



Towards A Culture of Excellence: A Journey of The Most Outstanding Schools in The Division of Zamboanga Del Sur

Dominador A. Dechimo Jr. ^{1*}, Genesis B. Naparan ²

¹ Aurora Pioneers Memorial College, Philippines

² Saint Columban College, Philippines

* Corresponding authors: dominadorjr.dechimo@sccpag.edu.ph

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Abstract

The study explored the best practices implemented by the school principals and coordinators of the most outstanding schools in the Division of Zamboanga Del Sur, Philippines for the school year 2023-2024 this includes, the Gulayan sa Paaralan, WASH (Wash in Hand), and collaboration with different stakeholders. The study used qualitative multiple-case design through in-depth interviews with principals and coordinators following Merriam's data analysis model. Findings revealed the significance of building strong community linkages between different stakeholders such as the Parents through the Parents Teachers Association, Local Government Unit, Barangay Officials, learners and private individuals, best practices implemented by the schools such as the Gulayan sa Paaralan Read with a Friend to be qualified for Vinta Award, challenges experienced by the schools both Case 1 and Case 2 in order to sustain the best practices employed by the schools, coping strategies implemented both by schools to maintain the status as the most outstanding schools, and award received by the school as an outstanding school. It was concluded that participants successfully implemented different best practices such as collaboration with different stakeholders in the community Local Government Unit, Barangay Officials, Parents Teachers Associations Private Individuals for them to qualify for the Vinta Award. It was recommended that strong community linkages will be strengthened an award system shall also be implemented and a policy that limits the use of cellphones usage in the school campus.

Keywords *School leadership; Vinta award; best practice,*

INTRODUCTION

Schools implement different best practices to cater to the different needs of the learners, promote or foster strong good relationships in the community, and address the different needs of the learners or the students, thus enabling the school to achieve its objectives or organizational goals. Moreover, all the programs and activities, such as the different best practices of the school, are aligned with SBM (School Based Management). Furthermore, School-Based Management allows the school to foster strong community linkages in the community such as in collaborating in the implementation of the Gulayan sa Paaralan, School Activities such as Earthquake and Fire Drill in this instance on the part of the school it is easy for them to implement the program of the school.

The effect of SBM on educational quality, including student outcomes, is still a hotly debated topic today. Some researchers contend that SBM improves educational outcomes (Gertler et al., 2006), whereas others assert that SBM degrades educational quality, particularly in the least effective schools (Bardhan, 2002). In addition, school-based management, according to Torre Villas

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Corresponding author's email: dominadorjr.dechimo@sccpag.edu.ph



(2020), involves a methodical and consistent approach to public education that decentralizes power and decision-making on critical school operations under a centralized framework of objectives, guidelines, policies, curriculum, standards, and accountability.

In addition, many countries believe decentralization improves SE since it imposes greater responsibility on school leadership. SBM is considered to be one of the most prominent strategies for the implementation of current education decentralization reforms in the USA and many other democracies, such as Israel (Arar & Abo-Rome, 2016; Cobbold, 2012; Nir, 2003; Nir et al., 2016). Hence, leadership and governance are responsible for consistent and effective implementation (Aquino et al., 2024). Furthermore, implementing School-Based Management (SBM) allows the school to improve the quality of students by empowering all the potential that exists in schools, especially teaching and educational staff, as well as facilities and infrastructure in schools. Furthermore, SBM is a broad concept and includes strategies such as site-based management, site-based decision-making, school-based decision-making, shared decision-making, and school-management initiatives (Arar & Abo-Rome, 2016).

Moreover, Oco (2022) claimed that communication lines must be open at all times between school heads, teachers, and the rest of the stakeholders. School personnel and staff should always communicate with stakeholders for a better exchange of ideas necessary for implementing an activity or program. Furthermore, the Department of Education implemented the Vinta Award, the Vinta Award which is aligned with the School Based Management policies or principles; the Vinta Award is a regional mechanism to recognize and reward the outstanding efforts and performance of teaching, non-teaching, and teaching-related personnel in the field while contributing to the current thrusts of the Department (Department of Education, Region IX, 2023). Furthermore, this Research Study aims to know the preparations made by the school prior to the Vinta Assessment, What are the different best practices employed by the school, how the schools sustain the status of the schools as an outstanding school, challenges experiences by the school in sustaining the best practices of the school, coping strategies implemented by the School Principal and Coordinators to sustain the status as an outstanding school and the Award Received by the School in Implementing those best practices.

LITERATURE REVIEW

School-based management is the government's effort to improve the quality of education by achieving excellence in the nation's community in science and technology, as indicated by political statements in the GBHN. The idea of a school management plan is based on the meaning of modeling, namely as a management model for schools that give greater autonomy to school members (teachers, principals, parents, and the community) to improve quality (Ansori et al., 2022). This policy is expected to be implemented in schools in Indonesia, including public schools. In addition, in independent education, school principals, as leaders, managers, and administrators, must continuously study government policy and organization science and learn to develop school programs (Torrino & Naparan, 2024). In addition, giving greater autonomy to the teachers, principals, parents, and the community will allow them to work collaboratively in accomplishing the school's target goals, such as the Vinta Award. This independence is not implemented in terms of creativity in developing school work programs, which are almost the same every year. School principals tend to play it safe in programming to anticipate administrative and budgetary problems.

Furthermore, Dela Fuente (2020) stated that schools and even The Department of Education recognized the benefits and possibilities of implementing SBM. As a result, the degree of implementation was raised significantly. DepEd even requests that the national government advocate for additional money to support the school's ongoing efforts and SBM implementation operations. Moreover, In the Philippines, the DepEd also introduced the Vinta Award, which

recognizes schools' exemplary practices aligned with SBM principles. Moreover, the Vinta Award comprises the following criteria: compliance to standard (20%), compliance to standards here, and alignment of all the programs of the Department of Education with educational standards and policies. Impact (25%), the impact here, how the different best practices of the school contributed to the development of the school and the community, Innovation (20%), Innovation here supports those leadership styles that will help the school to obtain its organizational objectives. Sustainability (20%) is how the school sustains and manages the finances of the school and the resources available. Replicability (15%) (Department of Education, Region IX,2023), for Replicability, is how the school shares its best practices with another school. Furthermore, the implementation of School-Based Management in the school allows the different schools to implement different best practices in their school, such as the different pillars that are aligned with the criteria of the Vinta Award, such as compliance, Innovation, sustainability, Replicability and impact; this different best practices such as the *Gulayan sa Paaralan*, Collaboration with different stakeholders such as the Local Government Unit, Barangay Officials, Parents Teachers Association, Student Organization in the school thus allowing the school to meet effectively and addressed the different needs of the community as well as the needs of the learners in the schools.

Moreover, Camacho and Farrales (2020) asserted that more nationwide schools are participating in the evaluation process by asking their division office to assess where they stand with SBM implementation and what is required to pass levels I, II, or III. Moreover, the implementation of School-Based Management comprises different levels, such as Level I, II, or III; each level has unique characteristics that discuss the implementation of School-Based Management. For Level I, the school has just begun the implementation of the best practices such as Collaboration with the different stakeholders such as the LGU, Barangay Officials, and Parents Teachers Association, for Level II, there is increased Collaboration among the stakeholders and the utilization of resources of the stakeholders, and FOR Level III of the School-Based Management the stakeholders participated actively in the planning and implementation of the different activities that will help the school to achieved its goals such as the implementation of different best practices and the accomplishments of the goals of the school.

Furthermore, According to Oco (2022), SBM is important and showcases the school's overall achievement. Additionally, it demonstrates how the school interacts with and collaborates with the community and its stakeholders. SBM boosts camaraderie and shared responsibilities between the school and the community to ensure the learners' better future.

Moreover, the utilization of School-Based Management allows the school to enhance or foster strong Collaboration with the different stakeholders. In addition, the SBM allows the school to effectively implement the different programs or best practices such as the *Gulayan sa Paaralan*, fostering strong Collaboration with the community, Wash in School, and Reading with the Friend, thus allowing or making the school qualified for the Vinta Award. Furthermore, The School Governance Council Implementation Guidelines require schools to establish School Governing Councils (SGC) by 2022. These guidelines are intended for SGC and will be established as a shared governance structure and feedback mechanism for parents, students, Faculty and staff who are both teaching and non-teaching, local stakeholders, and the School Principal with a forum for discussion and Collaboration on continually enhancing learning outcomes, in order to embrace the policy recommendation to institutionalize the SGC and create a more significant relationship among stakeholders, which will help to more effective SBM implementation (Lara & Pañares, 2023).

Moreover, Catid (2022) claimed that leadership styles not just from the school heads but even from the members are key to the successful implementation of SBM. Thus, members must be chosen according to their expertise and skills, where they should be assigned, and their functions. Kenton (2022) noted that cooperation between teachers, school heads, and stakeholders allows them to

develop the best plans and ideas to aid the learners and the community. They were able to create innovative materials and, at the same time, linked to the community's needs and resources. Furthermore, Oco (2022) claimed that SBM is about being able to tap all members of society to contribute or provide help and assistance voluntarily. This will allow all stakeholders to think of their responsibility and act for the good of the school and the community.

Moreover, Maca (2019) claimed that the beauty of the implementation of SBM is that it promotes programs and innovations that are in response to the current and possibly future needs of society, making the learners relevant to society as to the knowledge and skills that are being developed. Thus making it more cohesive and creating a sure and brighter future for the learners and the community. Furthermore, Roxas (2022) claimed that to facilitate activities on curriculum and learning, the schools and community stakeholders conduct meetings and consultations to ensure that programs formulated and implemented are in response to the needs of the learners and the community. In this case, the alignment of goals and aspirations is achieved. In addition, Kenton (2022) claimed that accountability is taking ownership of one's duty to act honestly and morally toward others. Accountability includes the company's shareholders, staff, and the community in which it conducts business. Accountability, in a broader sense, is a readiness to be evaluated on performance. Thus, shared responsibility can significantly impact whatever programs are being implemented.

Meanwhile, Catid (2022) stated that using many inputs and processes to attain desired results is the goal of continuous improvement. Moreover, Oco and Comahig (2023) express that strategies and remedial activities given to learners are being considered before it was implemented. This includes their academic strengths and weaknesses, available facilities, and even the ability of technology to aid them in their studies. These factors are important as they ensure that all parties are recognized and given accurate consideration. In addition, Townsend (2022) claimed that decisions and innovations must be backed up with results and deep analysis so that they will be more advantageous compared to how it was first implemented. This means that loopholes were addressed in its continuous implementations. Moreover, Oco (2022) claimed that leaders or managers conduct conventions to discuss observations and data gathered on the effectiveness and efficiency of all the programs and activities launched and implemented.

Furthermore, Bustamante (2022) asserted that adopting SBM has meaningful and outstanding accomplishments, especially in making available resources to aid teachers and learners in their teaching and learning activities. In addition, the study by Burns (2021) aimed to understand better people's perceptions of the significant subject of shared responsibility, school accountability, and Culturally Responsive District Leadership CRDL.

RESEARCH METHOD

Research Design

The researcher used a qualitative research design. In qualitative research design, the focus of the study was not on numerical values but rather on how the results of the studies were described. Moreover, using qualitative research design, the researcher was able to conceptualize the ideas and beliefs of the participants about a particular issue. Furthermore, the value of qualitative research lies in its ability to capture information about feelings, beliefs, and values that motivate behaviors by eliciting answers to questions that ask how, what, and why (Creswell et al., 2011). In addition, Moser and Korstjens (2017) contended that qualitative research explored and provided more profound insights into real-world problems without having to quantify data. This research paradigm gathered participants' perceptions, experiences, and behavior. More specifically, it answered "why" and "how" instead of "how much" or "how many" (Moser & Korstjens, 2017).

Moreover, the researcher employed a case study, an in-depth analysis of a particular subject, often a real-world situation, individual, group, or organization. It was a research method that involved the comprehensive examination of a specific instance better to understand its complexities, dynamics, and context. Case studies were commonly used in various fields, such as business, psychology, medicine, and education, to explore and illustrate phenomena, theories, or practical applications. Researchers collected and analyzed qualitative and quantitative data in a typical case study, including interviews, observations, documents, and other relevant sources. The goal was to provide a nuanced and holistic perspective on the subject under investigation. The information gathered generated insights, drew conclusions, and often informed broader theories or practices within the field (Trymata & Trymata, 2023). According to Bloomberg & Volpe (2022), a case study was one of the most widely used and accepted means of qualitative research methods in the social sciences. The researcher used multiple case studies; when well-selected and crafted, researchers could use multiple case studies to increase the external validity and generalizability of their case study findings (Merriam, 1998).

Furthermore, when the purpose of the study was to compare and replicate the findings, the multiple-case study produced more compelling evidence. It was considered more robust than the single-case study (Yin, 2017). In addition, Yin (1984) stated that though a multiple-case design was complex, it permitted the induction of rich and reliable models. Furthermore, since my study used multiple case studies, three schools were involved in the case study.

Aurora Regional Pilot School, which was located in Aurora Zamboanga Del Sur, was established in 1973. The school comprised the following levels of education: Special Education (SpEd), Science Curriculum, and the Regular Level. Another school was Monte Alegre National High School, located in Monte Alegre, Aurora Zamboanga del Sur. Monte Alegre National High School is comprised of both junior high schools and senior high schools.

Research Environment

Aurora Regional Pilot School was in the Municipality of Aurora, Zamboanga Del Sur, Philippines. It was one of the recipients of the Vinta Award in the Division of Zamboanga Del Sur. Monte Alegre National High School was located in Monte Alegre, Zamboanga Del Sur. Monte Alegre was a barangay in the municipality of Aurora, in the province of Zamboanga del Sur. Monte Alegre National High School was another recipient of the Vinta Awards in the Division of Zamboanga Del Sur. This research environment was significant to the study because it was where all the most outstanding schools received the Vinta Awards.

Research Participants

The participants of this research study were the School Head/Principal and Teachers of Aurora Regional Pilot School, located in Aurora, Zamboanga Del Sur, Monte Alegre National High School, located in Monte Alegre, Zamboanga Del Sur.

Research Instruments

The research instruments that were employed by the researcher included interview guide questions. Notably, the interview guide questions consisted of six questions, which were the following: How do the school heads prepare the school for the Vinta Assessment? What are the best practices of the school to qualify for the Vinta Award? How does the school sustain the best practices as the outstanding school in the region? What are the challenges the school heads encounter to sustain their outstanding school status? What are the head's coping strategies in managing the challenges to sustain the status of an outstanding school? What benefits do the schools receive as a Vinta Awardee?

Hence, before the interview guide questions were given to the interviewee, a panel of validators checked the interview guide questions for further enhancement or refinement of the questions prepared by the researcher. In addition, since this was a multiple case study, interview guide questions were given to different subjects or participants to gather data, including Aurora Regional Pilot School and Monte Alegre National High School. As the primary instrument, the researcher gathered the data; the collected data through interviews, field notes for observation, a list of artifacts, and documents for data mining were presented, analyzed, and interpreted. The researcher gathered data from the study respondents/participants through interviews.

Data Gathering Procedure

For the data-gathering procedures, the researcher asked for permission from the principal or Head of the School. The school principal received a letter of request before the interview started. The researcher prepared a set of questionnaires to gather the data. At the beginning of the interview, the researcher provided a short or brief introduction. Then, the instructions for answering the given questions were discussed with the respondents or participants. Consent was obtained from the respondents or participants regarding using recorders or videos. The interview was conducted in the Office of the Principal to facilitate better access during the interview.

Furthermore, during the interview, both the principal and the coordinators who were involved in processing the requirements for the Vinta Award were present in the principal's office or ICT office or wherever the interview was conducted was convenient for both parties. During the interview, the researcher also observed the interviewee's reactions or any non-verbal cues; any non-verbal cues such as facial expressions, personal appearance, eye contact, and gestures further helped in acquiring insights from the interviewee. Furthermore, the data mining or collection data was acquired through interviews, field notes for observation, and lists of artifacts and documents. The gathered data was categorically arranged through themes or shared themes, then analyzed and interpreted.

Data Analysis

The researcher used Merriam's Data Analysis in the presentation to analyze and interpret the data. Using the constant comparative method, codes that reflected the conceptual relationship were assigned (Merriam). Moreover, in analyzing the data using Merriam's protocol, Merriam (1998, p. 178) defined data analysis as "the process of making sense out of the data." She noted that making sense of data involved consolidating, reducing, and interpreting what people said and the researcher saw and read; it was the process of making meaning. Furthermore, the following steps or processes were involved in analyzing data using Merriam's protocol: She provided a step-by-step process for analyzing the data, starting with 'category construction.' She advocated coding, starting with open coding, wherein the initial codes could be as numerous as the researcher deemed fit to be presented. This allowed the researcher to freely reflect on their understanding of what happened in the data. As the researcher identified the open codes, they were encouraged to keep memoing those codes that appeared repeatedly across interviews and to sort them under one theme. This was called 'sorting categories'. Gradually, the number of final categories was reduced to a manageable level. Merriam stated that 'the fewer the categories, the greater the level of abstraction, and the greater the ease with which you can communicate your findings to others' (Merriam, 2009, p. 187). To decide which categories to keep, Merriam took inspiration from Guba and Lincoln (1981), who suggested four guidelines to make that decision: First, the number of people who mentioned something or the frequency with which something arose in the data indicated an important dimension. Second, the audience may determine what is important; some categories appear to various audiences as more or less credible. Third, some categories stand out

because of their uniqueness and should be retained. Fourth, certain categories may reveal 'areas of inquiry not otherwise recognized' or 'provide unique leverage on an otherwise common problem' (Merriam, 2009, p. 187). Other steps involved in analyzing data were categorizing the data, theme development, data interpretation, triangulation, and reporting the results.

Ethical Considerations of the Study

Before the Researcher conducted the Interview, several key ethical considerations were carefully implemented to safeguard the interviewees' personality, dignity, and rights. Upholding these ethical standards not only enhances the quality of the research but also fosters trust and respect between the Researcher and participants.

Drawing on recent studies, including the pivotal work by Ederio et al. (2023), the following ethical principles were rigorously adhered to throughout the research process:

Plagiarism Issues and Proper Citations. As Mejorada et al. (2023) emphasized, research integrity hinges on properly acknowledging sources. By meticulously citing all references, including academic journals, the Researcher upholds academic honesty and respects the intellectual contributions of others.

Voluntary Participation and Benefits. In line with the insights from Bhandari (2022) and Yale University (2023), the Researcher is committed to ensuring that all participants engage voluntarily, free from coercion or pressure. This empowers participants to contribute meaningful insights while feeling respected and valued.

The anonymity of Research Participants. The principle of anonymity is crucial, as highlighted by Trochim (2023). By ensuring that participants' identities remain confidential, the Researcher protects their responses, thus fostering a safe environment where individuals can speak freely and authentically.

Confidentiality of Information. Trochim (2023) outlines strict confidentiality measures to safeguard all information gathered during the Interview. Access to this data is tightly controlled and requires proper coordination with participants, thus protecting their dignity and personal information.

Awareness of Participants in Communication and Research Sharing. According to Bhandari (2022), it is essential to keep participants informed about how their contributions will be used. The Researcher ensures that all gathered information is transparently communicated and that participants know their role in contributing to future studies. This transparency reinforces their rights and dignity throughout the research process.

FINDINGS AND DISCUSSION

Different Preparations for the Vinta Assessment

In preparation for the Vinta Assessment, the school will prepare strategic steps to ensure readiness. A.) documenting and Managing Data b.) Collecting Policy and Evidence c.) Preparing and Defining Assessment Criteria d.) Organizing and Developing Strategies, e.) Preparing for Monitoring f.) Maintaining the School

Documenting and Managing Data. This category emerged from the responses of the participants encompassing the Documenting and Managing Data. It is essential that all necessary documents, such as pictures for the Gulayan sa Paaralan, LAC Sessions, Mental Health Policy, the school-based feeding policy must be documented and managed. This category is manifested from the statements of the Principal and Coordinators.

Case 1

"For Pillar 1, we collected the data needed from the respected coordinators since the coordinators have the necessary documents on hand; since I am in charge of the school policies, the

school policies should be documented, so those are the things I collected, including the pictures have implemented the policy, like for example Mental Health Policy, the school-based feeding policy, the child protection policy and the drug implementation by the NDEP Policy” C1.

“ We prepare our school for the Vinta Assessment by collecting all documents needed for that assessment, like a collection of all LAC sessions Grade 1 to Grade 6 and then all the documentation about the celebration in school”.C3

“Of course, the coordinators, in charge of pillar man gud in each pillar three collected data, then consolidated it, so there are six pillars. We have 18 teachers who prepared the documents for 3 years.” P1

Case 2:

“ACR’S, picture documentation, resolutions, ang ECR nakalangkob na man tanan, financial report, who are involved, rationale of the program.” [“ACR’S, picture documentation, resolutions, and the ECR are all included, financial report, who are involved, rationale of the program.”] C7

Case 2

“Reading, accomplishment report.” C8

Statements revealed that C1, C3, P1, C7, and C8 have documented and managed the data. The participants's Responses showed that they collected the data before the Vinta Assessment, such as Gulayan sa Paaralan, LAC Sessions, Mental Health Policy, School feeding Policy, child protection Policy, and the Drug Implementation Policy by the MDEP. Hence, different school celebrations were also collected before the Vinta Assessment. Moreover, the documentation and Management of data are essential or significant because they are the basis for the Vinta Assessment. Moreover, the documentation and Management of data in a particular school or organization is a strong foundation for the different best practices they are implementing, thus making the school well-prepared for any assessment. Moreover, the participants presented the different documents they had prepared for the Vinta Assessment. It is essential to highlight how they practice those different best practices in the schools. Moreover, participants' responses are aligned to the different criteria such as Compliance with Standards, Sustainability, Replicability, and Impact; these criteria strengthen the responses of the participants by allowing them participants to comply with the standards, allowing them to sustain their preparations for the documents.

Furthermore, this also allows other schools to replicate how they prepare the documents and allowing. Moreover, Catid (2022) claimed that leadership styles not just from the school heads but even from the members are key to the successful implementation of SBM. Thus, members must be chosen according to their expertise and skills, where they should be assigned, and what their functions are.

Preparing and Defining Assessment Criteria. Before the Vinta Assessment, checking the Assessment Criteria is crucial to efficiently and effectively gathering and preparing the data, allowing the school to qualify for it.

When asked about how they prepare and define assessment criteria, the statements of the participants revealed

Case 1:

“So in preparation for the Vinta Assessment, we gather all the data, but before we gather the data, we first review the criteria and MOV needed for the Vinta Award. The MOV depends upon what pillar, in our case in Pillar 2, so that physical environment basically, we have to take pictures of what is needed in the criteria. For example, it is all about gardening, so we must take pictures of our Gulayan sa Paaralan. If it is all about the security of our comfort room, we have to take pictures of it like other MOV’S it depends on what is needed in the criteria”.C2.

“For the Vinta, which is prepared all the needed papers, pictures what is needed in the Vinta,

Documents on our I am assigned in Pillar 4 so basically all the information for the Pillar 4, which includes Health Skills and Educations so basically all the mga health-related topics in the K-12 Curriculum and then naa pay daghan pa kayo it includes the healthy diets, wellness, physical activity and also it includes a hazardous event smoking which is also included in Pillar 4 so sa akoo about the used of mga information strategy in the tobacco industry, also included in Pillar 4 the conduct of activities that builds health skills which are present in Annual Implementation Plan of the school and also included pod did to Sir mga Fire Drills, Emergency Drills they are conducted in the school, toothbrushing and also included the tree planting.” C4

“Documents needed also this from Pillar 1 to 6 last 3 years pod siya, included also the SBM and the Vinta Awardees, same but different kuwan lang siya different the indicators are the same pero ilaha lang gi interchange by category giana lang nila the same data we have sa sbm”. Moreover, of course the coordinators, the in-charge by pillar man gud in each pillar three collected data, then consolidated so there are six pillars we have 18 teachers who prepared the documents for 3 years..” [“Of course, the coordinators, who are in charge of each pillar, collected data from each of the three pillars and then consolidated it. So, we have six pillars and 18 teachers who prepared the documents over a span of 3 years.” P1

Case 2:

The participant exhibits checking the criteria prior to the Vinta Assessment, the participant disclosed that

“I prepare all those documents according to the guidelines and criteria of the Vinta Awards, like for example the Gulayan sa Paaralan” P3.

From the responses of participants C2, C4, P1, and P3, they all prepared the necessary documents as part of the requirements for the Vinta Assessment. Hence, it also shows that prior to the preparation of the collection of data, the school principal and the coordinators first check the criteria of the Vinta Assessment to gather all the necessary data effectively. Likewise, the MOV (Means of Verification) also depends on the pillar type. Moreover, this MOV comprises the following: Pillar 1: Healthy School Policy, Pillar 2: Physical School Environment, Pillar 3: Social School Environment, Pillar 4: Health Skills and Education, Pillar 5: Links with the Community, Pillar 6: Access to Healthcare. Moreover, this exhibits the preparation of Criteria or checking the criteria of the Vinta Assessment before the Assessment of the Vinta Award. With these processes, the participants clearly emphasized that they must check the necessary data criteria before collecting necessary documents or data to prepare the Vinta Assessment. Moreover, Participants underscore the importance of checking the criteria as part of the preparation for Compliance with Standards (20%), Impact (25%), Innovation (20%), Sustainability, and Replicability (15%) (Department of Education Region IX, 2023). Moreover, this criterion is significant because it is the basis for the Vinta Assessment. Furthermore, Catid (2022) claimed that leadership styles not just from the school heads but even from the members are key to the successful implementation of SBM. Thus, members must be chosen according to their expertise and skills, where they should be assigned, and their functions.

Furthermore, the responses of the participants for Case 1 are connected to different criteria of the Vinta Award that include Compliance Standards such as the Gulayan sa Paaralan, Impact, which allows the learners or the students to be healthier, Sustainability, how the school was able to maintain the Gulayan sa Paaralan, Replicability how other schools could adapt the program which is the Gulayan sa Paaralan. Moreover, the responses of the participants for Case 2 are connected to Vinta Criteria such as Compliance with Standards for the adherence to safety and health safety, Impact, the effect on the well-being of the students such as observing safety, Sustainability the continuation of the program such as the health and fire drills and Replicability the ability of other schools to replicate the program.

Moreover, Teachers have been motivated to prepare the following documents because they believe this will help their school win the Vinta Award. This motivation is based on the Theoretical Framework of Positive reinforcement Theory. Positive reinforcement Theory was introduced by the behaviorist B.F. Skinner. His theory is known as operant conditioning. Skinner argued that if a person or a child were rewarded for acting positively, that treatment could change their behavior, and they would consider it the most natural and advantageous way to act (McCarthy, 2010).

In addition, Kenton (2022) noted that cooperation between teachers, school heads, and stakeholders allows them to come up with the best plans and ideas that will aid the learners and the community. They created innovative materials that are also time-linked to the community's needs and resources.

Collecting Policy and Evidence. Here, the coordinators prepare all the necessary documents, such as the Mental Health Policy, School-Based Feeding Policy, Child Protection Policy, and Drug Implementation Policy, which are necessary for the welfare of the learners. This category is only seen in case 1, not in case 2. When asked how they collect policy and evidence, the participants revealed.

Case 1:

"For Pillar 1, we collected the data needed from the respected coordinators since the coordinators have the necessary documents on hand; since I am in charge of the school policies, the school policies should be documented, so those are the things I collected, including the pictures, have implemented the policy, like for example Mental Health policy, the school-based feeding policy, the child protection policy and the drug implementation by the NDEP Policy" C1.

"So in preparation for the Vinta Assessment, we gather all the data, but before we gather the data, we go over first the criteria and MOV needed for the Vinta Award; the MOV depends upon what pillar in our case in Pillar 2, so that physical environment so basically we have to take pictures what is needed in the criteria, for example, is all about gardening so we have to take pictures of our Gulayan sa Paaralan if it is all about the security of our comfort room we have to take pictures of our comfort room same with other MOV'S it depends on what is needed in the criteria".C2.

"For the Vinta, which is prepared all the needed papers, pictures what is needed in the Vinta, Documents on our I am assigned in Pillar 4 so basically all the information for the Pillar 4 which includes Health Skills and Educations so basically all the mga health-related topics in the K-12 Curriculum and then naa pay daghan pa kaayo it includes the healthy diets, wellness, physical activity and also it includes sa hazardous event smoking which is also included in Pillar 4 so sa akoo about the used of mga information strategy in the tobacco industry, also included in Pillar 4 the conduct of activities that builds health skills which are present in Annual Implementation Plan of the school and also included pod didto Sir mga Fire Drills, Emergency Drills they are conducted in the school, toothbrushing and also included the tree planting" C4.

The responses of the participants imply that they had collected different documents, specifically different policies and practices such as the Gulayan in the school and Health Skills; with these documents collected or gathered by the different Coordinators, this will help the school to showcase to the community the different best practices that they are employing in the school. Moreover, The documents collected will serve as evidence on the part of the school thus allowing them to be qualified for Vinta Assessment.

C1 is connected to the criteria of compliance with standards such as the NDEP Policy, which belongs to National Standards or Dep. Ed Standards: Another criterion here is the impact of the policies on the student's well-being and sustainability, where the school program has a long-term implementation. Moreover, Participant C2 is connected to the following Vinta Criteria, such as the Compliance Standards and the physical environment adherence. Another criterion is impact, which improves the safety of the physical environment; in addition, sustainability, which, in this case, is

consistent maintenance for the longevity of the facilities.

Furthermore, C4 is connected to the Vinta Award criteria, such as Compliance with Standards, Impact, Innovation, and Replicability. Teachers have been motivated to prepare the following documents because they believe this will help their school win the Vinta Award. This motivation is based on the Theoretical Framework of Positive reinforcement Theory. Positive reinforcement Theory was introduced by the behaviorist B.F. Skinner. His theory is known as operant conditioning. Skinner argued that if a person or a child were rewarded for acting in a positive way, that treatment could change their behavior, and they would consider it the most natural and advantageous way to act (McCarthy, 2010).

Moreover, the participants' responses aligned with the study of Bustamante (2022), who asserted that adopting SBM has meaningful and outstanding accomplishments, especially in making available resources to aid teachers and learners in their teaching and learning activities. Furthermore, adopting the School-Based Management in the school in which the Vinta Award is aligned enables the school to achieve and accomplish its goals.

Organizing and Developing Strategies. This area of study covers how the School Principal and the Teachers organized all the necessary data and developed strategies for collecting the data necessary for the Vinta Assessment requirements. When asked about how they organized and developed strategies, the participants revealed.

Case 1

"As we already knew that our school is one of the candidates for the Vinta Assessment, our dear principal made the team for each pillar so that we can easily tap our group what to do to make the preparation successful" C5.

"In our school, we prepare the Vinta Assessment by securing and preparing all necessary documents and requirements as needed for the Vinta Assessment" C6.

Documents also needed this from Pillar 1 to 6 last 3 years pod siya, also included the SBM and the Vinta Awardees, same but different kuwan lang siya different the indicators are the same pero ilaha lang gi interchange by category Giana lang nila the same data we have sa sbm". Moreover, of course, the coordinators in charge of pillar man gud in each pillar collected data and consolidated it, so there are six pillars. We have 18 teachers who prepared the documents for 3 years." ["Of course, the coordinators, who are in charge of each pillar, collected and consolidated data from each of the three pillars. So, we have six pillars and 18 teachers who prepared the documents over 3 years."] P1

The responses of the Participants clearly show how vital the process of organizing the data is; by organizing the data, it is highly expected that the necessary documents will be obtained enough to support the goal of the school. Furthermore, the participants' responses show or highlight the strategies the School Principal and the Coordinators had employed, such as assigning different Coordinators for each pillar to collect the data needed for the Vinta Assessment.

Moreover, all the responses of the Participants, C5, C6,, and P,1, are connecteto or aligned with to Vinta Award Criterifor a Compliance to Standar;s. Hence, Compliance to Standards he are those criteria prescribed by the Vinta Award.

Teachers have been motivated to prepare the following documents because they believe this will help their school win the Vinta Award. This motivation is based on the Theoretical Framework of Positive reinforcement Theory. Positive reinforcement Theory was introduced by the behaviorist B.F. Skinner. His theory is known as operant conditioning. Skinner argued that if a person or a child were rewarded for acting in a positive way, that treatment could change their behavior, and they would consider it the most natural and advantageous way to act (McCarthy, 2010). Furthermore, the participants' responses aligned with the study of Kenton (2022), who noted that cooperation between teachers, school heads, and stakeholders allows them to develop the best plans and ideas

that will aid the learners and the community. They created innovative materials and simultaneously linked them to the community's needs and resources. Furthermore, the cooperation between the different stakeholders such as the Local Government Unit, Barangay Officials, Parents Teachers Association, and Teachers as well as the Principal will allow the school to achieve its goal towards the Vinta Awards.

Preparing for Monitoring. In this category, the coordinator emphasized that all the necessary documents, such as the Gulayan Sa Paaralan, the Reading Program, and the Wash in Hand, will be prepared before the Vinta Assessment. This is crucial for the School to qualify for the Vinta Award. When the participants asked how they prepare and monitor, the participants revealed.

Case 2: Principal

"I have to see to it that all necessary documents/MOVs will be available anytime so that we can present them right away once there is monitoring. Encourage the teachers to prepare themselves. Always maintain the cleanliness and orderliness of the School," P2

From this utterance of the participant, it clearly manifests that before the Vinta Assessment, the teachers or coordinators prepared a set of MOV (Means of Verifications) for them to qualify for the Vinta Assessment. Furthermore the preparation of MOV (Means Of Verification) is aligned with the study of Maca (2019) claimed that the beauty of the implementation of SBM is that it promotes programs and innovations that are in response to the current and possibly future needs of society, making the learners relevant to society as to the knowledge and skills that are being developed. Thus making it more cohesive and creating a sure and brighter future for the learners and the community.

Maintaining the School.

In this category, what is emphasized is the cleanliness of the School to avoid the spread of diseases and to make it conducive to learning. The following are the responses of the participants.

Case 2: Principal

"Always maintain the cleanliness and orderliness of the school," P2

The utterances disclosed by the Participant indicate that prior to the Vinta Assessment, cleanliness maintenance must be observed. Research from Abah et al. (2024) highlights the effectiveness of school-based sanitation programs in building awareness among students. Moreover, the participants' responses aligned with the Vinta Award Sustainability criteria, hence the school policy's continuous implementation.

Teachers have been motivated to prepare the following documents because they believe this will help their School win the Vinta Award. This motivation is based on the Theoretical Framework of Positive reinforcement Theory. Positive reinforcement Theory was introduced by the behaviorist B.F. Skinner. His theory is known as operant conditioning. Skinner argued that if a person or a child were rewarded for acting positively, that treatment could change their behavior, and they would consider it the most natural and advantageous way to act (McCarthy, 2010). Moreover, Maca (2019) claimed that the beauty of the implementation of SBM is that it promotes programs and innovations that are in response to the current and possibly future needs of society, making the learners relevant to society as to the knowledge and skills that are being developed. Thus making it more cohesive and creating a sure and brighter future for the learners and the community.

CONCLUSIONS

Based on the findings of the study, the researchers concluded that the school has done some preparations before the Vinta Assessment such as the following, Different Preparations for the Vinta Assessment in preparation for the Vinta Assessment, the school will prepare strategic steps to ensure readiness. A.) documenting and Managing Data b.) Collecting Policy and Evidence c.)

Preparing and Defining Assessment Criteria d.) Organizing and Developing Strategies, e.) Preparing for Monitoring f.) Maintaining the School, Furthermore, with the different preparations before the Vinta Assessment the school could effectively achieve the goals and objectives of the school.

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