. The proposed measure along the challenges encountered along Coordination include: Open Communication Channels,

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Provide Orientation, Designation and Terms of Reference, Establish a Strong Internet Connection, Coordinate with the Division or District SBM Technical Assistance Team, Foster the Spirit of Unity and Collaboration, and Exercise Time Management and Good Leadership.

The proposed measure is the best course of action for the Department of Education as it provides practical, doable, and feasible steps to enhance the process of preparing for SBM evaluation. The SBM preparation requires several documents as means of verification. Furthermore, resources are indeed essential and are important considerations for effective SBM implementation. Added to these is the managerial competence of a school leader on how they coordinate various SBM efforts. Considering these, the proposed recommended measures offer alternatives and solutions for efficient SBM document preparation, management of resources and coordination.

Furthermore, these recommendations are research-based as it considered the responses of the respondents who were actually involved in the preparation for SBM evaluation. Therefore, the suggested recommendations will answer the challenges the SBM team had encountered.

Overall, the proposed recommended measures offer more comprehensive solutions to enhance the process of preparing for SBM evaluation. These are feasible solutions to address the challenges encountered along document preparation, resource management, and coordination.

Conclusion

The following conclusions were formulated based on the findings of the study:

1. The school-based management team encountered positive and negative experiences in preparing for SBM evaluation. The positive experiences provided ease and worthwhile SBM encounters while the negative experiences posed difficulties and challenges obstructing their SBM preparation.

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2. The challenges encountered by the SBM team along document preparation, resource management, and coordination provided them several difficulties hindering their SBM preparation.
3. The initiatives undertaken by the SBM team address the challenges they have experienced. These initiatives are designed to ease the SBM process.
4. The proposed recommended measures will enhance the process of preparing for SBM evaluation. It offers feasible solutions to address the challenges encountered along document preparation, resource management, and coordination.



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