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Temporary Suspension of School-Based Management: its Effect on Learning Outcomes of Pupils at Sto. Niño District

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ABSTRACT

Success in education is only enclosed within the classroom amidst teachers and students alone. School-based management (SBM) entails the delivery of success and the structure of concrete learning outcomes. The study was participated in by 268 Grade VI pupils from 10 schools in Sto. Niño District through random sampling. Schools were identified as SBM level 3 among the 13 schools in the last SBM Regional Validation, years back 2020-2021. The survey questionnaire comprised four sections: Part I comprised pupils' profiles, part II was on temporary suspension of SBM, including the leadership and governance, curriculum and instruction, accountability and continuous improvement, and resources management, and part III was on researcher-made questionnaire on attitudes of pupils towards learning. Part IV was a researcher-made questionnaire on challenges encountered by pupils. The content experts validated the instrument, and it was pilot-tested. Results revealed that the p-value of .511 is greater than the standard significance level of 0.05, leading to the decision to accept the null hypothesis. Hence, it can be concluded that the temporary suspension of the SBM bears no effect on the attitude of pupils in Sto. Niño District. In this study, the efficiency of school-based management relies on the stakeholders' capacity to actualize the need and identify the existing challenges that confront the implementation. Even further, one of the indicators of the success of School-Based Management implementation lies in the students' learning outcomes. Learners' learning outcome depends on their attitude toward learning and their challenges in the teaching-learning process. Like the conduct of SBM, its efficiency is seen in the learning outcomes, and learning outcomes are seen in learners' efficiency in the academic efforts.

INTRODUCTION

Success in education extends beyond the classroom, involving multiple stakeholders and structures to achieve tangible outcomes. School-Based Management (SBM) is recognized globally for its potential to enhance educational quality by empowering schools to manage their operations effectively. SBM aims to improve learning outcomes by decentralizing decision-making, allowing schools to tailor their practices to local needs (DepEd Order No. 83, s. 2012). In the Philippines, SBM is supported by Republic Act 9155, which enables schools to manage their governance and academic undertakings more autonomously (Pato, 2023). However, despite its benefits, there are challenges and gaps in its implementation. Recently, the Department of Education temporarily suspended SBM validation activities to facilitate a transition to new policies (DepEd Memorandum No. 75, series of 2022). This research aims to explore the impact of the temporary suspension of SBM on schools, particularly those at SBM level 3, and how these schools continue to work towards achieving learning outcomes despite this suspension. The study seeks to address the gap in research on the effects of SBM suspension and contribute to understanding the challenges and opportunities in implementing SBM effectively.

LITERATURE REVIEW

School-Based Management

Establishing school-based management and its interference through its practice to the school administration lined various practices guided with the common indicators: Leadership and Governance, Curriculum and Instruction, Accountability, and Continuous Improvement. This discourse has been widely used in the academic sector (Acejo, 2022). Meanwhile, Manzano (2023) asserted that to improve learners' performance, teachers' duties and responsibilities are a significant element of school management (Estremera, 2021). The development of excellence in education paved the way for achieving the goals because of the relevant entities in the academic sectors. (Pepugal, 2022). Mythili (2019) inferred that good governance is a procedure by which network governance may effectually be adopted in the education structure that is operationalized through leadership to realize higher and quality pursuits. Adolffson (2024) explained that collaborative culture can be fostered by composing a stable team, developing routines for collaboration, ensuring open communication among all parties, focusing consistently on the goal, and building trust. It must be understood that genuine support through prepared plans and resources can be a tool for improvement among schools and its organizations.

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Issues and Challenges Implementing School-Based Management

Success in education extends beyond the classroom, involving multiple stakeholders and structures to achieve tangible outcomes. School-Based Management (SBM) is recognized globally for enhancing educational quality by empowering schools to manage their operations effectively. In the Philippines, SBM is supported by Republic Act 9155, enabling schools to manage governance and academic undertakings autonomously (Bruns *et al.*, 2011). Austria and Alson even pointed out that collaboration, which can transpire in an institution governed by SBM, has a way of leveraging the educational system of the Philippines. However, the Department of Education recently suspended SBM validation activities to facilitate a transition to new policies. This research aims to explore the impact of this suspension on schools, particularly those at SBM level 3, and how they continue to achieve learning outcomes during this period. The study seeks to address the gap in research on the effects of SBM suspension and contribute to understanding the challenges and opportunities in implementing SBM effectively (Manila Bulletin, 2022).

Factors Driving Learning Outcomes

The success of education is heavily influenced by the capabilities and qualities of teachers, including their knowledge, dedication, and motivation, which are crucial for achieving quality education and learner outcomes (Kumar, 2017). Learning outcomes are primarily affected by factors such as teachers, infrastructure, peers, and parents, with interest and motivation playing a significant role (Sinay, 2023). Additionally, students' attitudes toward learning are shaped by teachers' instructional and psychological approaches rather than being the sole reason for liking or disliking a subject (Mazana, 2019). Effective criteria for learning can help assess and improve student outcomes by identifying areas of strength and weakness in academic assessments (Education Victoria, 2022).

MATERIALS AND METHODS

The methodology of this study involved a descriptive correlational design to examine the relationship between variables without manipulating them. This approach allowed for an investigation into the effect of the temporary suspension of School-Based Management (SBM) on pupils in Sto. Nino District by analyzing their responses. The study utilized a purposive random sampling technique, with proportional allocation among Grade VI pupils from 10 schools in the district. Cochran's formula was employed to determine the sample size, ensuring that selected respondents could provide specific and rich data relevant to the study's purpose. This method, while non-probability-based, offered the benefit of unbiased and representative data, although it presented challenges such as the need for a readily available population list and potential difficulties with heterogeneous populations

(Creswell, 2018).

The data collection process involved a comprehensive survey questionnaire divided into four sections. Part I focused on pupil respondents' profiles, adapted from Pato (2023). Part II addressed the temporary suspension of SBM, based on DepEd Order No. 8, series 2015, covering aspects such as leadership, governance, curriculum, instruction, accountability, continuous improvement, and resources management. Parts III and IV were researcher-made questionnaires examining pupils' attitudes towards learning and challenges encountered, respectively. Content experts validated these sections before the survey, adhering to the standards observed in the studies of Dugho and Sumayo (2025), Tanoja and Sumayo (2024), Obenza *et al.* (2023), and Labajo and Sebugan, 2022). A 5-point Likert Scale was used to measure perceptions of SBM suspension. Statistical analysis included frequency for pupil profiles, mean for assessing the extent of perceived SBM suspension and learning outcomes, correlation to determine relationships between SBM suspension and learning outcomes, and percentage to identify challenges faced by pupils.

RESULTS AND DISCUSSIONS

Table 1: Profile of Respondents in terms of Age

Age	Frequency	Percentage
11	245	91.4%
12	23	8.6%
Total (n)	268	100%

The participants' ages ranged from 11 to 12 years old. Most respondents were 11 years old, with 245 participants representing 91.4% of the total sample. A smaller proportion of participants, 23 (8.6%), were 12 years old. It has been observed that these learners in the group were diverse and displayed various social associations in their age range. These data validate the results of the study of Urruticoechea *et al.* (2021), which found that younger learners in the same class group obtain lower mean scores in cognition and motor operations, and age in the same range relatively affects child social development.

Table 2: Profile of Respondents in terms of Sex

Sex	Frequency	Percentage
Female	154	57.5%
Male	114	42.5%
Total	268	100%

In this sample, the sex distribution was relatively balanced, with a slight majority of participants being female. Of 268 respondents, 154 were female, making up 57.5% of the total sample, while 114 were male, comprising 42.5%. This distribution reflects a higher proportion of female participants than males, which may have implications for the study results depending on the research context. The total sample size of 268 participants was evenly distributed

across both sexes, contributing to the overall analysis. It reflects the result of the study by Martinez (2019) that the findings of their study showed vivid commitment to the school work of female learners in most of the studies. Bailey (2020) corroborates the precepts of the correlation between male and female participation in class attendance, stating that females are more likely to participate and earn higher grades. According to Leraas and Larson (2018), masculinity and androgyny were associated with in-class participation,

Table 3: Profile of Respondents in terms of age Academic Standing

Academic Standing	Frequency	Percentage
With honors	131	48.9%
Without honors	137	51.1%
Total	268	100%

and the outside participation of females and males was more evident to females.

The academic standing of the respondents was almost evenly distributed between those with and without honors. Of the 268 participants, 131 (48.9%) were classified as having honors, while 137 (51.1%) did not have honors. This near-equal distribution suggests that the sample included a diverse range of academic achievers, which may allow for a balanced analysis when considering academic performance as a variable in the study.

The total sample size of 268 ensures a representative assessment of the participants' academic standing. It reflects that the class is grouped heterogeneously and well-balanced according to academic undertaking and instructions. Moreover, Charandabi (2020) asserted that regarding academic standing, the differences in learners' achievement are based on parents' jobs, financial support, family support, and community support.

Table 4: Extent of Temporary Suspension of SBM as Perceived by Students

Indicators	n	Mean	SD	Interpretation
Leadership and Governance	268	4.67	0.295	Very Great Extent of Impact
Curriculum and Instruction	268	4.60	0.365	Very Great Extent of Impact
Accountability and Continuous Improvement	268	4.66	0.373	Very Great Extent of Impact
Management of Resources	268	4.61	0.351	Very Great Extent of Impact
Mean		4.64	0.136	Very Great Extent of Impact

The data presented indicate the perceived extent of the impact of the temporary suspension of School-Based Management (SBM) as assessed by pupils across four key indicators. Each indicator was rated on a scale and was interpreted as having a "Very Great Extent of Impact" based on the mean scores.

Leadership and governance received the highest mean score ($M = 4.67$, $SD = 0.295$), indicating that pupils perceived a very significant impact in this area during the suspension. Accountability and Continuous Improvement were also rated high ($M = 4.66$, $SD = 0.373$), with relatively low variability, showing that most students consistently perceived a great impact. Curriculum and instruction followed closely with a mean score of 4.60 ($SD = 0.365$), reflecting strong perceptions of the suspension's effect on learning processes. Management of Resources had a mean score of 4.61 ($SD = 0.351$), the lowest among the four, but still indicating a "Very Great Extent of Impact." More so, the overall mean score across all indicators

was 4.64 ($SD = 0.136$), suggesting that pupils generally perceived the suspension of School-Based Management as having a very significant impact across all areas assessed. The small standard deviations indicate that the perceptions were relatively consistent among respondents. Thus, the result of the study correlates to the study of Tonich (2021) that when projects and activities were practiced even amidst interferences including suspension, will manifest the capabilities of the school principals to cater to leadership and governance, capabilities of the schools to cater effective leadership and governance, relevant curriculum and instruction, proper management of resources, take accountability to everyone in the school and achieve continuous improvement programs for all the learners, teachers, and the community. The effective implementation of the programs, projects, and activities also enables teachers to teach well, at their very best, which would greatly benefit and attain better performance.

Table 5: The Level of Pupil's Learning Outcome in terms of GPA

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
2021-2022	268	76.00	92.00	86.0168	3.37493
2022-2023	268	78.00	92.00	84.6735	3.20582
2023-2024	268	76.00	92.00	85.6075	4.62963
Mean GPA	268	77.00	91.00	85.7411	3.86765
Valid N (listwise)	268				

The data on pupils' learning outcomes regarding GPA reveals that the average of learners is Very Satisfactory (86.01) in 2021-2022. It depleted more than two points, which is still Very Satisfactory (84.67). The learning across GPA continues to increase (85.60) in the school year 2023-2024, which shows an evident result of Very Satisfactory.

The data indicates that all learners passed across three

(3) years on their learning outcomes based on GPA. The result converges with Leslie (2021), who asserts precept from his study that an invested education that develops skills and highlights the relevance of monitored academics can influence an increase in grades. Leontev *et al.* (2018) further state that teachers' monitoring and using understandable dynamics will increase learning performance.

Table 6: Level of Pupil's Learning Outcome in terms of Attitude

Indicators		Mean	SD	Interpretation
1	I share my stuffs to my co-students.	4.19	0.843	Learning Outcome is Greatly Evident.
2	I obey and behaved when asked by an adult.	3.96	0.852	Learning Outcomes is Greatly Evident
3	I helped my teachers and co-students.	4.20	0.879	Learning Outcomes is Greatly Evident
4	I am very playful and inattentive.	2.94	1.117	Learning outcomes is Moderately Evident
5	I am considerate of other pupil's feelings.	4.11	0.856	Learning Outcome is Greatly Evident
6.	I am generally liked by other pupils.	3.86	1.007	Learning Outcome is Greatly Evident
7	I am easily distracted, and my concentration wanders.	3.68	1.078	Learning Outcome is Greatly Evident
8	I think things out before acting.	4.05	1.010	Learning Outcome is Greatly Evident
9	I have a good attention span and see work through to the end.	4.25	0.861	Learning Outcome is Greatly Evident
10	I am bullied by other pupils.	2.39	1.073	Learning outcomes is Moderately Evident
Total		3.76	0.958	Learning Outcomes is Greatly Evident

The data on pupils' learning outcomes regarding attitude reveal that the mean score was 3.76, with a standard deviation of 0.958. This score is interpreted as "Greatly Evident," indicating that, on average, pupils demonstrate positive attitudes toward learning to a significant extent. The relatively moderate standard deviation suggests some variation in the responses, meaning that while most pupils exhibit a positive attitude, a few may have demonstrated slightly different levels of attitude toward learning. Nonetheless, the overall interpretation reflects a strong and favorable attitude toward learning within the group. Furthermore, respondents reflected that they help others

(parents, teachers, and other children (M=4.20). Learners, too, share easily with other pupils, such as toys, treats, and pencils (M=4.19).

On the other hand, learners become restless, overactive, and unable to stay for long (M=2.94). Learning outcomes are greatly evident in learners due to their good attention span and seeing the work throughout the end (M=4.25). The study by Cicekci and Sadik (2019) shows that learners became attentive to instructions through teachers, learning methods, guidance, and approaches. It will positively impact their good behavior.

Table 7: Significant Relationship between Temporary Suspension of SBM and Pupil's Learning Outcome in terms of GPA.

		Pearson r	Interpretation	p-value	Decision
SBM	GPA	0.802	high positive correlation	.005	Reject Ho

The relationship between the temporary suspension of School-Based Management (SBM) and pupils' learning outcomes (PLO) in terms of GPA was analyzed using Pearson's correlation coefficient. The results, as presented in Table 7, show a Pearson r value of 0.802, which indicates a high positive correlation between SBM suspension and GPA. This suggests that as the perceived impact of the SBM suspension increases, pupils' GPA tends to increase as well, or vice versa.

The p-value of .005 is less than the standard significance level of 0.05, leading to the rejection of the null hypothesis

(Ho). This means that there is a statistically significant relationship between the temporary suspension of SBM and the pupils' GPA, confirming that the changes in SBM practices are closely related to variations in academic performance as measured by GPA.

The relationship between the temporary suspension of School-Based Management (SBM) and pupils' learning outcomes (PLO) regarding attitude was examined using Pearson's product moment correlation coefficient. As shown in Table 8, the results indicate a Pearson r value of -0.040, which suggests a weak negative correlation

Table 8: Significant Relationship between Temporary Suspension of SBM and Pupil’s Learning Outcome in terms of attitude

		Pearson r	Interpretation	p-value	Decision
SBM	Attitude	-0.040	Very weak negative correlation	.511	Accept Ho

between the suspension of SBM and pupils’ attitudes. The result means there is little to no meaningful relationship between the perceived impact of the SBM suspension and the pupils’ attitudes toward learning.

The p-value of .511 is greater than the standard significance level of 0.05, leading to the decision to accept the null hypothesis (Ho). The result indicates no statistically significant relationship between the temporary suspension of SBM and the pupils’ attitudes. In other

words, the changes brought about by the suspension of SBM do not appear to have a notable effect on pupils’ attitudes toward learning. The result of this study validates Ozcan (2021) that learners’ academic success emanates from their family education level, academic support, and academic success attitude adhered to a motivated school environment and school management, which posits the professional competence of teachers as well.

Table 9: Challenges Encountered by the Pupils in the School

Indicators	Frequency	Rank
Poor retention in learning	80	1
Bullying in school and peer pressure	38	2
Lack of self-motivation	30	3
Difficulty with school work.	25	4
Losing concentration during lectures	25	5
Confusion in a subject	18	6
Lack of attention from teachers	15	7
Bullying in school and peer pressure	17	8
Poor study habit	10	9
Boring lesson	10	10
Total	268	

Table 9 shows the challenges the participants encountered in school. Several 80 participants were poor in subject retention (rank 1). Bullying in school and peer pressure come second (rank 2) and lack of self-motivation (rank 3). Difficulty with school work and losing concentration during lectures (rank 4), losing concentration during lectures (rank 5), confusion in a subject (rank 6), and lack of attention from teachers from teachers (rank 7). Learners were less implicated in their attention to teachers and bullying. The result means that learners mostly faced challenges in subject retention and least in the form of lack of attention from teachers and peer pressure (rank 8), and poor study habits (rank 10). Learners are least seen to have bad habits and get bored (rank 10) of the subjects. It is an element to look into. The result reflects the Leontev *et al.* (2018) study, which found that students’ learning performance correlates with teachers’ monitoring and learners’ coping challenges.

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