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Research Article

Evaluating the Leadership Competencies and Practices of Schoolheads in Implementing the School-Based Management

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ABSTRACT

This study examined the relationship between school heads' leadership competencies and the implementation of School-Based Management (SBM) practices in public schools in the Municipality of Aroroy. Employing a descriptive-correlational research design, data were collected from the 44 accessible school heads using a structured questionnaire aligned with the Philippine Professional Standards for School Heads (PPSSH) and SBM indicators under DepEd Order No. 7, s. 2024. Descriptive statistics and Pearson Product-Moment Correlation were utilized for data analysis. Results indicated that school heads demonstrated very high competency across key leadership domains, including strategic leadership, resource management, instructional leadership, and stakeholder engagement. SBM practices were likewise found to be highly to very highly manifested, particularly in the domains of learning environment, governance, and curriculum implementation. Further analysis revealed a statistically significant and very strong positive correlation ($r = 0.87, p < .05$) between leadership competencies and SBM implementation, suggesting that higher levels of leadership proficiency are associated with more effective and consistent SBM practices. These findings highlight the centrality of leadership capacity in advancing decentralized school governance and improving educational outcomes. The study underscores the need for sustained, competency-based leadership development interventions, including structured mentoring, coaching systems, and instructional leadership enhancement programs. Strengthening leadership competencies aligned with PPSSH is therefore essential for optimizing SBM implementation and ensuring continuous school improvement in diverse and resource-constrained educational settings.

Keywords: Educational governance, Instructional leadership, Leadership competencies, PPSSH, School-Based Management, School leadership

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Introduction

In the dynamic landscape of education, effective school leadership has become a critical determinant of institutional success and student achievement. The performance of a school—reflected in academic outcomes, teacher efficiency, student engagement, and community satisfaction—is often shaped by the quality of leadership exercised by its administrators and is supported by the statement of (Dellomas & Deri, 2022) that the quest for overall quality education depends on the kind of leadership school heads demonstrate. As education systems continue to evolve to meet the 21st-century demands, the implementation of leadership best practices becomes increasingly essential to ensure that schools remain responsive, innovative, and results-driven. Among diverse responsibilities and current demands in education, adaptive and evidence-based decision-making is vital to balance and synergize complexities of leadership roles to uphold outstanding academic standards and build strong school support systems (Jadie, 2025).

School leadership best practices encompass a range of strategies and behaviors that promote collaboration, instructional excellence, data-informed decision-making, and continuous improvement. Leaders who model these practices can cultivate positive school culture, motivate teachers, optimize resource utilization, and sustain academic growth. (Mutia, 2025) confirmed that school heads who effectively apply these practices and engage in strategic planning would provide essential and meaningful change in their schools. It has been linked directly and indirectly that leadership influences school performance through improved teaching quality, enhanced organizational climate, and the alignment of goals and resources with student learning outcomes. Timely learning progression and learning recovery efforts across the globe demands strong commitment, robust planning, and adequate funding to maintain healthy tolerance during its implementation (World Bank et al., 2022).

Moreover, the Department of Education issued DepEd No. 2, series of 2020 prescribing Guidelines on the Establishment and Implementation of the Result-Based Performance Management System. This issuance aims to provide comprehensive guideline for adoption

of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS). Moreover, the Department of Education highly recognizes the importance of effective leadership by implementing the Philippine Professional Standards for School Heads (PPSSH), which outline the competencies and domains that define exemplary leadership practices. As stated in the DepEd order No. 024, s2020, it establishes new standards for school heads, emphasizing continuous professional development and the necessity of strong leadership skills. PPSSH which defines professional standards that constitute quality school heads, this serves as a public statement of their professional accountability; a compendium of standards of what the school heads are expected to know, be able to do, and value as they progress in their profession.

Recent literature further emphasizes that the effectiveness of School-Based Management depends largely on the competence, commitment, and leadership practices of school heads. SBM is not merely an administrative requirement but a governance mechanism that gives schools greater responsibility in planning, implementing, monitoring, and evaluating programs based on their local needs. In the Philippine setting, DepEd Order No. 83, s. 2012 formally adopted the revised SBM framework, assessment process, and tool as instruments for assessing school-level SBM practices, while DepEd Order No. 007, s. 2024. These policy directions indicate that school heads are expected to exercise leadership that is participatory, accountable, evidence-based, and focused on continuous school improvement.

The relationship between school leadership and SBM is also supported by studies showing that decentralized school governance becomes effective only when school leaders have the capacity to mobilize teachers, parents, learners, local government units, and other community stakeholders. Barrera-Orsorio, Fasih, Patrinos, and Santibáñez explained that SBM can improve school responsiveness because decision-making is brought closer to learners and communities. However, Bruns, Filmer, and Patrinos emphasized that school autonomy must be matched with accountability, performance monitoring, and transparency. This suggest th-

at school heads must possess not only managerial skills but also ethical leadership, communication skills, data-use competence, and the ability to create shared responsibility among stakeholders.

In terms of instructional leadership, Hallinger highlighted that successful school administrators have an impact on student outcomes through establishing clear objectives, overseeing instruction, keeping track of students' progress, and fostering a supportive learning environment. Robinson, Lloyd, and Rowe also discovered that student achievement is more impacted by leadership practices that are directly related to teaching and learning than by those that are only administrative. These findings connect strongly with SBM because school-based decision-making should ultimately lead to better classroom instruction, improved teacher support, and higher learner performance. Therefore, evaluating school heads' leadership competencies in SBM implementation requires looking not only at compliance with documents but also at how leadership practices contribute to actual school improvement.

Hence, the Philippine Professional Standards for School Heads provides a relevant framework for understanding these leadership expectations. DepEd Order No. 024, s. 2020 states that the PPSSH introduces a continuum of professional practice that supports school heads' career progression amid national and international reforms, including K to 12, ASEAN integration, globalization, and the changing needs of 21st-century learners. This means that school heads are expected to demonstrate competencies in leading strategically, managing school operations and resources, focusing on teaching and learning, developing themselves and others, and building strong connections with stakeholders. These domains are directly related to the major components of SBM, particularly leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources.

Empirical evidence from the Philippines also supports the need to examine SBM implementation at the school level. World Bank studies on SBM in the Philippines found that school-based management has the potential to

improve school performance, but its effectiveness depends on the quality of implementation, local participation, and the capacity of school leaders. The findings suggest that the mere adoption of SBM policies is not enough; schools must have competent leaders who can transform policy into practice. This reinforces the importance of assessing how school heads demonstrate leadership competencies in planning, stakeholder engagement, resource utilization, monitoring, and evidence-based decision-making.

In the Philippines, the Department of Education (DepEd) institutionalized School-Based Management (SBM) as part of its broader Basic Education Sector Reform Agenda. The implementation of SBM was guided by the SBM Framework and supported by the Revised School-Based Management Manual of 2015 (Practices, 2025). DepEd's purpose was to cultivate a participatory culture in schools where stakeholders worked collaboratively to deliver quality and inclusive education. Key to this effort were school principals, who served as transformational leaders tasked with managing instructional programs, engaging stakeholders, and ensuring effective school operations. Centered on evaluating the leadership competencies and practices of school heads in Aroroy, this study examined the significant relationships between the Philippine Professional Standards for School Heads (PPSSH) and the degree of their practice within the SBM framework.

However, the extent to which these leadership best practices translated into improved school performance had remained underexplored in many local contexts. Ensuring effective leadership in public schools is essential to boosting the quality of education, a crucial focus emphasized in the United Nations Sustainable Development Goal 4: Quality Education (Ghamrawi, 2023; UNICEF, 2023).

Understanding this relationship helped identify which specific leadership practices yielded the most significant impact based on each indicator. Consequently, these findings can now guide school heads and educational stakeholders toward data-informed decisions—such as leadership training programs, professional development initiatives, and pol

icy interventions—that promote excellence and equity in education.

Further, research on the precise relationships between school heads' performance and their best practices in SBM remained lacking despite numerous initiatives to improve school leadership in the Philippines. Although policies and guidelines emphasize the importance of leadership in academic success, few localized studies have been carried out to support these assertions with empirical data. By emphasizing the vital role school leaders play in promoting academic achievement and institutional effectiveness, this study filled that gap and added to the continuing conversation on educational leadership. The results offered significant insights that bolster the Philippine educational system's overall school performance and ongoing improvement of leadership standards.

Statement of the Problem

This research aimed to evaluate the leadership competencies and practices of school heads across all public schools in Aroroy. Specifically, this study sought to answer the following questions.

1. What is the school head's level of competency per PPSSH domain?
2. What is the school's degree of manifestation of the School-Based Management (SBM) practices in the following: (refer to DO No. 7, 2024)
 - a. Curriculum and teaching;
 - b. Learning environment;
 - c. Leadership;
 - d. Governance and accountability; and
 - e. Human resource development?
3. Is there a significant relationship between the school heads' PPSSH competency level and the SBM degree of practices?
4. What output may be developed based on the result of the study?

Assumptions of the Study

The following are the assumptions of the study based on the research questions formulated:

1. School heads possess varying levels of leadership competencies based on the Philippine Professional Standards for School Heads (PPSSH).

2. School-Based Management (SBM) practices are present in schools at varying degrees, and these practices can be meaningfully measured across the five key areas outlined in DepEd Order No. 7, s. 2024, namely Curriculum and Teaching, Learning Environment, Leadership, Governance and Accountability and Human Resource Development.
3. The results of the study may provide sufficient, valid, and actionable evidence to serve as a sound basis for the formulation of a relevant and responsive output along the practices in schools.

Hypothesis of the Study

There is no significant relationship between the school heads' PPSSH competency level and their level of practices.

Significance of the Study

This study held importance for various stakeholders in the education sector, as it quantitatively examined the leadership competencies and leadership practices of school heads and their level of implementation of DepEd's School-Based Management (SBM) framework within the municipality of Aroroy. Its findings provided meaningful insights that can now guide future actions and policy directions toward more effective school governance. Furthermore, the results informed decision-making, enhanced leadership development, and strengthened the outlook for overall school performance in Masbate Province.

School Heads/Principals. The findings of this study provided school heads with a clear understanding of their leadership competencies and current practices in implementing School-Based Management. By identifying strengths and areas for improvement, school heads were able to enhance their leadership strategies, improve school governance, and strengthen stakeholder participation to achieve better school performance.

Teachers. Teachers benefited from this study as effective leadership and management practices influenced teaching performance, professional development opportunities, and the overall school environment. The results

helped teachers understand how leadership practices affected instructional delivery and collaboration within the school.

Schools Division Office (SDO) of Masbate Province. Education supervisors, district supervisors, and division officials in the Division of Masbate were provided with a basis for policy formulation, training programs, and capacity-building initiatives for school heads. The study served as a reference in monitoring and evaluating SBM implementation at the district and division levels.

Department of Education (DepEd) Regional and Central Offices. The results of this research contributed to the improvement of SBM policies and leadership development programs at the national and regional levels. It provided empirical data that supported strategic planning and leadership competency frameworks in basic education.

Students. Students benefited indirectly from the improved leadership competencies and practices of school heads. Effective SBM implementation led to enhanced learning environments, improved teaching quality, and better academic performance, which are key indicators of school effectiveness.

Future Researchers. This study serves as a quantitative reference for future researchers in educational leadership, school governance, and SBM implementation. It provided baseline data for comparative studies and further investigations on the relationship between leadership competencies, leadership practices, and school performance indicators.

Community and Stakeholders. This study provided stakeholders with quantitative information on the extent of stakeholder participation, governance, and resource mobilization, which are core dimensions of the DepEd SBM framework. The findings encouraged increased community involvement and shared responsibility in school governance.

Scope and Limitation of the Study

This study focused on evaluating the leadership competencies and practices of school

heads in implementing School-Based Management (SBM) in the Municipality of Aroroy, Province of Masbate. Specifically, it examined the leadership competencies and leadership practices of school heads as perceived by selected respondents and assessed the extent of SBM implementation based on the DepEd SBM framework.

The respondents of the study included public elementary and secondary school heads in Aroroy. The study utilized a quantitative research design and employed a structured survey questionnaire based on PPSH competency standards, and the domains Curriculum and teaching, Learning environment, Leadership, Governance and accountability, and Human resource development.

The study was limited to determining the level of leadership competencies and practices of school heads and the extent of SBM implementation. Furthermore, the study was confined to public schools in Aroroy, Masbate; therefore, the results may not generalize to private schools or other divisions and regions. Time constraints and the availability of respondents may also have affected the completeness of data collection.

Locale of the Study

This study was conducted in the Municipality of Aroroy, focusing on public schools within the Schools Division of Masbate Province. The schools included in the research were distributed across various barangays, representing diverse contexts in terms of school size, socioeconomic conditions, accessibility, and community support.

Aroroy is recognized as one of the most progressive municipalities in the Province of Masbate and is classified as a first-class municipality. This status is largely attributed to its extensive large- and small-scale gold mining operations managed by private cooperatives, which have significantly influenced the local economic landscape. The municipality is comprised of 41 barangays, some of which are situated along the national roads, while others are located in coastal areas. These include strategic educational hubs in Poblacion, the coastal and mining-rich areas of Panique, Puro, Luy-a, Balete, Cabangcalan, Nabongsoran, Concepcion, and Capsay, as well as the more rural and

interior communities of Ambolong, Jaboyoan, Tinago, Cabas-an, Sawang, and Tigbao, Mataba, Tinigban, Don Pablo Dela Rosa among others. This geographical distribution ensures a

representative assessment of leadership practices across the municipality's diverse socio-economic landscape."

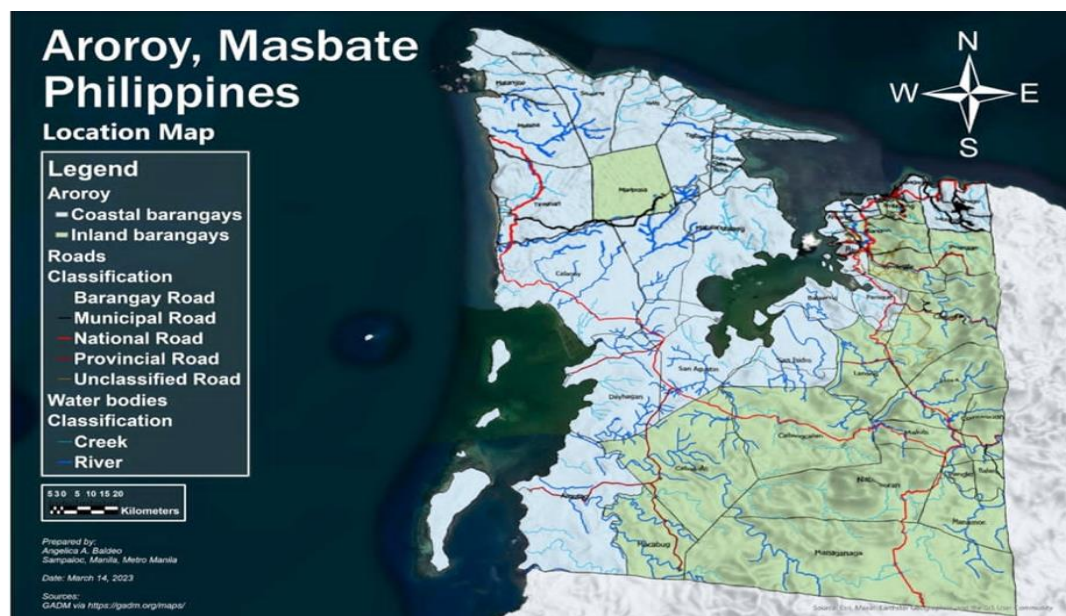


Figure 1. Map of the Locale of the Study
Source: www.dost.gov.ph home - Search

Theoretical Framework

This study is anchored on the assumption that effective school leadership best practices directly influence the overall performance of a school. Guided by instructional leadership theory (Hallinger, 2003), transformational leadership theory (Leithwood & Jantzi, 2005), System Theory, and Performance Management Theory, the framework posits that when school leaders consistently implement high-level leadership practices, the school is more likely to achieve higher academic and organizational performance.

Instructional Leadership Theory (Hallinger, 2003). Instructional Leadership Theory, as refined by Philip Hallinger (2003), positions the school leader—particularly the principal—as the central figure in shaping teaching and learning. The theory highlights how effective school leadership directly influences student performance by improving the instructional environment, supporting teachers, and ensuring the overall academic direction of the school. Hallinger emphasized that instructional leadership is not a single action

but a set of coordinated leadership behaviors that create conditions for high-quality instruction.

Transformational Leadership Theory (Leithwood & Jantzi, 2005). Transformational Leadership Theory, as articulated by Leithwood & Jantzi (2005), views school leaders as individuals who inspire, motivate, and transform their school communities to achieve higher levels of performance. This leadership model argues that principals are most effective when they influence the values, beliefs, and motivations of teachers and students, enabling them to reach greater levels of achievement. Unlike instructional leadership—which focuses on direct supervision of teaching—transformational leadership emphasizes vision-building, collaboration, empowerment, and professional growth.

Systems Theory (Von Bertalanffy, 1968). Systems Theory views a school as an interconnected set of structures, processes, people, and resources that must align for effective performance.

Holism (The Whole is Greater than the Sum of its Parts). A school is not just a building, a principal, and some students. It is the interaction between these elements that creates an "education." If the school head has high competencies (input) but the SBM practices (process) are weak, the system fails regardless of how good the individual parts are.

Performance Management Theory (Armstrong, 2006). Performance Management Theory emphasizes planning, monitoring, reviewing, and improving employee performance through measurable targets and feedback mechanisms. The OPCRf is inherently a performance management tool. This theory underpins the study by explaining how the clarity of performance standards, alignment of targets with organizational goals, and regular monitoring influence school leaders' performance. Best practices such as strategic planning, setting SMART targets, evidence-based reporting, and continuous improvement processes directly impact OPCRf ratings. Leaders who adhere to performance management principles are expected to demonstrate stronger results.

Competency-Driven School Governance Theory (CDSG Theory). This study was anchored on the Competency-Driven School Governance Theory (CDSG Theory), which posits that the effectiveness and degree of manifestation of School-Based Management practices are primarily influenced by the professional competencies of school heads as defined in the Philippine Professional Standards for School Heads. The theory emphasizes that leadership competencies serve as enabling mechanisms that translate decentralized governance policies into actual school-level practices. Accordingly, variations in SBM implementation across schools are explained by differences in school heads' competencies in strategic leadership, instructional focus, resource management, human capital development, and stakeholder engagement.

The Principle of Competency-Practice Alignment. This is the foundational pillar of CDSG. It asserts that high-level implementation of SBM cannot occur in a vacuum. Leadership practices are the outward manifestation of internal competencies. If a school head lacks the "competency" (the knowledge, skills, and attitudes), the "practice" (the actual application of SBM) will be inconsistent or purely compliant rather than transformative.

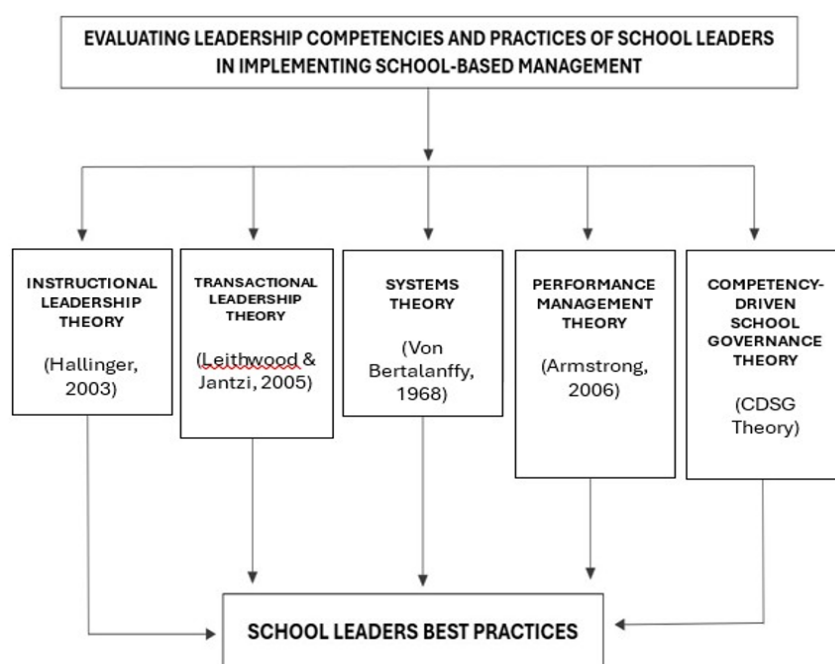


Figure 2. Theoretical Paradigm

Conceptual Framework

This study was anchored on an Input–Process–Output (IPO) conceptual framework that explained how school heads' leadership competencies influenced the degree of manifestation of School-Based Management (SBM) practices and how these relationships generated meaningful outputs for school improvement. The framework was grounded in the Philippine Professional Standards for School Heads (PPSSH), which defined the leadership competencies necessary for effective school governance and instructional leadership. It is assumed that the quality of school leadership directly affected the enactment of SBM principles at the school level.

The Input of the study consisted of the leadership competencies of school heads as articulated across the five PPSSH domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. These competencies referred to the knowledge, skills, behaviors, and professional dispositions consistently demonstrated by school heads. In this study, the PPSSH domains operationalized the school heads' competency levels and served as the independent variables, addressing the first research question.

The Process component of the framework involved the systematic assessment and analysis of how these leadership competencies translated into actual school management practices, particularly within the context of SBM. Using validated research instruments, the study determined the degree of manifestation of SBM practices across the five domains prescribed in DepEd Order No. 7, s. 2024. Descriptive statistical procedures were employed to determine the extent to which SBM practices were evident in schools, while correlational analysis was used to examine the relationship between school heads' PPSSH competency levels and the degree of SBM practice manifestation. This process addressed the

second and third research questions by identifying both the level of SBM implementation and the extent to which leadership competencies were significantly associated with SBM practices.

Within this process stage, the framework also recognized that leadership competencies were not merely abstract attribute but were enacted through concrete managerial and instructional behaviors, such as strategic planning, instructional supervision, conduct of Learning Action Cell (LAC) sessions and participatory governance, financial accountability mechanisms, capacity-building initiatives, and stakeholder partnerships. The framework was supported by leadership theories—specifically instructional leadership and distributed leadership—which emphasize that effective leaders shape school climate and enhance performance through purposeful actions.

The Output of the framework was the development of an evidence-based intervention derived from the empirical findings of the study. This output took the form of a [leadership enhancement framework / capacity-building plan / strategic intervention model] aimed at strengthening leadership competencies and improving SBM implementation. The output was intended to provide practical and policy-relevant recommendations to guide school heads, education supervisors, and policymakers in improving leadership practices and sustaining effective school management. This directly addressed the fourth research question regarding the formulation of an appropriate output based on the research results.

The conceptual framework posited that school heads' leadership competencies significantly influenced the degree of SBM practice manifestation in school. By establishing the linkage between these variables, the framework provided a logical basis for the actionable recommendations that contributed to improved school governance, instructional quality, and organizational effectiveness.

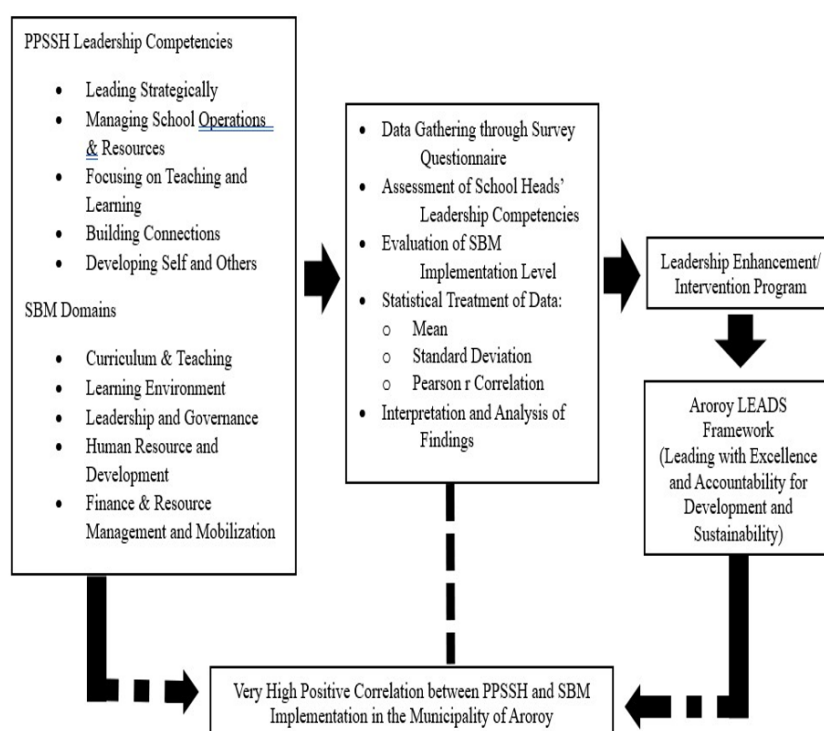


Figure 3. Conceptual Paradigm

Definition of Terms

This section presents the conceptual and operational definitions of the terms used in the study to provide clarity and a common understanding of variables and concepts.

Leadership Competencies. Leadership competencies are defined as the specific combination of knowledge, skills, behaviors, and personal attributes that enable an individual to effectively perform leadership roles and achieve organizational goals. It is the "underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation." In this study, Leadership Competencies referred to the mean scores obtained by the school heads in the researcher-made or adopted survey instrument based on the five (5) domains of the Philippine Professional Standards for School Heads (PPSSH).

Leadership Practices. These are the behaviors, strategies, and decisions exercised by school leaders in planning, implementing, supervising, and evaluating school programs and

operations. Northouse (2019) defined leadership practices as behaviors and processes used by leaders to influence others toward achieving goals. They serve as the independent variables of the study.

Philippine Professional Standards for School Heads (PPSSH). The national framework that outlines the required professional competencies of school heads. It is used as the reference for the five leadership domains in this study and guides school leadership expectations in the Philippine education system.

Results-Based Performance Management System (RPMS). According to the Department of Education, RPMS is a performance management system that aligns individual targets with organizational goals. The OPCRf functions as its main evaluation instrument for school heads.

School Heads / Principals. The Department of Education defines school heads as instructional leaders and administrative managers of schools. These refer to the designated

instructional leaders and administrative heads of public schools in Aroroy, Masbate. They include principals and teachers-in-charge who are responsible for school operations, instructional leadership, and community engagement. They are the primary respondents of this study.

Secondary Schools in Aroroy. These refer to public secondary schools under the Schools Division of Masbate Province located in the municipality of Aroroy, catering secondary learners.

School-Based Management. According to the Department of Education, School-Based Management is a decentralized approach to governance that gives greater authority, responsibility, and accountability to schools—particularly to school heads, teachers, parents, learners, and community stakeholders—in making decisions that directly affect teaching, learning, and school operations.

Curriculum and Teaching - refers to the school's practices in ensuring that curriculum implementation, instruction, learning materials, assessment, remediation, and enrichment activities respond to learners' needs. In the context of School-Based Management, this area focuses on how the school plans, delivers, monitors, and improves teaching and learning processes so that learners are provided with relevant, inclusive, and quality learning experiences.

Operational definition of study:

In this study, Curriculum and Teaching refers to the degree to which school heads ensure that curriculum implementation is aligned with learners' needs; teachers use varied and innovative strategies; learning materials are adequate and relevant; assessment practices support learner progress; and remediation and enrichment programs are implemented.

Learning Environment

refers to the school's efforts to provide a safe, inclusive, child-friendly, and supportive setting where learners can actively participate and succeed. It includes the physical, social,

emotional, and psychological conditions that promote learning, positive discipline, learner protection, and overall well-being.

Review of Related Literature and Studies

This chapter was concentrated on the significant literature and studies related to School Leaders' Best Practices in Relation to the Philippine Professional Standards for School Heads (PPSSH) Result.

The Critical Role of School Leadership in Educational Effectiveness

The reviewed literature consistently underscores that effective school leadership is a decisive factor in shaping teacher performance and overall school effectiveness, which directly aligns with the PPSSH dimensions used in evaluating school heads. Central to this theme is the notion that school leadership impacts instructional quality, teacher motivation, and organizational culture, thereby influencing measurable performance indicators. Hernandez et al. (2023) emphasize that progressive and adaptable leadership is essential in Philippine schools, supporting the PPSSH's focus on strategic management and resource utilization. Similarly, Kim et al. (2023) highlight the role of principals in guiding teachers toward continuous improvement, reflecting the PPSSH's emphasis on instructional leadership and learning-focused practices. The literature also links national performance concerns such as those highlighted through PISA 2021 to the need for more resilient, technically skilled, and relational school leaders (Tang, 2023). Reinforcing this, Balones et al. (2023) point to the importance of strong character and managerial competence, which mirror the behavioral and professional standards required under DepEd Order No. 024, s. 2020. The studies suggest that the best practices of school leaders across strategic planning, resource management, relationship building, teaching and learning, and personal development are strongly aligned with higher PPSSH performance, supporting the study's focus on linking leadership behaviors with quantifiable outcomes. Internationally, leadership studies during 2021 emphasize that school leaders' competencies must extend beyond compliance and

include crisis-responsive governance, stakeholder coordination, and learning-focused decision-making—competencies that converge with PPSSH domains and SBM principles (Ramos-Pla et al., 2021).

Supervisory Skills and Their Impact on the PPSSH Outcomes

The literature consistently highlights that effective school leadership serves as a critical factor influencing teacher performance and, consequently, PPSSH outcomes. Themes emerging from research and personal accounts emphasize that school heads who demonstrate strong administrative, supervisory, and relational competencies cultivate a supportive, collaborative, and motivating environment for teachers (Leithwood & Jantzi, 2016). Positive leadership behaviors such as shared decision-making, open communication, emotional support, and fair evaluation enhance teacher morale, job satisfaction, and instructional quality, which directly contribute to higher PPSSH ratings. Conversely, leadership characterized by favoritism, poor communication, and lack of accountability fosters stress, conflict, and disengagement among teachers, ultimately manifesting in lower performance scores and diminished professional trust. This means that school leaders' best practices are inseparable from PPSSH results, as leadership style shapes the conditions under which teachers perform, grow, and achieve institutional goals.

Strategic Leadership and Effective Practices of School Heads

The reviewed literature consistently highlights school leadership and strategic planning as central themes that strongly influence institutional performance and ultimately reflect in accountability tools such as the PPSSH. Scholars emphasize that school leaders are pivotal in creating systems that support access, quality, and governance, with the School Improvement Plan serving as the primary mechanism that guides interventions, resource allocation, and stakeholder engagement (DepEd Order No. 44, 2015; Marianno et al., 2023). Leadership effectiveness emerges in themes of shared governance, strategic decision-making, and capacity to implement data-driven programs,

ultimately determining the success of school initiatives and their alignment with educational goals (Casinillo & Suarez, 2021; Stevenson, 2019). Furthermore, the literature points to the need for strong management teams and continuous leadership development to sustain evidence-based school reforms (Carvalho et al., 2022; Dellomas & Deri, 2022). These themes closely relate to the study as the PPSSH evaluates school leaders' performance in planning, implementing, and monitoring interventions; thus, best practices grounded in strategic, participatory, and accountable leadership significantly contribute to higher PPSSH outcomes (Decir & Paglinawan, 2024; Balindong et al., 2024). Evidence from crisis-era schooling underscores the need for principals to exercise adaptive, evidence-informed decision-making, particularly when mobilizing stakeholders and resources under decentralized arrangements such as SBM (Ramos-Pla et al., 2021). Related work also links principal leadership and school climate with school effectiveness, reinforcing strategic leadership behaviors that operationalize SBM through coherent planning, accountability, and resource stewardship (Arleezah & Saputra, 2021).

Transformational Leadership and Organizational Performance

This literature reveals a consistent theme: transformational leadership serves as a critical driver of organizational effectiveness, teacher motivation, and positive school culture factors strongly aligned with key domains assessed in the Philippine Professional Standards for School Heads (PPSSH). Studies emphasized that transformational leaders cultivate clarity of purpose, foster collaboration, build teacher confidence, and initiate continuous improvement through coaching and structured change management, collectively captured in the 5C indicators (Buenvinida & Ramos, 2019; Sutawijaya, 2020). These leadership behaviors not only elevate teacher morale and instructional quality but also contribute to improved student outcomes and organizational performance, which are central to PPSSH dimensions such as instructional leadership, human resource development, and organizational efficiency (Leithwood & Jantzi, 2000; Human, 2023). Empirical evidence further highlights

the mediating role of school culture, demonstrating how a supportive environment enhances the positive effects of transformational leadership on teaching performance (Norouzi & Larsari, 2024; Chunhui et al., 2024). In relation to the current study, these findings suggest that school leaders' best practices reflected in high PPSSH ratings are deeply rooted in transformational behaviors that inspire, empower, and sustain institutional excellence, especially within educational systems undergoing rapid change (Alzoraiki et al., 2023; Kartika, 2024).

Leadership Competencies and Their Impact on School Performance

A dominant theme emerging from literature is the centrality of leadership competencies in shaping school performance outcomes, particularly those measured through evaluation tools such as the PPSSH. Globally, school leaders are positioned as pivotal actors who influence instructional quality, teacher behavior, and student achievement by cultivating a learning-focused organizational culture (Altun & Bulut, 2021; Sahin, 2021). This international perspective is echoed in the Philippine context, where effective leadership is associated with enhanced governance, teacher satisfaction, and overall school improvement (Galleto & Escobido, 2022). The institutionalization of the Philippine Professional Standards for School Heads (PPSSH) further underscores the nation's commitment to competency-based leadership aligned with global benchmarks (Department of Education, 2020). When linked to the study on school leaders' best practices and PPSSH results, the literature highlights that strategic leadership, resource management, and instructional focus consistent with PPSSH domains serve as critical drivers of strong performance ratings, thereby reinforcing the reciprocal relationship between leadership practices and measurable organizational outcomes. This suggests that schools with leaders who demonstrate high-level managerial competencies are more likely to achieve superior PPSSH results and sustain systemic improvement rooted in data-based leadership. Additional studies highlight that leadership competencies, especially those connected to instructional direction, school climate, and

governance, predict school effectiveness, supporting competency-based appraisal anchored on PPSSH domains (Arleezah & Saputra, 2021; Sahin, 2021). Complementing this, leadership during crisis conditions illustrates how principals' personal and professional resources (e.g., resilience, communication, and community-building) become essential competencies for sustaining learning continuity and stakeholder engagement core expectations in PPSSH and SBM implementation (Ramos-Pla et al., 2021).

Philippine Education Reforms, Learning Recovery, and Policy Directions

This study reveals a converging theme highlighting the centrality of school leadership performance in advancing learning recovery and improving school outcomes, a concern that directly aligns with the study on school leaders' best practices and their PPSSH results. Globally, scholars reiterate that effective school leadership is foundational to educational transformation and quality learning (Shah, 2023; Ghamrawi, 2023). The worldwide call for strengthened instructional leadership and evidence-based planning is echoed in reports emphasizing the need to diagnose learning gaps and evaluate the impact of leadership policies to ensure effective recovery interventions (World Bank et al., 2022). Regionally, assessments such as SEA-PLM emphasize that contextualized leadership strategies significantly influence learner achievement, reinforcing the need to understand how management practices shape school performance (UNICEF & SEAMEO, 2020). Nationally, Philippine policy reforms including BEDP 2030 position leadership accountability mechanisms like the PPSSH and PPSSH as critical tools for achieving performance targets and sustaining learning recovery (DepEd, 2022; DepEd, 2023). Taken together, these studies underscore that school leaders' competencies, as operationalized in their PPSSH performance, are strongly linked to instructional quality, organizational effectiveness, and the realization of national education goals, thereby justifying the current inquiry into how leadership best practices contribute to school performance. Within decentralized governance, SBM-related research suggests that strong principal leadership is central to translating school autonomy into

improved teacher performance and learning outcomes, emphasizing governance and instructional leadership competencies consistent with PPSSH (Amini et al., 2021).

Leadership Effects on Instructional Quality and Student Achievement

The reviewed literature emphasizes that effective school leadership significantly contributes to instructional quality and student outcomes, particularly within systems that have adopted output-oriented governance frameworks. In contexts like Austria, where principals perform both managerial and teaching roles, leadership effects manifest under specific organizational conditions and resource allocations (Schratz et al., 2023). These findings align with the focus of the present study, which examines school leaders' best practices in relation to their Philippine Professional Standards for School Heads (PPSSH) results, as both highlight the interplay between leadership actions, accountability mechanisms, and performance outputs. Moreover, the literature underscores that leadership effectiveness is shaped by system characteristics such as Austria's low-stakes environment which parallels how PPSSH ratings capture leadership behaviors within the Philippine school system's structured appraisal process. This thematic connection suggests that understanding contextual factors and leadership capacities is critical for interpreting PPSSH outcomes and identifying practices that enhance overall school performance.

The overall body of literature reveals a clear and consistent theme: effective school leadership is a primary determinant of teacher performance, organizational effectiveness, and ultimately, PPSSH outcomes. Across global, regional, and national studies, leadership is portrayed as a multidimensional construct that influences instructional quality, professional collaboration, resource management, and school culture domains that correspond directly to the evaluation indicators embedded in the PPSSH and the Philippine Professional Standards for School Heads (PPSSH).

It emphasizes that school leaders' competencies such as strategic planning, supervisory expertise, and instructional leadership serve as catalysts for improved teaching

performance and learner achievement. Scholars note that leadership behaviors grounded in strategic decision-making, data-driven planning, and shared governance enhance school operations and create enabling environments for teachers (DepEd, 2015; Marianno et al., 2023). These practices align closely with PPSSH domains relating to planning, implementation, monitoring, and stakeholder engagement, thereby strengthening the argument that best practices are measurable through performance appraisal results. The review also integrates findings from the Philippine context, emphasizing the role of leadership in learning recovery, educational reforms, and policy compliance. National frameworks such as BEDP 2030, PPSSH, and DepEd Orders highlight leadership accountability mechanisms that parallel PPSSH dimensions, particularly in instructional leadership, governance, and performance planning (DepEd, 2020; DepEd, 2022). These reforms reinforce the need for competent and adaptive school leaders capable of using evidence-based leadership to address learning gaps and meet organizational performance targets.

Taken together, the literature strongly supports the premise that school leaders' best practices rooted in strategic, supervisory, transformational, and competency-based leadership correlate with higher PPSSH results. The review highlights a reciprocal relationship between leadership behaviors and organizational outcomes, affirming that effective leadership remains central to school improvement, teacher performance, and educational accountability.

School-Based Management and Leadership Competencies

Contemporary literature reinforces the view that School-Based Management (SBM) is most effective when leadership capacity at the school level is strong and context-responsive. Studies conducted in the last decade emphasize that decentralization alone does not automatically improve school performance; rather, the success of SBM depends largely on the competencies of school heads in instructional leadership, participatory governance, and resource management (Bush & Glover, 2016; Hallinger, 2018). School principals play a

pivotal role in translating autonomy into improved teaching–learning processes by aligning school goals with community needs and system-wide standards.

International research further demonstrates that SBM enhances accountability and student outcomes when principals possess the skills to engage stakeholders meaningfully and make data-informed decisions. According to Hanushek, Link, and Woessmann (2013), autonomy in school decision-making yields positive effects on student achievement when combined with strong leadership and accountability mechanisms. Similarly, OECD (2016) findings reveal that schools granted higher levels of autonomy perform better when leaders are equipped to manage curriculum, personnel, and finances effectively.

Recent leadership studies during periods of crisis highlight the expanded role of principals under decentralized systems. Ramos-Pla, del Arco, and Flores (2021) found that school leaders operating under SBM frameworks during the COVID-19 pandemic needed adaptive competencies such as resilience, collaborative problem-solving, and community coordination to sustain school operations. These findings underscore the importance of leadership standards that go beyond administrative compliance and focus on transformational and instructional leadership core principles embedded in the Philippine Professional Standards for School Heads (PPSSH).

In the Philippine context, empirical studies indicated that SBM implementation varies widely across regions due to differences in leadership capacity, stakeholder engagement, and resource availability. Malaluan and Caingcoy (2020) noted that while many schools have adopted SBM structures, progression toward mature levels of SBM is often constrained by limited leadership preparation and insufficient monitoring of school heads' competencies. This gap becomes more pronounced in geographically isolated, conflict-affected, and resource-challenged areas.

Research on school leadership in fragile and disadvantaged contexts further suggests that principals require enhanced competencies in governance, conflict sensitivity, and community engagement. Day and Sammons (2016) argue that leadership effectiveness in

such contexts depends on the ability of school heads to build trust, foster inclusive participation, and sustain reforms despite external constraints. These findings are particularly relevant to divisions such as Lanao del Sur, where socio-political instability and limited resources pose additional challenges to SBM sustainability.

Collectively, the literature highlights a critical need to empirically examine how principals' leadership competencies aligned with national standards shape the quality and maturity of SBM practices. Understanding this relationship provides a strong basis for targeted leadership development, policy refinement, and context-sensitive interventions aimed at strengthening decentralized school governance.

Methods and Procedures

This chapter presents the research design, respondents, and sampling design. It also includes the research instruments, data-gathering procedure, and statistical tool used in the study.

This study employed a descriptive-correlational research design to determine the level of school heads' competencies based on the Philippine Professional Standards for School Heads (PPSSH), the degree of manifestation of School-Based Management (SBM) practices as stipulated in DepEd Order No. 7, s. 2024, and the relationship between these two variables. The descriptive component used to assess the school heads' competency levels across PPSSH domains and the extent to which SBM practices are manifested in schools. The correlational component examined whether a significant relationship exists between the PPSSH competency levels of school heads and the degree of SBM practice manifestation.

The respondents of the study were the public-school heads in the Municipality of Aroroy. These respondents were considered appropriate for the study as they were directly responsible for school leadership, implementation of School-Based Management practices, and adherence to the Philippine Professional Standards for School Heads. Their role positioned them as key informants in assessing leadership competencies and SBM implementation within their respective schools.

This research utilized convenience sampling; thus, no fixed percentage of the population was required. Instead, the researcher included all 44 accessible respondents who met the inclusion criteria, such as accessibility and availability of the respondents. The sample size was considered adequate based on the requirements of the statistical analysis and the feasibility of data collection. School heads from Aroroy East and Aroroy West districts were the target respondents of this study, both in elementary and secondary.

The primary research instrument used was a structured survey questionnaire-checklist divided into two major parts. The first part assessed the school heads' competency levels based on the Philippine Professional Standards for School Heads (PPSSH), covering domains such as leading strategically, managing school operations and resources, focusing on teaching and learning, and building connections. Only domains that directly contributed to answering the research questions were included to maintain conceptual clarity.

The second part measured the degree of manifestation of School-Based Management (SBM) practices based on DepEd Order No. 7, s. 2024, specifically in the areas of curriculum and teaching, learning environment, leadership, governance and accountability, and human resource development. All items were measured using a five-point Likert scale.

The data-gathering process began with securing approval from the Schools Division Office of Masbate and the District Offices of Aroroy through formal communication. Upon approval, the researcher coordinated with the identified school heads to explain the purpose of the study and distributed informed consent forms to ensure voluntary participation and ethical compliance.

Once consent was obtained, the survey questionnaires were administered either in printed form or via an online platform, depending on the accessibility and preference of the respondents. Participants were granted sufficient time to complete the instruments to ensure thoughtful responses. Upon collection, the instruments were reviewed for accuracy and checked to ensure no items were left blank. The data were then encoded for systematic analysis and interpretation.

To maintain the highest ethical standards, all collected data were treated with the utmost confidentiality. Throughout the duration of the study, physical copies were stored in sealed envelopes in a secure location, while electronic files were protected through restricted access and encryption. These measures ensured full compliance with data. Descriptive statistics were employed to analyze the level of school heads' competencies per PPSSH domains and the degree of manifestation of SBM practices. Weighted means were used to determine the overall competency level and SBM practice manifestation. Frequency counts and percentages will be utilized to describe the distribution of responses.

To determine whether a significant relationship existed between the school heads' PPSSH competency levels and the degree of SBM practice manifestation, the Pearson Product-Moment Correlation Coefficient was employed. This statistical tool was appropriate for identifying both the strength and the direction of the relationship between these two continuous variables.

The findings derived from this analysis served as the basis for formulating the proposed output, which aimed to enhance school leadership competencies and strengthen SBM implementation within the municipality.

Formula

Weighted Mean Formula

$$\bar{X} = \frac{\sum fX}{\sum f}$$

Pearson Product-Moment Correlation Formula

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

- r = Pearson correlation coefficient
- n = Number of paired scores
- x = Scores on variable X (leadership practices)
- y = Scores on variable Y (SBM Manifestation)
- $\sum xy$ = Sum of the product of paired scores
- $\sum x$ = Sum of X scores
- $\sum y$ = Sum of Y scores
- $\sum x^2$ = Sum of squared X scores
- $\sum y^2$ = Sum of squared Y scores

To facilitate a structured analysis and interpretation of the data for the first research question, a five-point scoring system was utilized. This system is anchored on the evaluative standards set forth in DepEd Order No. 24, s. 2020, specifically regarding the ratings

provided in the Office Performance and Commitment Review (**OPCR**). The specific statistical ranges and their corresponding qualitative interpretations for leadership competencies are detailed in Table 1.

Table 1. Statistical Range and Qualitative Interpretation of Leadership Competencies

Range	Description/Interpretation
4.21-5.00	Very Highly Competent
3.31-4.20	Highly Competent
2.61-3.40	Competent
1.81-2.60	Less Competent
1.00-1.80	Not Competent

Table 2. Statistical Range and Qualitative Interpretation of SBM Implementation Levels

Range	Description/Interpretation
4.21-5.00	Very Highly Manifested
3.31-4.20	Highly Manifested
2.61-3.40	Moderately Manifested
1.81-2.60	Slightly Implemented
1.00-1.80	Not Manifested

Validity and Reliability

To ensure the accuracy and trustworthiness of the study, several measures were implemented to establish both validity and reliability. Content validity was ensured by aligning all questionnaire items directly with the officially recognized PPSH domains, guaranteeing that each item accurately reflects the leadership domains being measured with the help of the panel members and content experts. Internal reliability of the Likert-scale items was assessed by the college statistician to determine the consistency of responses across related indicators.

To minimize bias throughout the data collection process, uniform instructions, anonymity of responses, and standardized survey administration were strictly observed. Thus, the researcher documented each step of the research process, from the development of instruments to data analysis, ensuring transparency, replicability, and adherence to methodological integrity, and ethical standards.

Presentation, Analysis, and Interpretation of Data

This chapter provided the results of the data collection process, followed by an in-depth analysis and interpretation of findings

concerning the study. The data are presented in tabular form and analyzed through statistical treatments to determine the level of leadership competency and the degree of SBM manifestation. Following the statistical presentation, the researcher offers an interpretation of the results, drawing connections between the data, existing literature, and the practical implications for school governance in the district.

Level of School Leaders' Competencies in the Philippine Professional Standards for School Heads

The data gathered from the respondents were organized, analyzed, and interpreted to determine the performance levels of school heads across the various PPSSH domains. The results highlighted prevailing strengths, areas necessitating improvement, and emerging patterns that provided insight into the overall leadership practices within the school context of the Municipality of Aroroy. These findings served as the primary basis for the conclusions and recommendations presented in the succeeding chapters. The table provided valuable insights into the strengths and areas for development among the school leaders in relation to the standards set for educational leadership in the Philippines.

Table 3. Level of School Leaders' Competencies in Terms of Leading Strategically

Indicators	Weighted Mean	Adjectival Value
1. Develops and communicates a clear school vision aligned with DepEd goals	4.64	Very Highly Competent
2. Uses data and evidence in setting strategic school directions	4.59	Very Highly Competent
3. Leads the development and implementation of the School Improvement Plan (SIP)	4.77	Very Highly Competent
4. Anticipates challenges and prepares strategic responses	4.59	Very Highly Competent
5. Aligns school programs with national and local education priorities	4.77	Very Highly Competent
Composite Mean	4.67	Very Highly Competent

The data in Table 3 revealed that school heads in the Municipality of Aroroy were very highly competent in leading strategically, as evidenced by an overall mean of 4.67. This indicated that school leaders demonstrated a robust capacity for aligning school vision, strategic planning, and operational implementation with the overarching goals of the Department of Education.

Particularly, the highest-rated indicators the implementation of the School Improvement Plan (SIP) and alignment with national and local priorities reflected the school heads' ability to translate broad policies into actionable, localized school programs. In Aroroy, where schools are geographically dispersed and operate under varying resource conditions, this competence is critical. It ensures that School-Based Management (SBM) functions as a practical system for growth rather than a mere administrative requirement.

Furthermore, the school heads' utilization of data in decision-making suggested a definitive shift toward evidence-based leadership. This implies that during the period of the

study, school heads were not only visionary leaders but also analytical problem-solvers capable of addressing institutional challenges through empirical insights.

The very high level of strategic leadership competence among school heads carries significant implications for the sustainability of school progress in Aroroy.

Sustainability of SBM. First, the high mean score suggests that school governance in the municipality is built on a solid foundation of professional standards. Because school heads are proficient in SIP implementation, there is a higher likelihood that school projects will remain consistent even amidst leadership transitions or changes in local priorities.

Model for Replication. Finally, these results position the Municipality of Aroroy as a potential benchmark for other districts within the Masbate Province. The findings imply that the strategic competencies demonstrated here could serve as a "best practice" model for leadership training and capacity-building initiatives across the division.

Table 4. Level of School Leaders' Competencies in Terms of Managing School Operations and Resources

Indicators	Weighted Mean	Adjectival Value
1. Ensures effective use of financial, material, and physical resources	4.55	Very Highly Competent
2. Implements transparent and accountable financial management systems	4.64	Very Highly Competent
3. Maintains safe, orderly, and supportive school facilities	4.64	Very Highly Competent
4. Ensures compliance with DepEd policies and regulations	4.68	Very Highly Competent

Indicators	Weighted Mean	Adjectival Value
5. Optimizes resource allocation to support teaching and learning	4.70	Very Highly Competent
Composite Mean	4.64	Very Highly Competent

Table 4 showed the results regarding the level of school leaders' competencies in managing school operations and resources, specifically focusing on the school heads of Aroroy. The findings indicated that the school heads were very highly competent in managing school operations and resources, earning a weighted mean of 4.64. This suggested that SBM implementation in Aroroy schools was supported by strong administrative and financial management practices.

The highest-rated indicator resource optimization highlighted the ability of the school

heads to maximize limited resources, a skill especially relevant in rural and island contexts like Aroroy. This efficient allocation ensured that teaching and learning remained prioritized despite financial constraints.

Furthermore, strong ratings in accountability and compliance reflected a strict adherence to DepEd standards, reinforcing transparency in governance a key pillar of SBM. This implied that the school heads served not only as implementers but also as effective stewards of public trust.

Table 5. Level of School Leaders' Competencies in Terms of Focusing on Teaching and Learning

Indicators	Weighted Mean	Adjectival Value
1. Encourages continuous professional development among teachers	4.66	Very Highly Competent
2. Provides mentoring and coaching to staff	4.48	Highly Competent
3. Models ethical behavior and professionalism	4.70	Very Highly Competent
4. Promotes teamwork and collaboration	4.75	Very Highly Competent
5. Supports leadership development among teachers	4.73	Very Highly Competent
Composite Mean	4.66	Very Highly Competent

The data revealed that school heads in the Aroroy district demonstrated very high competence in focusing on teaching and learning, with a weighted mean score of 4.66, interpreted as "Very Highly Competent." School leaders excelled in encouraging continuous professional development among teachers, a practice crucial for ensuring that educators remain updated on current instructional methods and professional standards. Additionally, school heads showed high proficiency in providing mentoring and coaching to staff; however, this competency received a slightly lower rating, indicating potential for further improvement in structured mentoring systems. The findings also showed that school heads supported leadership development among teachers, preparing them for future roles within the school, which aligns with the principles of School-Based Management (SBM).

These findings suggested that the leadership provided by school heads in Aroroy

effectively fostered a culture of continuous growth and collaboration among the teaching staff. Their focus on professional development, ethical leadership, and teamwork contributed directly to an improved learning environment and enhanced educational outcomes. However, the slightly lower rating in mentoring and coaching implied that there were opportunities to refine and formalize mentoring systems to ensure that teachers receive more consistent and structured guidance. Strengthening this aspect could lead to even greater improvements in teaching practices and the overall quality of education. Furthermore, by continuing to support leadership development among teachers, school heads were not only improving current practices but also ensuring the sustainability of SBM and future leadership within their schools.

The findings implied that while the foundations of instructional leadership are robust in Aroroy, the transition toward a more formalized and systematic mentoring culture is the

next logical step in the municipality's educational evolution. Strengthening these systems will not only enhance current teaching quality but also solidify the institutionalization of SBM as a collaborative and self-sustaining governance model."

The data presented in Table 6 focused on the level of school leaders' competencies in

Building Connections. The results highlighted various aspects of their competency in establishing and nurturing relationships within their school communities, reflecting their skills in fostering collaboration, communication, and networking—all of which were essential for effective school management.

Table 6. Level of School Leaders' Competencies in Terms of Building Connections

Indicators	Weighted Mean	Adjectival Value
1. Engages parents and community stakeholders in school programs	4.64	Very Highly Competent
2. Builds partnerships with LGUs, NGOs, and institutions	4.61	Very Highly Competent
3. Communicates effectively with stakeholders	4.75	Very Highly Competent
4. Encourages shared responsibility for learner outcomes	4.70	Very Highly Competent
5. Strengthens school-community collaboration	4.68	Very Highly Competent
Composite Mean	4.68	Very Highly Competent

The findings revealed that school heads were very highly competent in building connections, earning a weighted mean of 4.68. This result underscored the presence of strong stakeholder engagement, which served as a cornerstone of the School-Based Management (SBM) framework in the district.

In the Municipality of Aroroy, where community involvement is vital for school sustainability, this high level of competence ensured that schools functioned not as isolated institutions, but as entities actively supported by parents, Local Government Units (LGUs), and other stakeholders. Effective Communication, which garnered the highest rating, indicated that school heads were able to foster trust and collaboration, thereby strengthening the overall implementation of SBM.

The findings implied that the school heads of Aroroy have mastered the 'social' dimension of school governance. Their ability to foster trust through effective communication acts as a bridge between policy and community action. This high level of connectivity ensures that the school remains a priority in the local government's agenda and a source of pride for the community, thereby securing the long-term sustainability of SBM initiatives."

Degree of Manifestation of School-Based Management Practices

The respondents for this study consisted of school heads from various public schools in Aroroy, who provided valuable insights into the degree of manifestation of their School-Based Management (SBM) practices. The succeeding tables below presented the findings regarding the implementation of these practices, showcasing the extent to which SBM principles were reflected in the daily operations and decision-making processes of their respective schools in terms of curriculum and teaching, learning environment, human resource training and development, governance and accountability and finance and resource management and mobilization.

The assessment of these five domains implied that SBM in Aroroy is being treated as a multidimensional strategy for excellence. The findings suggested that when these practices are manifested, the school functions as a transparent, instructional, and community-linked institution. Ultimately, this implied that the 'Aroroy Model' of SBM is creating an environment where leadership is shared, resources are optimized, and the primary focus remains on the continuous improvement of the Filipino learner."

The data presented in Table 7 reflected the responses of school heads from Aroroy, focusing on the degree of manifestation of School-Based Management (SBM) in terms of Curriculum and Teaching. The table provided insights into how school leaders perceived the integration of SBM practices within their schools'

educational frameworks, specifically regarding curriculum development, implementation, and instructional methods. This analysis highlighted the strengths and areas for improvement concerning SBM's influence on teaching and learning within the municipality.

Table 7. Degree of Manifestation of SBM in Terms of Curriculum and Teaching

Indicators	Weighted Mean	Adjectival Value
1. Curriculum implementation is aligned with learners' needs	4.59	Very Highly Manifested
2. Teachers use varied and innovative teaching strategies	4.23	Very Highly Manifested
3. Learning materials are adequate and relevant	4.32	Very Highly Manifested
4. Assessment practices support learner progress	4.57	Very Highly Manifested
5. Remediation and enrichment programs are implemented	4.59	Very Highly Manifested
Composite Mean	4.46	Highly Manifested

The findings indicated that SBM practices in curriculum and teaching were highly manifested in Aroroy schools. This suggested that instructional processes were responsive to learners' needs and aligned with SBM principles. However, while teaching strategies and learning materials were found to be strong, they received slightly lower ratings, indicating a need for continuous innovation and resource enhancement.

The findings implied that the foundational structures for SBM-led instruction are firmly established in Aroroy. However, the slightly lower scores in materials and strategies suggest a plateau in innovation. The implication is

that for Aroroy to reach the 'Advanced' level of SBM, leadership must now focus on resource mobilization for digital or localized materials and the institutionalization of modern pedagogical techniques to ensure that high management scores translate into superior student achievement."

Table 8 presented the data on the degree of manifestation of School-Based Management (SBM) in terms of the Learning Environment, as perceived by the school heads of Aroroy. The results outlined their responses and highlighted the levels of manifestation across the five indicators provided.

Table 8. Degree of Manifestation of SBM in Terms of Learning Environment

Indicators	Weighted Mean	Adjectival Value
1. Safe and child-friendly environment	4.45	Very Highly Manifested
2. Learners feel respected and supported	4.59	Very Highly Manifested
3. Facilities promote effective learning	4.64	Very Highly Manifested
4. Positive discipline is practiced	4.70	Very Highly Manifested
5. Inclusivity and well-being are promoted	4.70	Very Highly Manifested
Composite Mean	4.62	Very Highly Manifested

The learning environment in Aroroy schools was very highly manifested. This indicated that the schools successfully provided safe, inclusive, and supportive spaces for learners, reinforcing the effectiveness of SBM

in promoting holistic education. Notably, Positive Discipline and Inclusivity and Well-being both garnered the highest ratings (4.70), suggesting that school heads prioritized the

psychological and emotional safety of students alongside their academic needs.

Overall, the findings revealed that school leaders demonstrated a very high level of competency across all major leadership domains, while SBM practices were highly to very highly manifested in school operations. These results suggested that SBM was not only adopted at the policy level but was also being operationalized effectively in the day-to-day management of the schools in the Municipality of Aroroy.

Table 9 presented the degree of manifestation of School-Based Management (SBM) in terms of Leadership within the schools of Aroroy. The data revealed a

composite mean of 4.68, interpreted as "Very Highly Manifested." This suggested that leadership within these institutions was not merely a position of authority but a functional, collaborative system that drove school operations.

Table 9. Degree of Manifestation of SBM in Leadership

Indicators	Weighted Mean	Adjectival Value
1. School leadership is participatory and collaborative	4.68	Very Highly Manifested
2. Decision-making is evidence-based	4.70	Very Highly Manifested
3. Leadership roles are clearly defined	4.61	Very Highly Manifested
4. School leaders promote accountability	4.70	Very Highly Manifested
5. Leadership supports continuous Improvement	4.70	Very Highly Manifested
Composite Mean	4.68	Very Highly Manifested

Three indicators tied for the highest rating (4.70): Evidence-based decision-making, Promotion of accountability, and Support for continuous improvement. These results indicated that school heads in Aroroy moved beyond traditional administrative styles, favoring an analytical approach that prioritized transparency and growth. Furthermore, the high rating in Participatory and Collaborative Leadership (4.68) reflected a shift toward shared governance, where stakeholders were involved in the school's strategic direction.

While still "Very Highly Manifested," the indicator for Clearly Defined Leadership Roles (4.61) received the relatively lowest score.

This suggested that while leadership was effective, there might have been occasional overlaps in responsibilities or a need for more formal documentation regarding the delegation of tasks among the school's middle management and teacher-leaders.

Table 10 presented the degree of manifestation of School-Based Management (SBM) in terms of Governance and Accountability. The respondents indicated a composite mean of 4.62, which falls under the adjectival value of "Very Highly Manifested." This suggested that the school heads in Aroroy have established robust systems for transparency and shared responsibility.

Table 10. Degree of Manifestation of SBM in Governance and Accountability

Indicators	Weighted Mean	Adjectival Value
1. School policies are transparent and well-communicated	4.70	Very Highly Manifested
2. Stakeholders participate in school governance	4.55	Very Highly Manifested
3. Financial resources are properly accounted for	4.70	Very Highly Manifested
4. Monitoring and evaluation systems are in place	4.45	Very Highly Manifested
5. School performance is regularly reported to stakeholders	4.68	Very Highly Manifested
Composite Mean	4.63	Very Highly Manifested

Two indicators tied for the highest weighted mean of 4.70: Transparent and well-communicated school policies and Proper

accounting of financial resources. These results highlighted a strong commitment to ethical leadership, ensuring that both

administrative rules and monetary assets were handled with clarity. Furthermore, the regular reporting of school performance to stakeholders (4.68) reflected a proactive approach to keeping the community informed of the school's progress and challenges.

While still categorized as "Very Highly Manifested," the indicators for Stakeholder participation in governance (4.55) and Monitoring and evaluation (M&E) systems (4.45) received relatively lower scores. This suggested that while the foundations for oversight were present, there was still room to further institutionalize the involvement of external partners in actual decision-making and to refine the technical aspects of internal monitoring systems.

The findings for the Governance and Accountability domain implied that schools in Aroroy have established a solid foundation of integrity and transparency, particularly in financial management and policy

communication. This high level of manifestation has successfully cultivated a "culture of trust," positioning school heads not just as administrators, but as credible stewards of public and community resources.

However, the data also suggested a transition phase in the SBM journey. The slightly lower scores in Monitoring and Evaluation (M&E) and Active Stakeholder Participation implied that while schools are excellent at reporting results and complying with standards, there is a need to shift toward a more technically structured and participatory model.

Ultimately, these implications suggested that the schools are "audit-ready" and professionally stable, providing a fertile ground for the next level of SBM. To reach the peak of institutional maturity, the focus must now move toward formalizing oversight systems and evolving from a consultative relationship with the community to one of true shared ownership and collaborative decision-making.

Table 11. Degree of Manifestation of SBM in Human Resource and Development

Indicators	Weighted Mean	Adjectival Value
1. Teachers are provided with regular professional development	4.66	Very Highly Manifested
2. Staff competencies are enhanced through training	4.68	Very Highly Manifested
3. Performance appraisal is fair and constructive	4.50	Very Highly Manifested
4. Staff welfare and well-being are prioritized	4.77	Very Highly Manifested
5. HR practices support school goals reported to stakeholders	4.66	Very Highly Manifested
Composite Mean	4.65	Very Highly Manifested

Table 11 presented the degree of manifestation of School-Based Management (SBM) in terms of Human Resource and Development (HRD). The data yielded a composite mean of 4.65, interpreted as "Very Highly Manifested." This result indicated that the school heads in Aroroy prioritized the growth, welfare, and alignment of their personnel with the school's strategic objectives.

The highest-rated indicator was Staff welfare and well-being (4.77), followed closely by the enhancement of staff competencies through training (4.68). These results suggested a "people-first" leadership approach, where school heads ensured that teachers

were supported emotionally and professionally. Furthermore, Regular professional development and HR practices supporting school goals both earned a mean of 4.66, highlighting a strong connection between individual growth and institutional success.

The indicator for Fair and Constructive Performance Appraisal (4.50) received the relatively lowest score, although it remained within the "Very Highly Manifested" range. This suggested that while the evaluation process was functional, there was a potential opportunity to further refine the feedback mechanisms to ensure they were perceived as more developmental and less punitive by the staff.

Table 12. Descriptive Statistics of School Heads' PPSSH Competency Level and SBM Degree of Practices in the Municipality of Aroroy

Variable	Mean	Standard Deviation	Description
PPSSH Competency Level	4.66	0.05	Very Highly Competent
SBM Degree of Practices	4.61	0.08	Very Highly Competent

The table presents the descriptive statistics of the school heads' competency levels in the Philippine Professional Standards for School Heads (PPSSH) and their degree of practices in School-Based Management (SBM) within the municipality of Aroroy. The data reflects the responses from the school heads, providing insight into their perceived proficiency and the extent to which SBM practices are implemented in their respective schools.

Table 12 displayed the summary of descriptive statistics for the two primary variables. The PPSSH Competency Level earned a mean of 4.66 (SD=0.05), while the SBM Degree of Practices garnered a mean of 4.61 (SD=0.08). The notably low standard deviations for both variables—falling below 0.10—indicate a high level of homogeneity in the responses. This implies that school heads in the Municipality of Aroroy demonstrate a consistently high level of leadership proficiency, which translates into a unified and highly manifested implementation of SBM practices across their respective schools."

Competency Level obtaining an SD of 0.05 and the SBM Degree of Practices obtaining an SD of 0.08. Since both values are below 0.10 on a 5-point Likert scale, the results indicate a very high degree of homogeneity among the responses of the 44 school heads. This means that the respondents' ratings were highly clustered around the mean, suggesting that they generally perceived their leadership competencies and SBM practices in a very similar and consistently high manner.

While this may indicate uniformity in leadership performance and SBM implementation

across schools in Aroroy, it may also suggest a possible ceiling effect. A ceiling effect occurs when responses are concentrated at the upper end of the scale, limiting the ability of the instrument to capture finer differences among respondents. In this study, the very high means and very low standard deviations imply that most school heads rated themselves or their school practices near the highest possible level. This may have reduced the variability needed to distinguish differences in leadership competency and SBM implementation among the respondents.

Moreover, since the study relied on self-reported quantitative survey data, the findings may have been influenced by uniform self-perception, social desirability, or the tendency of respondents to provide favorable ratings. Thus, while the results demonstrate very high competence and very high manifestation of SBM practices, they should be interpreted with caution. The low standard deviations should be acknowledged as an inherent limitation of self-reported survey research, particularly when respondents evaluate their own leadership practices and school-based management implementation.

This limitation does not invalidate the findings, but it suggests the need for complementary sources of evidence in future studies. Documentary analysis, classroom and school observations, stakeholder interviews, SBM validation reports, and teacher or parent ratings may provide a broader and more balanced assessment of school leadership and SBM implementation.

Table 13. Significant Relationship Between School Heads' PPSSH Competency Level and SBM Degree of Practices in Aroroy

Variables	Mean	Standard Deviation	r-value	p-value	Interpretation	Decision
PPSSH Competency Level	4.66	0.05				
SBM Degree of Practices	4.61	0.08	0.87	0.000	Very High Positive Correlation	Reject H ₀

Table 13 presents the findings on the significant relationship between the competency levels of school heads in Aroroy and their implementation of School-Based Management (SBM) practices. The data reflects the perceptions of school heads regarding their competencies in various aspects of the Philippine Professional Standards for School Heads (PPSSH) and how these competencies influence the degree of SBM practices in their respective schools. The analysis aims to explore the potential connection between leadership competencies and effective SBM practices in the municipality of Aroroy.

This implies a direct and powerful relationship between leadership quality and school management. It suggests that the school heads' proficiency in the PPSSH domains such as strategic leadership and resource management serves as a primary driver for the successful operationalization of SBM practices in the Municipality of Aroroy.

Analysis and Interpretation of the Study

In terms of leadership competencies, school heads exhibited very high competence in leading strategically, managing school operations and resources, focusing on teaching and learning, and building connections. This indicated that school leaders in Aroroy possessed the essential knowledge, skills, and dispositions required to implement SBM as envisioned by the Department of Education. Their ability to develop and implement School Improvement Plans (SIP), align school programs with national and local priorities, and utilize data for decision-making reflected a strong grasp of strategic leadership. These competencies were particularly significant in a geographically diverse municipality like Aroroy, where schools must adapt to varying contextual realities such as resource limitations, accessibility challenges, and specific community needs.

Furthermore, the high level of competence in managing school operations and resources highlighted the capacity of school heads to ensure accountability, transparency, and efficiency in the utilization of school resources. This is a critical component of SBM, as effective resource management directly influences the quality of teaching and learning. The findings

implied that school heads were able to maximize available resources despite constraints a common challenge in public schools located in rural and island communities.

In the domain of instructional leadership, the results demonstrated that school heads were actively engaged in promoting teaching and learning. Their strong performance in fostering collaboration, modeling professionalism, and supporting teacher development suggested that they played a vital role in enhancing instructional quality. However, the relatively lower rating in mentoring and coaching, although still high, indicated that there was room for strengthening structured instructional support systems. This implied that while school heads were competent, further professional development initiatives focusing on instructional supervision might enhance their effectiveness even further.

Equally important was the finding that school heads were very highly competent in building connections with stakeholders. The strong engagement with parents, local government units (LGUs), and community partners reflected the participatory nature of SBM. In the context of Aroroy, where community involvement is crucial for school sustainability, this competence ensured that schools were supported both internally and externally. This strengthened accountability mechanisms and fostered shared responsibility for learner outcomes.

On the other hand, the degree of manifestation of SBM practices across various domains indicated that SBM was being implemented at a functional and operational level. The high manifestation of practices in curriculum and teaching suggested that schools were responsive to learners' needs and were implementing appropriate instructional strategies. However, the slightly lower ratings in the use of innovative teaching strategies and the adequacy of learning materials pointed to existing gaps. These gaps may be attributed to resource constraints, limited access to instructional materials, or the need for further teacher training.

These competencies indicate that school heads possess the necessary knowledge, skills, and attitudes to effectively implement School-Based Management. Their ability to align school goals with DepEd priorities and utilize

data-driven decision-making reflects a high level of professional practice. Thus, SBM is operationalized as an active and functional system within schools. This implies that the effectiveness of SBM largely depends on the leadership capacity of school heads. As competencies increase, the level of SBM practice implementation also improves, reinforcing the critical role of leadership in school governance and performance.

The very high manifestation of SBM practices in the learning environment further supported the effectiveness of SBM implementation in Aroroy. Schools were able to provide safe, inclusive, and supportive environments that promoted learner well-being and positive discipline. This reflected the commitment of school heads to create conducive learning conditions, which is essential for improving student outcomes.

Taken as a whole, the findings suggested that the implementation of SBM in the Municipality of Aroroy could be characterized as strong and sustainable, driven by competent school leadership and supported by functional school practices. However, despite these strengths, the study also highlighted areas that required continuous improvement. These included enhancing instructional mentoring, expanding access to innovative teaching strategies, and improving the availability of learning resources.

Moreover, the results implied that while school heads were already performing at a very high level, sustaining and further improving SBM implementation will require ongoing support from higher levels of the education system. This includes capacity-building programs, the provision of adequate resources, and strengthened monitoring and evaluation mechanisms. The need for continuous professional development was evident, particularly in areas that directly impact teaching quality and learner outcomes.

The study affirmed that school heads in Aroroy were effective leaders who could effectively implement School-Based Management in their respective schools. Their competencies and practices contributed significantly to the overall improvement of school performance. However, SBM should be viewed as a dynamic and evolving process that requires continuous

refinement, innovation, and support to fully realize its goals of improving access, quality, and equity in education.

The results of the study indicated a strong and positive relationship between the school heads' competency levels, based on the Philippine Professional Standards for School Heads (PPSSH), and the degree of manifestation of School-Based Management (SBM) practices in the Municipality of Aroroy. Using the Pearson Product-Moment Correlation Coefficient, the analysis revealed that higher levels of competency among school heads were associated with higher levels of SBM implementation. This suggested that as school heads demonstrated greater proficiency in key leadership domains—such as leading strategically, managing resources, focusing on teaching and learning, and building connections—the effectiveness and consistency of SBM practices in their respective schools also increased. Because school heads in Aroroy already exhibited "very highly competent" ratings and "highly to very highly manifested" SBM practices, this significant relationship underscored the critical role of leadership quality in sustaining and enhancing school performance.

This finding implied that strengthening PPSSH competencies through continuous professional development, mentoring, and institutional support can directly contribute to improved SBM implementation. Moreover, in geographically and resource-challenged areas like Aroroy, investing in leadership capacity is a strategic approach to ensuring that SBM is not only maintained but continuously improved, ultimately leading to better educational outcomes and more responsive school governance.

Furthermore, as the output of this study, the researcher developed the AROROY Leading with Excellence, Anchored on Community, Driven by Sustainability (LEADS) Framework. This model is designed to provide school heads in the Municipality of Aroroy with a structured, adaptable, and comprehensive guide for enhancing leadership competencies and improving SBM practices. The AROROY LEADS Framework directly responds to the findings of the study, which highlighted both strengths and areas for development in leadership and SBM implementation. Through strategic leadership,

operational excellence, instructional leadership, community engagement, and continuous development, the framework lays the foundation for more effective SBM practices that align with local needs and national educational goals.

The Aroroy LEADS Framework: A Pathway to Strengthening SBM Practices and Leadership Competence in Aroroy Schools.

Core Philosophy and Inputs

The framework is built upon five foundational inputs that ensure it is responsive to local realities: PPSSH Domains -- aligning with national professional standards for leadership; SBM Dimensions -- focusing on the pillars of school-based management.

School & Community Need -- addressing the specific local requirements of Aroroy; DepEd Policies & Local Priorities -- ensuring compliance with national mandates and regional goals; and Cultural & Geographic Context of

Aroroy -- adapting strategies to the unique landscape and culture of the municipality. Cultural & Geographic Context of Aroroy: Adapting strategies to the unique landscape and culture of the municipality.

Enablers and Support

The framework identifies several "hand-held" support systems that provide the necessary foundation for the LEADS pillars to succeed such as Capacity Building and Continuous Learning -- providing regular training for personnel; Mentoring and Coaching -- ensuring leaders have guidance and support from peers or superiors; Data-Driven Decision Making and Monitoring -- using evidence to guide school policies; Stakeholders' Collaboration and Resource Mobilization -- engaging the community to support school projects; and Well-being, Ethics, and Resilience Support -- prioritizing the mental health and ethical standards of the school community.



Figure 4. The Aroroy LEADS Framework

The LEADS Pillars (Circular Engine)

At the heart of the framework is a circular, continuous improvement process centered on Visionary and Empowered School Heads. The acronym LEADS represents five critical leadership actions:

L – Lead Strategically: Establishing a clear direction and long-term vision for the school.

E – Excel in Resource Operations and Management: Ensuring efficient and transparent use of school resources and finances.

A – Advance Teaching and Learning: Prioritizing instructional leadership to improve student outcomes.

D – Develop People and Build Partnerships: Investing in staff welfare and professional growth.

S – Sustain Connections and Community Engagement: Building trust and collaboration with external stakeholders.

This cycle is surrounded by a continuous process of Assess, Plan, Act, Monitor & Evaluate, and Reflect.

Desired Outcomes

The ultimate goal of the Aroroy LEADS Framework is to achieve five key results to mention Improved School Performance for better academic and administrative results; Stronger SBM Implementation for reaching higher levels of management maturity; Enhanced Teacher Effectiveness and Satisfaction for Higher morale and better teaching quality; Stronger Community Trust and Involvement for deeper investment from parents and local partners; and Sustainable and Resilient Schools: Creating institutions that can thrive despite geographic or economic challenges.

The proposed outputs such as the Leadership Development Framework, Coaching and Mentoring Guide, and Instructional Leadership Enhancement Program may be adopted and contextualized by schools and divisions to support sustainable and effective SBM implementation.

Strategic Leadership and Visionary Planning

The Aroroy LEADS Framework emphasized the critical role of strategic leadership in SBM, a competency that was rated highly in this study. With an average mean of 4.67,

school heads in Aroroy demonstrated very high competency in developing and communicating a school vision that aligns with DepEd goals, setting strategic directions using data, and implementing the School Improvement Plan (SIP). However, there is always room to enhance these skills further, particularly in ensuring that strategic plans are consistently adapted to the evolving needs of each school community.

This framework supports the school heads by providing a clear roadmap for translating strategic leadership into actionable results. It encourages school heads to: align school goals with national education priorities while remaining sensitive to the local context (e.g., resource limitations, geographic challenges); enhance the School Improvement Plan (SIP) by using evidence-based strategies to identify and address specific challenges in school management and teaching; and cultivate a proactive mindset to anticipate challenges (e.g., resource shortages, policy changes) and prepare strategic responses to mitigate them, ensuring that SBM remains effective despite external pressures.

By strengthening these competencies, school heads will be equipped to navigate complex educational landscapes and lead schools towards long-term success in SBM practices.

Operational Excellence and Resource Optimization

Effective school operations and resource management are essential pillars of SBM, as they directly impact the quality of teaching and learning. The study revealed that school heads in Aroroy were highly competent in managing school resources (mean score: 4.64) and ensuring accountability and transparency (mean score: 4.68). However, resource constraints, especially in rural and island communities like Aroroy, pose a challenge in fully realizing the goals of SBM.

The Aroroy LEADS Framework addresses this by focusing on operational excellence such as Resource Optimization. School heads are encouraged to leverage community partnerships, local government units (LGUs), and NGOs to maximize the utility of available resources. Through the framework, school leaders will be trained to apply creative and cost-effective

methods to ensure resources are distributed where they are most needed, directly benefiting teaching and learning activities.

Financial Management Systems. The framework will support school heads in enhancing their financial literacy and management capabilities, ensuring that funds are allocated efficiently, prioritizing educational needs and operational costs.

Monitoring and Evaluation (M&E). Through an integrated M&E system, school heads will be able to track the impact of resource allocation and make real-time adjustments, ensuring continuous improvement in SBM.

By improving their operational and resource management skills, school heads will be better equipped to implement SBM practices effectively, despite financial and logistical challenges.

Instructional Leadership and Teacher Development

The study highlighted that school heads were very competent in focusing on teaching and learning, with strong scores in areas such as encouraging continuous professional development (mean score: 4.66) and supporting leadership development among teachers (mean score: 4.73). However, the framework acknowledges the need for more structured mentoring and coaching systems to enhance the development of teachers in their instructional roles.

The Aroroy LEADS Framework emphasizes instructional leadership, which is crucial in the SBM implementation because all the initiatives, projects, programs, and activities of the school should result in the better performance of the learners.

Mentorship Programs. School heads will be trained to mentor and coach teachers regularly, fostering an environment of continuous improvement. This aligns with the need to support teacher quality and enhances the impact of SBM on student outcomes.

Instructional Supervision. The framework encourages a more structured approach to instructional supervision, wherein school heads provide focused guidance on lesson planning, classroom management, and teaching strategies.

Professional Development Opportunities. The framework will facilitate the creation of contextualized training programs that respond to the specific needs of teachers, including innovative teaching strategies, curriculum development, and assessment techniques. This approach will enable school heads to lead schools that continuously foster teacher growth, improving the overall quality of education and aligning closely with SBM principles.

Building Connections and Community Engagement

One of the most important competencies identified in the study was building connections with various stakeholders. With an average mean of 4.68, school heads in Aroroy are highly competent in engaging parents, community stakeholders, and external organizations in school activities. This competency is crucial for SBM, which thrives on collaborative governance. The Aroroy LEADS Framework strengthens this by focusing on community engagement, to mention, stakeholder collaboration, effective communication, and school community projects.

Stakeholder Collaboration. School heads will be empowered to build stronger partnerships with LGUs, parents, and community organizations, ensuring that SBM is a collective effort. This can enhance local support for educational initiatives and foster shared responsibility for learner outcomes.

Effective Communication: Training in communication skills will ensure that school heads can articulate the goals of SBM to all stakeholders, creating an atmosphere of trust and transparency.

School-Community Projects: School heads will be encouraged to design and implement community-driven projects that contribute to both educational goals and community development, enhancing the sustainability of SBM practices.

By fostering a strong connection between schools and their communities, the Aroroy LEADS Framework ensures that SBM is embedded not only in school policies but also in the daily lives of the people it serves.

Continuous Development and Sustainability

The study reveals that while school heads in Aroroy are performing at a very high level, continuous development remains the key to sustaining and further improving SBM. The Aroroy LEADS Framework integrates continuous professional development and monitoring mechanisms to ensure that school leaders are always improving their competencies and adapting to changing circumstances.

Leadership Development Programs: The framework will provide structured coaching and mentoring programs, tailored to meet the specific needs of school heads in Aroroy. This ensures that leadership capacity is continuously strengthened.

Monitoring and Evaluation (M&E) System: A robust M&E system will be put in place to assess the impact of leadership and SBM practices regularly. This system will help identify areas for improvement and ensure that SBM practices are continually refined.

This framework offers a comprehensive, context-responsive model that equips school heads in the municipality of Aroroy with the tools and competencies necessary to strengthen SBM practices. By focusing on strategic leadership, operational excellence, instructional leadership, community engagement, and continuous development, the framework ensures that school heads are not only prepared to implement SBM effectively but are also equipped to sustain and improve educational outcomes for a more sustainable result in the public schools of Aroroy.

Summary, Conclusions, and Recommendation

This final chapter provides a comprehensive synthesis of the study's findings regarding the leadership competencies and School-Based Management (SBM) practices of school heads in Aroroy. It summarizes the research results, draws significant conclusions based on the analyzed data, and proposes actionable recommendations aimed at enhancing leadership proficiency and institutional governance within the district.

Summary

This study employed a descriptive-correlational research design to evaluate the

relationship between leadership competencies and School-Based Management (SBM) implementation among public school heads in the Municipality of Aroroy. Data were gathered through a structured questionnaire and analyzed using weighted mean and the Pearson Product-Moment Correlation coefficient. The findings revealed that school heads demonstrated very high competency across all PPSSH domains, with notable strengths in strategic leadership, resource management, and stakeholder engagement. Similarly, SBM practices were very highly manifested, particularly within the domains of learning environment and school governance. Ultimately, the study established a significant, very high positive correlation between leadership competencies and SBM implementation, indicating that the proficiency of school leaders is a primary driver of effective school-based management.

Findings

The study found that school heads in Aroroy are highly competent in all key leadership areas. They are especially strong in strategic leadership, resource management, teaching and learning, and community building. They demonstrate strong abilities to develop a clear school vision, align school goals with national priorities, manage resources effectively, and engage with teachers, parents, and other stakeholders.

SBM practices were strongly implemented in Aroroy schools across various areas, such as Curriculum and Teaching. SBM practices in this area were highly manifested, with a focus on aligning the curriculum with student needs and promoting assessment practices that support student progress. Learning environment: SBM practices created a safe and supportive environment, ensuring inclusivity and positive discipline. In Leadership, school heads promoted collaboration and professionalism, contributing to a strong leadership culture within the schools. Governance and Accountability had shown that SBM practices ensured transparency and effective use of resources. Lastly, Human Resource Development focused on continuous professional development, with initiatives aimed at supporting teacher leadership and professional growth. There is strong positive relationship between the school

heads' competencies and the effectiveness of SBM practices. As school heads demonstrated higher leadership skills, SBM practices improved as well, showing the importance of leadership in implementing SBM.

Based on the findings, one key output of the study is the Aroroy LEADS Framework, which is designed to; strengthen leadership skills among school heads through a Leadership Development Framework, provide ongoing coaching and mentoring to support continuous improvement, enhance instructional leadership to improve teaching quality, guide schools in creating SBM Action Plans that address local challenges, establish a Monitoring and Evaluation (M&E) System to continuously assess and improve SBM practices.

Conclusions

Based on the findings of the study along "Evaluating the Leadership Competencies and Practices of School Heads in Implementing School-Based Management in Aroroy", the following conclusions were drawn:

1. School heads exhibit very high competency in PPSSH domains. They demonstrate strong capabilities in strategic leadership, resource management, instructional leadership, and stakeholder engagement.
2. SBM practices are highly to very highly manifested across key domains. Schools in Aroroy effectively implement SBM practices, particularly in creating supportive learning environments and ensuring accountability mechanisms. While curriculum and teaching practices are highly manifested, there remains a need for continuous enhancement in instructional innovation and resource adequacy.
3. There is a significant relationship between leadership competencies and SBM practices. The study confirms a very strong positive correlation between school heads' PPSSH competencies and the degree of SBM implementation.
4. The Aroroy LEADS Framework is a contextualized leadership development model specifically designed for school heads in the Municipality of Aroroy. It aims to strengthen leadership competencies based on the Philippine Professional Standards for School Heads (PPSSH) and deepen

School-Based Management (SBM) practices to foster sustainable school community improvement and empowerment.

Recommendations

The following are the recommendations of the researcher based on the result of the study.

1. Strengthen leadership development programs aligned with PPSSH. The Department of Education and school divisions may design and implement competency-based training programs, leadership development frameworks, and continuous professional development initiatives that are aligned with PPSSH domains. These programs should focus on enhancing strategic, instructional, and transformational leadership competencies.
2. Enhance SBM practices in curriculum and teaching. Also, schools should prioritize the improvement of instructional practices by promoting innovative teaching strategies, strengthening access to learning materials, and providing continuous teacher training. Emphasis should be given to instructional supervision, mentoring, and coaching systems to improve teaching quality.
3. Institutionalize leadership coaching and mentoring systems. A structured coaching and mentoring program for school heads should be established to support collaborative leadership development. Peer learning, mentoring relationships, and leadership communities of practice may be encouraged to sustain professional growth and shared accountability.
4. Develop and implement a comprehensive SBM enhancement plan. Schools and divisions may formulate localized SBM enhancement action plans that address identified gaps in implementation. These plans should integrate governance, accountability, and stakeholder engagement mechanisms to further strengthen school performance. Also, establish monitoring and evaluation mechanisms for leadership and SBM practices. Hence, a systematic monitoring and evaluation (M&E) framework should be developed to regularly assess school heads' competencies and SBM implementation. This may ensure continuous improvement, data-driven decision-making,

and alignment with DepEd standards and policies. Further, adopt the proposed leadership development outputs of the study.

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APPENDIX A INTELLECTUAL PROPERTY POLICY AND GUIDELINES



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Salient Features of the DEBESMSCAT Intellectual Property Policy and Guidelines

Rationale

Universities and research institutions have a fundamental role in socio-economic development. Innovation and scientific development are the basis for economic, technological and social mobility as well as for economic growth. Universities and research institutions are a main arena in which scientific development and innovation takes place and the intellectual property (IP) system is the main mechanism that enables universities and society at large to capture the value of innovation.

It is the IP system that assists Universities and research institutions to commercialize their knowledge assets and by doing so potentially obtain additional sources of funding, which may be channeled into, amongst other, further research. At the same time, partnerships with the private sector and other organizations can ensure that academic research outcomes have broader impact, including competitiveness of industry and the regions, establishment of new companies, or addressing a variety of socio-economic challenges such as health, energy, and food security. This is the primary reason for Universities and research institutions in a developing and least developed context for engaging in the commercialization of their research outcomes: to ensure relevance of the research for impact in society.

This approach requires support for the entrepreneurial dimension of knowledge transfer, where strategies that leverage IP assets at the same time place emphasis on how academic research and the resultant IP best provide economic, environmental and social benefits for society at large.

An institutional IP policy is the very foundation of IP management in that an IP policy:

- serves as the starting point for a common understanding about IP, IP rights and incentives for researchers;
- establishes the structure for the way an academic or research institution deals with the ownership and disposition of its IP. As such, it ensures certainty and transparency to reinforce the links between the institutions and industry; and
- is also fundamental in helping institutions address social commitments, and especially, in ensuring the dissemination of knowledge and technology for the public good.

This **DEBESMSCAT Intellectual Property Policy and Guidelines** aims to provide a compendium of key issues that are essential in an IP policy, including ownership, incentives, confidentiality and publication, IP management and commercialization, recording and maintenance of IP, and IP-related conflicts of interest.

DEBESMSCAT Intellectual Property Policy

ARTICLE 1 - PREFACE

Section 1. Context and Institution Mission

- 1.1. The core mission of the Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) is to be the major catalyst of socio-economic transformation in Masbate.
- 1.2. The Institution is committed to ensuring that Intellectual Property (IP) emanating from its Research activities is used in support of the objectives set out in its Charter by virtue of Republic Acts 7945 and 11171 and in accordance with its legal obligations, for the benefit of the Institution, the Creators and, most importantly, society-at-large.

Section 2. Purpose of the IP Policy

- 2.1. **Promotion of IP utilization.** The intent of the IP Policy is to facilitate the widespread use of, through various modalities of access to, the Institution's IP.
- 2.2. **IP management.** The IP Policy seeks to set the framework for the translation of the IP arising from the Institution's Research into products, services and processes. It encourages Faculty or Staff Members and Students to become Creators and to identify IP with potential commercial value. It also establishes clear rules and procedures for the management and Commercialization of such IP generated at the Institution.
- 2.3. **Balance of interests.** The IP Policy seeks to ensure the legal protection, where applicable; effective management and Commercialization of Institution IP; while at the same time not impeding with the traditions of education and scholarship, academic freedom, open and timely publications, Institution sovereignty, and the Institution's mission serving the public interest.

Section 3. Overall Principles

The Institution operates under the following overall principles:

- 3.1. **Creation of IP.** The Institution fosters a culture of innovation by actively encouraging Students, Staff, and Faculty to create Intellectual Property (IP) with a social impact. This IP should address community needs, adhere to ethical principles, and represent original contributions to knowledge or technology.
- 3.2. **Responsible Commercialization.** Where IP arises that has commercial potential as a result of Research, the Institution intends to make such IP available in a form that will most effectively promote its development and use for economic and social benefit.
- 3.3. **Incentives.** The Institution wishes to recognize and reward Faculty or Staff Members and Students whose IP generates a demonstrable socio- and/or economic impact.
- 3.4. **Local development.** The Institution encourages Research that responds to the local, regional and national needs. In its efforts to Commercialize Institution IP, the Institution shall seek to optimize the economic and societal benefits for industry from the Philippines and to address the Sustainable Development Goals (SDGs) and thrusts and priorities of the Department of Science and Technology (DOST), Commission on Higher Education (CHED), National Economic Development Authority (NEDA), and other oversight agencies.

Section 4. Interpretation

The interpretation of this Policy is influenced by various legal statutes and rules concerning intellectual property (IP) and the commercialization of technology. These encompass the Intellectual Property Code (IP Code) of the Philippines (Republic Act No. 8293), an amendment to certain sections of RA 8293 (RA 10372), The Law Establishing the Framework and Support System for the Possession, Administration, Application, and Commercialization of Intellectual Property Arising from Research and Development Financed by Government (RA 10055), the Act Covering the Safeguarding of Plant Varieties of 2002 (RA No. 9168), the Law for Advancing Agriculture and Fisheries (RA 8435), the Philippine Legislation on Fisheries of 1998 (RA 8550), the Wildlife Act (RA 9147), Indigenous People Rights Act (IPRA Law), the Statute on Inventors and Incentives for Inventions (RA 7459), the Charter for Scientists, Engineers, Researchers, and other Professionals in the Field of Science and Technology in Government (RA 8439), the Administrative Code of 1987 (EO 292), DEBESMSCAT's Charter (RA 7945 and RA 11171), and other pertinent laws, along with their corresponding adjustments and implementation guidelines.

These legal provisions are considered integral components of the IP policy principles. In instances of contradictions or uncertainties in interpreting the provisions within the IP policy and principles, the interpretation that favors the DEBESMSCAT as the owner of the Intellectual Property Rights (IPR) will take precedence. This assures the protection and due regard for the rights and interests of individuals linked to the intellectual property.

Section 5. Definition of Terms

Without prejudice to any applicable laws, in this Policy the definitions set out below shall apply:

- 5.1. **Appointment.** A formal agreement for a Faculty or Staff Member at the Institution, which is a prerequisite to participate in or conduct Research, scholarship, creative work, or teaching at the Institution.
- 5.2. **Assignee.** A natural or juridical person to whom the rights, title to and interest in IP or proprietary information has been assigned by the inventor, innovator or creator through an undertaking or any other legal instrument.
- 5.3. **Assignment.** Refers to the act of assigning all the rights, title to and interest of intellectual property or proprietary information by the inventor, innovator or creator of DEBESMSCAT through an undertaking or any other legal instrument.
- 5.4. **Board.** Refers to the DEBESMSCAT's Board of Trustees
- 5.5. **Background IP.** Any pre-existing IP created before the execution of any Institutional Research Project, or prior to a Creator becoming subject to this IP Policy, by virtue of Appointment or employment contract in the case of a Staff Member, or registration in the case of a Student.
- 5.6. **Commercialization.** Any form of utilization of IP intended to generate value, which may be in the form of a marketable product, process or service, commercial returns, or other benefit to society. **Commercialize** is similarly defined.
- 5.7. **Commercialization Entity.** A company that has access to the IP of the Institution, through any one or more of the available Commercialization modes, to produce new products, processes or services. This can be a spin-off or start-up.
- 5.8. **Conflict of Commitment (COC).** Any situation in which an individual Faculty or Staff Member's primary professional loyalty is not to the Institution because the time devoted to outside activities adversely affects their capacity to meet their responsibilities as set out in their employment contract or appointment.
- 5.9. **Conflict of Interest (COI).** Any situation in which real or perceived interests of an individual Faculty or Staff Member or Student may run counter to the interests of the Institution or negatively affect their employment or duties.
- 5.10. **Course Materials.** All materials used in, or in connection with, and for the purpose of, teaching an education course through the provision of lectures, tutorials, seminars, workshops, field or laboratory classes, assessments, practicum and other teaching activities conducted by the Institution; and all IP in such materials.
- 5.11. **Creator.** Any person to whom this Policy is applicable, who creates, conceives, reduces to practice, authors, or otherwise makes a substantive intellectual contribution to the creation of IP and who meets the definition of 'inventor', 'author' or 'breeder' as generally implied in the IP laws of the Philippines.
- 5.12. **Enabler.** Any assistants, technicians, and other individuals who have indirectly contributed to the creation of IP by Creators - and as such may not be listed themselves as an author or inventor in terms of statutory IPRs - mainly through the execution of standard tasks or following through on specific instructions, but without whose practical contribution the Commercialization would not have been possible.
- 5.13. **Fair Use** - a provision in copyright law that permits the use of allowable amount of copyrighted works.
- 5.14. **Foreground IP.** Any IP generated pursuant to, or as contemplated in, a collaborative undertaking or research agreement entered into by institution with another party, company, or organization whether local or international. Generally, such IP shall be owned by the Institution except if otherwise categorically stated in the collaborative agreement.
- 5.15. **Generation of intellectual property.** Means the conduct of basic and applied research focused in obtaining new knowledge and the production of new or improved technologies, products and processes.

- 5.16. **Genetic Resources (GRs).** “Genetic material of actual or potential value.”¹ Genetic material is defined as “any material of plant, animal, microbial or other origin containing functional units of heredity”.² Some GRs are linked to traditional knowledge (TK) through their use and conservation by indigenous peoples and local communities, often over generations, and through their widespread use in modern scientific Research. Examples include medicinal plants, agricultural crops and animal breeds.
- 5.17. **Government Funding Agency (GFA).** Refers to any government agency or instrumentality, or government owned and/or controlled corporation that provides research grants and other technical and material support, from government appropriations and resources and those sourced from government-managed Official Development Assistance (ODA) funds.
- 5.18. **Gross IP Revenue.** All revenue received by the Institution on Commercialization of Institution IP before any deductions for IP Expenses, as defined in Article 13.
- 5.19. **Guidelines.** The DEBESMSCAT Intellectual Property Guidelines, which is existing or may be subsequently proposed.
- 5.20. **Holder.** Refers to a natural or juridical person who owns the rights to an IP at any given time.
- 5.21. **Industrial Design.** Any composition of lines or colors or any three-dimensional form whether or not associated with lines or colors provided, that such composition or form gives a special appearance to and can serve as pattern for an industrial product or handicraft within the contemplation of this.
- 5.22. **Institution.** This refers to the Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT).
- 5.23. **Institution IP.** IP owned or co-owned by the Institution.
- 5.24. **Institutional Research Project.** Any project that forms the basis of Research undertaken by the Institution and includes projects undertaken by a Student, under the supervision of a Staff Member or a Faculty Member, that are funded by the Institution or by an external agency (i.e. Government Funding Agency) coursed through the funds of the Institution.
- 5.25. **Institutional Works** - works created at the instigation of the Institution, under the specific direction of the Institution’s use, by a person acting within the scope of his/her employment or subject to written contract
- 5.26. **Intellectual Property (IP).** All outputs of creative endeavor in any field at the Institution for which legal rights may be obtained or enforced pursuant to the law. IP may include:
 - a) literary works, including publications in respect of Research results, and associated materials, including drafts, data sets and laboratory notebooks;
 - b) teaching and learning materials;
 - c) other original literary, dramatic, musical or artistic works, sound recordings, films, broadcasts, and typographical arrangements, multimedia works, photographs, drawings, and other works created with the aid of Institution resources or facilities;
 - d) databases, tables or compilations, computer software, preparatory design material for a computer program, firmware, courseware, and related material;
 - e) patentable and non-patentable technical information;
 - f) designs including layout designs (topographies) of integrated circuits;
 - g) plant varieties and related information;
 - h) trade secrets;
 - i) know-how, information and data associated with the above; and
 - j) any other Institution-commissioned works not included above.
- 5.27. **Intellectual property audit.** The process of reviewing the generated research output for possible intellectual property application and/or commercialization.
- 5.28. **Intellectual Property and Technology Business Management (IPTBM) Office.** The administrative unit established in terms of Article 3 Section 1, responsible for day-to-day management of all IP-related activities of the Institution.
- 5.29. **Intellectual Property Rights (IPRs).** The proprietary rights that may be granted for an invention, mark, design, plant variety, or other type of IP, should the statutory requirements for protection be met to result in a patent, trademark, registered design or plant breeders’ right, and copyrights, respectively.
- 5.30. **Invention.** Patentable inventions are any technical solution of a problem in any field of human activity that is new, involves an inventive step, and is industrially applicable. It may be, or may relate to, a product, process or any improvement of thereof. (1) An invention is considered new if it does not form part of a prior art. (2) An invention involves an inventive step if, having regard to a prior art, it is not obvious to a person skilled in the art at the time of the filing date or priority date of the application claiming the invention. (3) An invention that can be produced and used in any industry shall be industrially applicable.
- 5.31. **Inventor.** Any person to whom this Policy is applicable, who individually or jointly with others makes an Invention and who meets the criteria for inventorship under the Republic Act No. 8293, otherwise known as the “Intellectual Property Code of the Philippines”.
- 5.32. **IP Disclosure Form.** The form to be completed by Creators and submitted to IPTBM to document their creation.
- 5.33. **IP Expenses.** All expenses incurred by the Institution in the management and Commercialization of IP for which Gross IP Revenue has been received.
- 5.34. **Licensing.** An agreement granting the right to exploit the DEBESMSCAT-owned IP to a company or individual for a specific period, based on agreed terms and conditions.
- 5.35. **Moral Rights.** Allow the author to take certain actions to preserve the personal link between himself and his creation
- 5.36. **Net Cumulative Return.** Refer to the money or revenue received by or through the Institution in relation to exploitation of the relevant IP, minus payment of fees, royalties, tax, travel, production, development costs, legal fees, expenses of registration, or other protection. **Net IP Revenue.** is also defined as the same.
- 5.37. **Other income.** Refers to income from activities other than normal business operations, such as investment interest, foreign exchange gains, rent income, and profit from the sale of non-inventory assets.

¹ Article 2 of the Convention on Biological Diversity.

² Id.

- 5.38. **Open Educational Resources (OER).** Teaching, learning and Research materials that reside in the Public Domain and that have been released under an open license that permits their free use or modification by others.
- 5.39. **Plant Variety.** Definition under the Republic Act No. 9168, otherwise known as the Philippine Plant Variety Protection Act of 2002.
- 5.40. **Policy.** The DEBESMSCAT Intellectual Property Policy.
- 5.41. **Proprietary information.** Refers to information or data relating to technologies, creative works, discoveries, products and processes and improvements thereto, trade secrets, formula, ideas, varieties, lines, breeding materials, parentals, which may not be formally protected through registration, but shall, nevertheless, be properly documented and recorded for protection. It includes all scientific, business or financial information relating to DEBESMSCAT, its campuses, R&D centers, programs, divisions, units and, in the future, subsidiaries or affiliates or their respective businesses.
- 5.42. **Public Disclosure.** The communication of information, relating to IP, to external parties. Public Disclosure includes, but is not limited to, disclosure in written or oral form; communication by email; posting on a web blog; disclosure in a news report, press release or interview; publication in a journal, abstract, poster, or report; presentation at a conference; examination of a thesis; demonstration of an Invention at a trade show; or the industrial application of an Invention.
- 5.43. **Public Domain.** The freely accessible public realm in which works that are not protected by IPRs, either because the rights have been forfeited or because the rights have expired, are thereby held by the public at large and available for all to use without permission from the Creator or owner.
- 5.44. **Reduction to Practice.** With respect to invention, this involves the critical processes from conceiving the invention, building the working or actual invention or the essential features or technical functions of the invention, constructing or describing the relevant claims of the invention, up to the filing of the patent. With respect to creative works, this involves the processes from conceiving the idea, the formulation, testing, execution of methodologies, down to the development of the product or creative output.
- 5.45. **Regular Duties.** Refer to the official duties or functions of the officer, employee, or service provider as spelled out in their job descriptions relative to their employment with institution, or as may be so specified in their official designations.
- 5.46. **Research.** Any creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications. It comprises three activities: basic research, applied research and experimental development.
- 5.47. **Research Contract.** Any type of agreement between the Institution and an external party or research sponsor, concerning Research, which could result in IP being created at the Institution. This shall include, but is not limited to, all sponsorships, donorships and collaborations with the external party or research sponsor.
- 5.48. **Royalty** - economic or financial reward receive by the intellectual property (IP) owner from the use of his works by others
- 5.49. **Scholarly Works.** All copyright works which are the outputs of academic Faculty or Staff Members and Students, including Research, creative and other outputs in area(s) of his/her expertise. It does not include Course Materials, computer software and databases.
- 5.50. **Serendipitous IP.** IP generated incidentally in the course of the collaborative undertaking or agreement entered into by the Institution with another party, company, or organization whether local or international. Such IP, which was not part of the contemplation of the agreement, shall be owned by the Institution, except if otherwise expressly articulated in the same agreement.
- 5.51. **Service Providers.** Shall include all personnel under a contract of service such as but not limited to consultants, administrative staff, guards, cleaning staff and all those contracted by institution to deliver a specific service or product.
- 5.52. **Staff or Faculty Member.** Any person who is under an appointment or contract of employment with the Institution including academic, research, technical, administrative and adjunct staff, whether full-time or part-time or on a temporary basis.
- 5.53. **Student.** Any student registered for an approved undergraduate or graduate course at the Institution.
- 5.54. **Substantial Use of the Institution's Resources.** Refer to the use of resources and properties of the Institution which are not commonly available to the public. Moreover, use of institution's resources shall be considered substantial if:
 - a) Use of institution's resources (i.e. facilities, equipment, human resources or funds) is important for the creation of the IP;
 - b) Resources used would cost an officer or employee X pesos if paid out of pocket; and
 - c) If the officer or employee is using committed or official time of institutionOn the other hand, the College resources were not substantially used, if:
 - a) incidental or occasional use of institutions facilities or resources
 - b) extensive use of facility commonly available to employee, students, visitors
 - c) employee pays institution for fair market value of facilities as commonly charged to clients, and
 - d) if not using institutions committed time
- 5.55. **Third party.** refers to someone other than the principals directly involved in a transaction or agreement
- 5.56. **Trademark.** A symbol, design word, letter or other device protected by law and used to distinguish a product/s from those of the competitors.
- 5.57. **Traditional Knowledge (TK).** A living body of knowledge resulting from intellectual activity in a traditional context, which includes know-how, practices, skills, and innovations. TK embodies the traditional lifestyles of indigenous peoples and local communities and is transmitted from generation to generation, often forming part of the cultural and spiritual identity of the community. TK is not limited to any specific technical field, and may include agricultural, environmental and medicinal knowledge. TK also often encompasses knowledge associated with Genetic Resources.
- 5.58. **Triage.** A process of selecting those inventions that have at least a reasonable chance to be commercialized
- 5.59. **Utility Model.** Any technical solution to a problem in any field of human activity which is new and industrially applicable, within the contemplation of this Policy.
- 5.60. **Visiting Professor.** Refers to people who are coming to the Institution for a particular purpose based on a term of engagement.
- 5.61. **Work/s** shall refer to any intellectual property created by any officer, employee, or service provider in the course of their employment or engagement with institution.

ARTICLE 2 – COVERAGE AND SCOPE

Section 1. Coverage

The DEBESMSCAT Intellectual Property Policy and Guidelines shall cover but not limited to the following:

- 1.1. All Staff or Faculty Members and Students; including service or professional contractors, consultants, and postgraduate fellows, Visiting Professors, those on sabbatical, project and study leaders, trainees, students, and others. Rights and obligations under this Policy shall survive any termination of employment, enrolment or Appointment at the Institution;
- 1.2. Collaborators or partners, whether in the national or international research and development network, other agencies and organizations whether public or private.

Section 2. Scope

The DEBESMSCAT Intellectual Property Policy and Guidelines shall have the following scope:

- 1.1. **IP.** This Policy applies to all IP generated at the Institution, in particular by Staff or Faculty Members and Students. This also includes Intellectual property derived from DEBESMSCAT directed, assisted, or commissioned, contracted research and development projects, and any Foreground IP and Serendipitous IP.
- 1.2. **Background IP.** Upon commencing employment, enrolment or an Appointment, Staff or Faculty Members and Students must declare any existing IP they wish to exclude from the application of this Policy due to creation prior to their employment, enrolment or Appointment at the Institution.

Section 3. Binding Effect of the Policy

This Policy constitutes an understanding that is binding on the Institution, Staff Members, Students and Faculty Members, once adopted by the Board, on the following grounds:

- 3.1. **Staff or Faculty Members.** The Institution shall ensure that the employment contract or other agreement establishing any type of employment relationship between the Institution and Staff or Faculty Members includes a provision placing Staff Members under the scope of this Policy.
- 3.2. **Students participating in an Institutional Research Project.** The Institution shall ensure that Students participating in an Institutional Research Project sign an agreement before commencing the project, to the effect that they have read and will comply with the provisions of this Policy.
- 3.3. **Informed consent.** This Policy shall be included on the Institution's website, the Academic Manual and the Student Handbook. In addition, a reference to this Policy shall be made in the terms and conditions of enrolment of Students, academic catalogues or their equivalent. Said reference shall be in sufficient detail to enable the full text of the Policy to be easily accessed.

ARTICLE 3 – DEBESMSCAT IP OFFICE

Section 1 The DEBESMSCAT IP OFFICE

- 1.1. The DEBESMSCAT IP office will be named the Intellectual Property and Technology Business Management (IPTBM) Office. It will be responsible for the overall management, planning, implementation, monitoring, and evaluation of the Institution's intellectual property (IP) activities. The IPTBM Office will function under its own Director, who reports directly to the Office of the President. The office will comprise four sections: (1) IP Management and Education Section, (2) IP Governance, Copyrights, and other IP Rights Section, (3) Patent, Utility Model, and Industrial Design Section, and (4) Technology Transfer Office (TTO). **Consult the IPTBM for its functions and services.**

ARTICLE 4 – THESES, DISSERTATIONS, AND SCHOLARLY WORKS

Section 1. Ownership of IP of a Student's Thesis/Dissertation

- 1.1 **Student ownership.** IP created by a Student in the course of study at the Institution (including theses, dissertations and other Scholarly Works) will be owned by the Student. This is in contrast to IP created by a Student in a Institutional Research Project, as per Article 4 Section 1.3 below.
- 1.2 **Theses or dissertations.** The Student must submit a copy of his/her final thesis or dissertation to the IPTBM Office.
- 1.3 **Institution ownership.** IP emanating from a Student's research projects shall be owned by the Institution in the following circumstances:
 - a. if the IP is created by making Substantial Use of the Institution's resources (excluding supervision); or
 - b. if the IP is created by making use of Institution's funds; or
 - c. if the IP is created by making use of funds coursed through the Institution; or
 - d. if the Research carried out by the Student forms part of an Institutional Research Project.
- 1.4 **Bursaries/scholarships.** A private external party that grants a bursary or scholarship to a Student, may elect to own the IP created by that Student in the course of his/her study at the Institution provided the Student and the Institution have consented to the Assignment of IP ownership in writing and such consent is not contrary to any applicable local or national law.
- 1.5 **Advisers and Evaluation Committee Members.** The advisers and the evaluation committee members of the students' theses and dissertations shall have no ownership on the IP's generated on it, except on the research funded by the government and the Institution which they jointly conducted, and when the adviser has contributed to the Reduction to Practice of the said IP.

- 1.6 **Innovations and Improvements.** Any innovation or improvement made on the technology by the designated caretaker of the IP, shall accrue to the Caretaker.

ARTICLE 5 - COPYRIGHT AND RELATED RIGHTS

In accordance with the regulations outlined in Part IV of the Intellectual Property Code of the Philippines, the subsequent principles shall dictate the management of copyright and associated rights within the Institution.

Section 1. Ownership and Assignment of Copyright

- 1.1 DEBESMSCAT as an agency of the government of the Philippines cannot hold copyright based on RA 8293 but it retains its authority to require prior approval if its work is exploited for commercial purposes. However, it shall authorize its authors to possess copyright either on an individual or collaborative basis for those Works not part of their regular duties.
- 1.2 The Creators/s shall assign the copyrighted work to the Institution if is generated in the following circumstances:
- If it is created by making Substantial Use of the Institution's resources;
 - If it is created by making use of funds from external agencies coursed through the funds of the Institution;
 - created as part of an Institutional Research Project;
 - created as part of their regular duties; and
 - created during regular work hours.
- 1.3 Copyright to outputs of collaborative works by DEBESMSCAT with other institutions shall be owned by the Institution unless stipulated in a prior agreement.

Section 2. Ownership of Copyright in Cases of Collaborative Efforts among Authors

- 2.1 Co-ownership arising from the input of various individuals shall be established through the following means:
- By explicit agreement within the research contract;
 - Through the application of regulations pertaining to shared and/or individual ownership; and/or
 - Via the resolution of conflicts facilitated by the IPTBM Director at DEBESMSCAT.

Section 3. Regulations and Terms for the Utilization of Institutional Works

- 3.1 **DEBESMSCAT users.** Individuals utilizing DEBESMSCAT resources must adhere to an agreement to be completed before or during their tenure or contractual arrangement with DEBESMSCAT. Under this agreement, these individuals will receive automatic authorization to employ DEBESMSCAT's Institutional Works, under the condition that appropriate citation and attribution practices are maintained.
- 3.2 **Third party users.** Third-party users will be encompassed by a distinct agreement, which includes, but is not limited to, the ensuing terms and conditions:
- 3.2.1 This agreement applies to both the user who seeks the utilization of the materials and to their respective employer or organization, which intends to incorporate the materials within their programs. The agreement becomes effective upon the acquisition of the works.
 - 3.2.2 The user must consent to a processing fee and adhere to the specified payment terms detailed in the agreement. These fees, as established by DEBESMSCAT, encompass but are not confined to service charges, production fees, processing and handling fees, and potentially shipping fees.
 - 3.2.3 All materials obtained from the Institution are rigorously restricted to the limitations enumerated in the agreement or others as specified by DEBESMSCAT.
 - 3.2.4 The time frame during which the materials can be utilized will be indicated by the Institution and stipulated within the agreement. Decisions concerning extensions or renewals for the use of the works shall be within the sole discretion of DEBESMSCAT.
 - 3.2.5 Agreements will be subject to termination or cancellation in cases where non-compliance with the constraints outlined in the agreement occurs.
 - 3.2.6 Media assets, encompassing photographs, graphics, and PowerPoint presentations, are permissible to be duplicated, printed, or downloaded for the purpose of integrating these assets into their individual multimedia projects or for other research, educational, and non-commercial intentions, contingent upon adherence to the Fair Use guidelines, and ensuring proper attribution and citation. Duplicates of these programs shall be provided to DEBESMSCAT IPTBM for validation, without incurring any charges.
 - 3.2.7 Any modification to publications such as news articles, books, bulletins, reports, artistic and literary works is prohibited. However, DEBESMSCAT might permit alterations aiming to enhance clarity, enrich color, or crop to maximize space, provided they obtain approval from the DEBESMSCAT IPTBM Office.
 - 3.2.8 The publications must not be utilized in ways that breach the copyright of any individual or organization. Users are obliged to guarantee that the works are not exploited for unlawful, obscene, defamatory, or libelous purposes. Users shall bear responsibility for any harm inflicted upon DEBESMSCAT and may be held accountable for damages, with the ability to claim such damages as per applicable laws.

Section 4. Regulations Governing the Utilization of Databases or Information Systems

- 4.1 **Databases or Information Systems.** Databases or information systems, characterized as distinct forms of derivative works, shall be regulated by the subsequent guidelines:
- 4.1.1 Prior authorization from DEBESMSCAT is mandatory for any utilization of databases or information systems.
 - 4.1.2 Users are prohibited from extracting or reusing a database or its contents without securing prior consent from DEBESMSCAT. Distributing copies of the database or its contents to third parties necessitates explicit authorization from DEBESMSCAT.
 - 4.1.3 When employing the database or its contents for public communication, users are obligated to correctly attribute or cite DEBESMSCAT or the author.

Section 5. Special Rules on Course Materials

- 5.1 **Assignment to the Institution.** IP Course Materials created by a Staff or Faculty Member or a Visitor, with the exclusion of Course Material that is created from or for Open Educational Resources, shall be assigned to the Institution in accordance with Article 5, Section 1.2.
- 5.2 **Licensed by the Institution.** The Institution grants the Creators of Course Materials a royalty-free, non-exclusive license to use the Course Materials created by them for teaching and Research purposes at the Institution in accordance with Article 5 Section 3.1.

Section 6. Special Rules on Scholarly Works

- 6.1 **Publication.** The Institution recognizes and endorses the rights of Staff or Faculty Members and Students to publish their Scholarly Works, provided that any Scholarly Work which may disclose any possible Institutional IP shall first be cleared by IPTBM after having an opportunity to protect such Institutional IP according to Article 12.
- 6.2 **Institutional repository.** Staff or Faculty Members and Students should endeavour to obtain publishers' permission to include published Scholarly Works in the Institutional repository whether as a published edition or in pre-publication form.

Section 7. Moral Rights

- 7.1 **Recognition.** The Institution undertakes to respect and protect the Moral Rights which copyright law confers on Authors of copyright works.
- 7.2 **Rights granted.** The Institution acknowledges that Moral Rights vest in Authors of copyright works irrespective of the copyright ownership thereof and include:
 - a. the right of attribution of authorship in respect of the copyright works;
 - b. the right not to have authorship of the copyright works falsely attributed; and
 - c. the right of integrity of authorship in respect of the copyright works.
- 7.3 **No waiver.** The Institution will not require Staff or Faculty Members and Students to waive their Moral Rights as a condition of employment, enrolment, Appointment, or funding.

Section 8. Acknowledgment and Copyright Notification

Whenever media assets and databases are publicly presented or shared, users must affix a copyright notice, photo credit, or a suitable form of recognition at the conclusion of each work in accordance with Article 5, Section 7.2.

Section 9. Confidentiality

Information characterized as proprietary or confidential shall be safeguarded through a confidentiality agreement prior to its utilization by external parties.

ARTICLE 6 - PATENTS, UTILITY MODELS, AND INDUSTRIAL DESIGNS

In compliance with the legal provisions governing patents, utility models, and industrial designs as outlined in Part II of the IP Code of the Philippines, the subsequent directives shall establish the framework for managing patents, utility models, and industrial designs at DEBESMSCAT:

Section 1. Ownership

- 1.1 **DEBESMSCAT's Ownership:** DEBESMSCAT shall assert ownership over patents, utility models, or industrial designs in any of the subsequent circumstances:
 - 1.1.1 If the creation is commissioned by DEBESMSCAT.
 - 1.1.2 If it is explicitly stipulated within a contract for the purpose of generating intellectual property.
 - 1.1.3 If the inventor develops the invention during the course of their contractual engagement with DEBESMSCAT.
 - 1.1.4 If the invention emerges as a consequence of fulfilling the inventor's regular assigned duties and during regular work hours, except in cases where an agreement, whether explicit or implied, dictates otherwise.
 - 1.1.5 If the utilization of the Institution 's research facility for the creation or development of the intellectual property was not compensated through the Institution's cashier, as validated by the facility's caretaker.
 - 1.1.6 If the technology is intentionally transferred to the Institution.
 - 1.1.7 If the technology was created through the Substantial Use of the Institution's Resources.
 - 1.1.8 If the technology was created by using funds from external agencies coursed through the Institution.
- 1.2 **Ownership for DEBESMSCAT Employees and other Individuals Covered by the Policy.** DEBESMSCAT employees, as well as all those falling under the purview of these Guidelines, shall possess ownership of inventions, utility models, or industrial designs generated outside of their regular responsibilities. This applies even if the employee employs DEBESMSCAT's time, resources, and materials, contingent upon compliance with prevailing laws, regulations, and rules concerning the utilization of government resources and time. The Creator may also choose to assign the IP to the Institution if it is the best interest of the Creator.
- 1.3 **Rights of Collaborators/External Partners.** The rights of collaborators or external partners shall be contingent upon the stipulations outlined within the agreement established between the Institution and these partners.
- 1.4 **IP emanating from Research Contracts.** In the absence of provisions to the contrary in any national law or where there are no Substantial Use of the Institution's resources, the terms of the Research Contract will regulate ownership of IP

created by Staff or Faculty Members in the course of an Institutional Research Project that forms part of a Research Contract, as set out in Article 10.

- 1.5 **Appointment of Staff or Faculty Members at another Institution.** It is the responsibility of each Staff or Faculty Member that holds an honorary or other academic or research appointment at another institution (Host Institution) to bring to the attention of the Host Institution, including its IP Office, his/her obligations in terms of this Policy, prior to the tenure at the Host Institution. To the extent that the Host Institution's IP Policy makes a claim on IP created by the Staff Member pursuant to such appointment, the Staff Member shall ensure that the Host Institution negotiates a suitable IP arrangement with the Institution.

ARTICLE 7 – PLANT VARIETY PROTECTION

Subject to the provisions of the Plant Variety Protection Act of 2002 (Republic Act No. 9168), the following guidelines shall govern plant variety protection or plant breeder's rights at DEBESMSCAT;

Section 1: Ownership of Plant Breeders' Rights

DEBESMSCAT shall have ownership of the new variety, which is bred, or discovered and developed by those covered by these Guidelines, and those commissioned by it to do the breeding, or discovering and developing a new variety in the following circumstances:

- a. If it is created by making Substantial Use of the Institution's resources;
- b. If it is created by making use of funds from external agencies coursed through the funds of the Institution;
- c. If it is created as part of an Institutional Research Project;
- d. If it is created as part of their regular duties; and
- e. If it is created during regular work hours.

If the DEBESMSCAT Staff or Faculty Member, or the person commissioned by DEBESMSCAT breeds and discovers and develops a new variety together with two or more persons, all of them shall be named in the application for plant variety protection to be filed by the Institution.

Section 2: Plant Variety Protection

Plant variety protection shall be sought and maintained by DEBESMSCAT for those varieties with high commercial potential. Protection shall be sought before any testing or commercial release of the new variety.

Section 3: Licensing Agreements

If it is necessary to immediately disseminate the new variety for the benefit of the farmers, DEBESMSCAT may enter into licensing agreement(s) with the private sector, provided that the licensing agreement(s) is/are done with transparency and competitiveness through a public bidding and will also bring about lower prices of seeds of the new variety for the farmers and will be in the best interest of DEBESMSCAT.

Section 4: Sale of New Plant Variety

A new variety, whether propagating or harvested material, shall not be sold, offered for sale or disposed of to others, by or with the consent of the breeder, for purposes of exploitation of the variety more than a year before the date of the filing of an application for plant variety protection.

Section 5: Material Transfer Agreement for Germplasm

Germplasm may be provided by DEBESMSCAT to interested parties, provided the transfer of said germplasm is covered by a material transfer agreement.

ARTICLE 8 – OTHER INTELLECTUAL PROPERTY RIGHTS

The Intellectual Property Code, RA 8293, as amended, and its implementing rules and regulations shall govern the following other Intellectual Property Rights: a) trademarks and service marks or trade names; b) geographic indications; c) lay-out designs (topographies) of integrated circuits, and d) protection of undisclosed information. Proprietary information as defined in these guidelines falls under the category of other Intellectual Property Rights.

Section 1. Ownership of other IP rights

All other IP generated through the following circumstances shall be owned by DEBESMSCAT:

- a. If it is created by making Substantial Use of the Institution's resources;
- b. If it is created by making use of funds from external agencies coursed through the funds of the Institution;
- c. If it is created as part of an Institutional Research Project;
- d. If it is created as part of their regular duties; and
- e. If it is created during regular work hours.

ARTICLE 9 – PUBLICATION, NON-DISCLOSURE, AND TRADE SECRETS

Section 1. Non-disclosure for IP Protection.

Creators should be aware that premature Public Disclosure may result in loss of IP protection rights. Therefore, they are required to make all reasonable efforts to identify any protectable IP as early as possible, according to Article 12, and shall disclose to the IPTBM before making any Public Disclosure of potential Institution IP.

Section 2. Trade Secrets

The Institution may designate certain confidential information as a Trade Secret, owned by the Institution. In that event, all Creators will be obligated to maintain secrecy of the Trade Secret and to follow the direction for management of the Trade Secret by IPTBM.

ARTICLE 10 – RESEARCH CONTRACTS

Section 1. Authority, Research Contract Policy, and Due Diligence

- 1.1 **Authority.** Staff or Faculty Members and Students shall not have the right to enter into a Research Contract with external parties on behalf of the Institution unless they are authorized to do so by an official representative of the Institution.
- 1.2 **Research Contract Policy.** All Research Contracts must be executed and performed in compliance with the Institution's Research Contract Policy (where available).
- 1.3 **Due diligence.** Persons acting for and on behalf of the Institution shall exercise all due diligence and consult IPTBM when negotiating and signing contracts that may affect the Institution's IPRs.

Section 2. Ownership and rights to use

Subject to any provisions in law to the contrary, ownership and rights to use shall be governed by this IP Policy unless agreed upon with the third party.

Section 3. Government rules and Approval

- 3.1 **Government rules.** Research Contracts shall comply with any applicable law and/or Government regulations and/or rules, which may be applicable to Research undertaken by the Institution, in particular, as far as it relates to the ownership of IP resulting from such Research. In case of Research Contracts undertaken with foreign agencies, Philippine laws and regulations must apply.
- 3.2 **Approval.** Proposed Research Contract and other legal statements concerning the Institution's IPRs shall comply with the provisions of this Policy. Any variance from this Policy must be approved by the IPTBM Director.

Section 4. Basic Principles

- 4.1 **Basic Principles.** The IP clauses in all Research Contracts shall be governed by the following basic principles:
 - 4.1.1 **Concluded from the outset.** A Research Contract must be executed in writing and signed by the Institution and the external party(ies)/sponsor(s) prior to the commencement of any Institutional Research Project and, as appropriate and without limitation, must contain terms relating to ownership, management and use of IP arising from the Institutional Research Project as well as any Background IP.
 - 4.1.2 **Background IP.** All Institution Background IP must be properly recorded and declared prior to the commencement of a Research Contract and belongs to the Institution. Similarly, Background IP of the external party/sponsor belongs to such party or sponsor. Use of such Background IP requires express written permission.
 - 4.1.3 **Foreground IP (IP arising from the Research Contract).** IP generated pursuant to a Research Contract by Staff or Faculty Members or Students shall be governed in terms of the above provisions relating to IP generated by these parties. The general rule is that such IP shall be owned by the Institution.
 - 4.1.4 **Co-owned Foreground IP.**
 - a. **Terms for co-ownership.** Co-ownership of IP generated pursuant to a Research Contract shall be in accordance with national legislative provisions, failing which, as per the percentage of IP created by the Institution and the external party(ies)/sponsor(s).
 - b. **Costs for protecting and maintaining co-owned IP.** The costs for protecting and maintaining any IPRs shall be shared between the Institution and the external party(ies)/sponsor(s) in accordance with the percentage of IP ownership.
 - 4.1.5 **Serendipitous IP.** Any IP created during the course of the Research Contract which falls outside of scope of the Research Contract shall be owned by the Institution, unless agreed contractually otherwise in the Research Contract.
 - 4.1.6 **Right of first refusal to the IP.** The Research Contract may include provisions giving the external party(ies)/sponsors, a right of first refusal to Commercialize the IP emanating from the Research Contract, through a license or joint venture arrangement or Assignment.
 - 4.1.7 **Publication delay.** The Institution acknowledges that delays in publication for the purpose of initiating statutory protection of the IP is necessary. In this regard, the Institution will agree, on a case-by-case basis, to a contractual delay in publication by Creators. The delay will depend on the advice of the IPTBM Office or until the office clears it for publication.
 - 4.1.8 **Use of the IP for Research and teaching.** In instances, where the Institution IP is licensed exclusively or assigned as part of the Research Contract, all efforts should be made to secure a royalty-free license for use of the IP for on-going Research and teaching purposes.

Section 5. Exceptions to the Policy

In certain cases, it may be necessary and/or beneficial to the Institution to enter into a Research Contract that contains exceptions to the provisions of this Policy. Any such exceptions require prior, written approval from the IPTBM Director.

ARTICLE 11– ASSIGNMENT OF INTELLECTUAL PROPERTIES

In accordance with the stipulations outlined in relevant legislations such as the Intellectual Property Law of 1998 (RA 8293) and the Philippine Technology Transfer Act of 2009 (RA 10055), as well as any agreements established with DEBESMSCAT or external parties, and with the goal of facilitating the Institution's mission to disseminate knowledge and technology for the greater public good, faculty members and students have the option to assign intellectual properties (IPs) resulting from their theses or dissertations to the Institution.

Section 1. Assignment of IPs from student researchers

Intellectual properties originating from student researchers shall be assigned to the Institution voluntarily or will be assigned based on the Institution's request (as outlined in Annex D, to be placed on the manuscript's first page). This Assignment is contingent upon the IP successfully passing the technical evaluation conducted by the faculty members assigned as the technical evaluation committee for theses and dissertations. The endorsement of the Department Head, Research Coordinator, and the Dean of the college is required. Students who choose to assign their IPs to the Institution will be entitled to the royalties as specified in this policy if the assigned IPs are later commercialized by the Institution.

Section 2. Appointment of Faculty Caretaker for Assigned IPs

The Institution will appoint a faculty member to oversee the IPs that students have assigned. This faculty member's endorsement by the College/Campus Dean is a prerequisite for assuming this role. While responsible for enhancing the assigned IPs, the designated faculty member must also inform the IP office about any improvements made.

Section 3. Allocation and Oversight of Technologies with Incubation Period

A faculty member can be entrusted with a maximum of five (5) technologies, each with an incubation period of up to five (5) years. The faculty member, acting as a caretaker, is obligated to furnish reports detailing the exploitation and advancement of the technology. Should a caretaker faculty member fail to engage in exploitative or innovative activities concerning a technology over the five (5) year incubation period, they will receive lower priority when it comes to being selected as the caretaker for future technologies assigned by students.

Section 4. Assignment of IP made by Staff or Faculty Members outside of regular duties

Staff or Faculty Members who independently develop intellectual property, without utilizing any resources of the Institution and without compromising their professional responsibilities, can assign the IP to DEBESMSCAT. In the event that the IP is commercialized, these Staff or Faculty Members are eligible to receive royalties.

ARTICLE 12 – MANAGEMENT OF INTELLECTUAL PROPERTIES

To guarantee that the Institution's Research, Development, and Extension (RDE) initiatives yield IPs that possess the sought-after attributes of originality, innovation, and practicality, the IPTBM Office will undertake the following measures:

Section 1: Recording of Research and Identification IPs Generated from Proposed Research

- 1.1 Creators shall also keep appropriate records of their Research in accordance with the Institution's applicable policy procedures and make reasonable efforts to ensure that only those individuals within the Institution who have a need to have access to such records for the performance of their duties are granted such access.
- 1.2 To ascertain the Intellectual Properties originating from researchers' proposed studies, a tagging mechanism will be employed. The data generated through this tagging process will serve as a basis for DEBESMSCAT IPTBM to audit the Intellectual Properties produced by researchers.

Section 2: Ensuring Novelty in Research Endeavours

The verification of research novelty, particularly for endeavours involving methods/processes, products like machinery, and microorganisms, will be ensured through comprehensive prior art searches. In instances where novelty is lacking, DEBESMSCAT IPTBM will suggest strategies to infuse originality into the research. The DEBESMSCAT IPTBM shall also lead trainings on prior art searches for both faculty and students to capacitate them.

Section 3: Triage for Disclosed Intellectual Properties

A triage process will be executed on disclosed Intellectual Properties. This step involves validation to establish existence, validate creatorship and ownership, assessment of commercial value, and prioritization for the protection of identified IPs.

Section 4: IP Disclosure

- 4.1 **IP Disclosure Form.** Researchers generating IPs from institution or government-funded projects are required to promptly disclose these IPs to DEBESMSCAT IPTBM through the IP Disclosure Form (See Annex "B").
- 4.2 **Disclosure Clause for IP related to GRs and/or TK.** When potential IP has been developed using GRs and/or TK, the IPTBM could require its Creators to disclose relevant information, in accordance with national legislation.

Section 5: Establishing Creatorship and Ownership

- 5.1 **Creatorship.** Creators shall, upon request, sign the appropriate legal documents provided by IPTBM that attest to creatorship. Where there is more than one Creator, and there is a dispute as to the contribution to creatorship, IPTBM shall in consultation with the Creators, assist in the determination of the percentage IP creatorship, failing which it shall be assumed that there was an equal undivided contribution.
- 5.2 **Ownership.** Once creatorship has been determined, the Creators shall be required to formally assign any right, title or interest they may have in that IP to the Institution in the form of a contract that specifies the rights that will accrue to the Creator(s) and the Institution and the obligations they will have to assist the Institution with the Commercialization of that IP.

Section 6. IP Protection

Safeguarding both research-generated and Institution-assigned Intellectual Properties, particularly those with commercial potential, is imperative. Protection measures for IPs will be enacted through the procedures outlined in the Policy. Consult the IPTBM for the steps to be taken.

Section 8: Premature Disclosure of IPs

No enabling and prejudicial disclosures of the generated IP's shall be allowed in the presentation of the output of the DEBESMSCAT funded researches outside the Institution. The researchers are required to submit to IPTBM the presentation materials one (1) week before the presentation to examine if there are subject matters that are not allowed to be presented.

ARTICLE 13 – COMMERCIALIZATION OF INTELLECTUAL PROPERTIES

Section 1: Endorsement of IP to the DEBESMSCAT Technology Transfer Office (TTO)

The DEBESMSCAT IPTBM office shall endorse applied and registered IPs with validated commercialization potential to the DEBESMSCAT Technology Transfer Office (TTO) of the Institution for Commercialization.

Section 2: Assistance to IPTBM

Creators of IP which has been applied and registered, and is selected for Commercialization by the Institution must provide IPTBM with all reasonable support in the assessment, protection (including preventing premature disclosure and execution of any documents including Deeds of Assignment and Deeds Attesting to Creatorship), and Commercialization of the IP.

Section 3: Commercialization of IP generated from research funded by the Institution and other government agencies

Commercialization of generated IP from the research funded by the Institution and government agencies shall be subject to existing laws requiring transparency and accountability, the COA Rules and Regulations and as required under Article IX, Section 20 of RA 10055, the Institution through its IP office and Technology Transfer Office or Business Affair Office, shall be allowed to directly negotiate agreements for the Commercialization of IPs, provided that it shall follow existing laws and regulations. In the absence of skilled personnel in the Institution to handle Commercialization activities, the Institution shall seek the assistance of a Fairness Opinion Board (FOB) pursuant to the Implementing Rules and Regulations of the Technology Transfer Act of 2009 or RA 10055.

Section 4: Allowance of Establishing a Company or Spin-off firm for Commercialization of IP

The Institution shall allow its researchers to commercialize or pursue commercialization of the IP and/or IPRs generated from R&D funded by DEBESMSCAT and other government agencies by creating, owning, controlling, or managing a company or spin-off firm undertaking Commercialization, or accepting employment as an officer, employee, or consultant in a spin-off firm undertaking such Commercialization as stipulated in RA 10055 and Republic Act No. 8439 and related law and regulations.

Section 5: General Guidelines for Commercialization

- 1.1. Regardless of the mode of IP Commercialization, the transaction will be executed in a Technology Transfer Agreement which:
 - a. protects the interests of the Institution, its Staff or Faculty Members and Students;
 - b. retains rights for the Institution to use the IP for educational and research purposes;
 - c. assures that the IP will be utilized in a manner which will serve the public good;
 - d. assures that the IP will be developed and brought to the marketplace as useful goods and services; and
 - e. prohibits the "shelving" or "mothballing"³ of the IP or its use in any illegal or unethical manner.
- 1.2. The Institution will endeavour to Commercialize IP in a manner that enhances local, regional, and national economic development.
- 1.3. The Institution will endeavour to Commercialize IP in a manner that encourages and fosters entrepreneurship by Staff or Faculty Members and others and which supports Commercialization Entities.
- 1.4. The Institution shall obtain a certificate of compliance for the Technology Transfer Agreement from the Intellectual Property Office of the Philippines (IPOPHIL).

³ Shelving or mothballing of academic IP refers to IP and invention disclosure bundles that remain unexplored, unlicensed or unused.

ARTICLE 14 – INCNTIVES AND SHARING OF REVENUES

Section 1: The Institution's Incentive Structure

- 1.1. **Purpose and scope.** The Institution, in the interest of promoting knowledge transfer, will give due consideration to incentives to researchers to foster Research that has socio-economic impact; such incentives may be financial or non-financial.
- 1.2. **Incentives for IPs filed and registered.** Creators of filed and granted IP registration recognized by the Institution shall be accorded with awards and recognition based on existing policies.
- 1.3. **Incentives for Patents or Utility Models filed and registered.** Creators of patents, utility models, and industrial designs are eligible for incentives upon obtaining a Certificate of Registration from the IPOPHIL. The following will be the incentive scheme:
 - a. For Patents: PhP 50,000.00
 - b. For Utility models: PhP 10,000.00
 - c. For Industrial Designs: PhP 2,500.00
- The budget for these incentives will be allocated from the IPTBM funds and from the IPTBM Office's royalty share.
- 1.4. **Multiple Creators.** In case of patents, utility models, and industrial design from creators, the incentives will be divided based on the guidelines set by the Quality Management System Manual for Research.
- 1.5. **Incentives for IPs Commercialized.** A Creator/Enabler may receive incentives from each IP they created/enabled which is Commercialized in the form of awards and as outlined in Section 3 of this Article.

Section 2: Sharing of Royalties and other Benefits

- 2.1. **General.** The Institution, in line with the minimum requirements set out in relevant national legislation, such as the Philippine Technology Transfer Act of 2009 (Republic Act No. 10055), IP Code, and Magna Carta for S&T Workers, will award Creators/Enablers in the sharing of monetary benefits that may accrue to the Institution from the Commercialization of Institution IP.
- 2.2. **Calculation of Net IP Revenue for distribution.** Calculation of Gross IP Revenue, IP Expenses, and Net IP Revenue shall be in accordance with the following rules:
 - 2.2.1. **Calculation of Gross IP Revenue.** "Gross IP Revenue" is defined in Article 1 as "*all revenue received by the Institution for Commercialization of Institutional IP before any cost recovery or deductions for IP Expenses*" and includes, but is not limited to, outright sale of IP, option payments received, licence fees received, evaluation fees received, upfront and milestone payments received, royalty payments received, share of profits received, dividends received, commissions, income through disposal of equity, and direct sale of products or services.
 - 2.2.2. **IP Expenses.** "IP Expenses" is defined in Article 1 as "*all expenses incurred by the Institution in the management of IP for which Gross IP Revenue has been received*" and includes, but is not limited to, those expenses that relate to (i) the Institution's expenses incurred by payment to external entities for securing, maintaining and enforcing IP protection, such as patenting and litigation expenses; (ii) costs incurred by the Institution in the Licensing/assignment of IP, including marketing costs, contract negotiation and drafting costs; and (iii) costs in making, shipping or otherwise distributing products, processes or services that embody the particular IP, but not including staff time or general administrative costs.
 - 2.2.3. **Calculation of Net IP Revenue.** IPTBM shall maintain accurate and transparent documentation of IP Expenses incurred for a particular IP and shall be entitled to cover all IP Expenses it has incurred, as set out in Section 2.2.2 above. The "Net IP Revenue" is calculated as the Gross IP Revenue less IP Expenses.
 - 2.2.4. **Co-owned IP.** Where the IP is co-owned by the Institution and an outside organization, the Gross IP Revenue received by the Institution will be shared in accordance with a pre-determined formula as per a contractual arrangement. Thereafter, the Gross IP Revenue received by the Institution and the Net IP Revenue will be determined, and revenues will be shared in accordance with Section 2.3.1, 2.3.2, and 2.3.3 below.
- 2.3. **Sharing of royalties.** Based on the IP Code and the Magna Carta for S&T workers, inventors and the Institution shall receive a percentage share of royalties and other benefits generated from royalty-generating IPs subject to the following terms and conditions:
 - 2.3.1. The Net IP Revenue shall be allocated as follows:
 - a. **For DEBESMSCAT-owned IP: 40%** (Inventor/Creator): **60%** (DEBESMSCAT).
 - b. **For IPs owned by Holders assigned to DEBESMSCAT: 60%** (Inventor/Creator): **40%** (DEBESMSCAT)
 - 2.3.2. **Sharing between multiple Creators.** Where there is more than one Creator, the Creators are entitled to an equal or *pro rata* share, based on contribution, of the percent allocation in Section 2.3.1 above, except where there is a prior written agreement between all the Creators to the contrary.
(Consult the IPTBM for the other necessary details.)
- 2.4. **Institution's Royalty Share.** The Institution's share of Net IP Revenue according to Section 2.3.1 above is distributed internally as:

30% for the College/Department 30% for the DEBESMSCAT Research and Development Services (RDS) Office; 30% to IPTBM Office; and 10% for further IP prosecution and maintenance costs
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- a. The royalty share of the DEBESMSCAT RDS Office will be allocated for:
 - a. Funding capacity development of creators and enablers through local and international training opportunities in their respective research fields.
 - b. Supporting research and development projects that generate intellectual property.
- b. The royalty share of the IPTBM office will be used to:
 - a. Develop and nurture current and future intellectual property creators in technology development, commercialization, and other IP-related areas.
 - b. Provide incentives.

2.5. **Collection and Disbursement of Royalties.** The DEBESMSCAT IPTBM shall collect and disburse any royalty resulting from the Commercialization of IP.

Section 3: Other Incentives

- 3.1. **Growth, development and acknowledgement.** A framework for growth and development of the Creator/Enabler in their professional and personal capacity shall be developed including (i) recognition of IP generation and Commercialization performance in appraisal procedures; and (ii) opportunities for enterprise development or capacity development through, for example, specific training opportunities, sabbaticals, and local and international exchanges in their relevant Research field or in the field of IP management and knowledge transfer.
- 3.2. **Research funds.** The Institution will actively, through its IPTBM and Research and Development Services Office, promote, source and/or facilitate collaborative arrangements with industry partners to secure funding for further Research for the Creators/Enablers.

Section 4: Creator/Enabler receiving shares in a Commercialization Entity or other licensee.

- 4.1. In the case where a Creator/Enabler is granted equity in a Commercialization Entity that licences the Institution IP which the Creator/Enabler has created, such Creator's/Enabler's portion in the standard revenue sharing formula of Article 14, Section 2.3.1, 2.3.2, or 2.3.3 will be unaffected. All other Creators/Enablers will be rewarded in accordance with the formula in Article 14 2.3.1, 2.3.2, or 2.3.3.
- 4.2. Where the Institution receives shares in a licensee company, which company may be a Commercialization Entity, as consideration for an IP license, the Institution will hold all the shares until liquidation, at which time the income will be considered Gross IP Revenue and the Creators/Enablers will receive their share according to the revenue sharing formula in Article 14 2.3.1, 2.3.2, or 2.3.3.
- 4.3. Notwithstanding the benefit sharing in respect of shares in terms of this Article 14 Section 4, the Creators/Enablers will still be entitled to their share of any other revenues under the IP license.

ARTICLE 15 – IP PORTFOLIO MAINTENANCE

Section 1: Recording and Monitoring

Recording and monitoring. IPTBM shall maintain records of the Institution's IP in an appropriate form and in sufficient detail. It shall monitor the deadlines for the payment obligations related to the maintenance or annuity fees of protected IP, and shall, within a reasonable time, inform the person or department designated to make such payments.

Section 2: Accounting

The IPTBM, through the College's Financial Management Services Office, shall maintain income/expense accounting records on each IP so that revenue sharing allocations can be calculated.

ARTICLE 16 – TRADITIONAL KNOWLEDGE AND GENETIC RESOURCES

Section 1: Research conducted at the Institution using TK and/or GRs

When Research is conducted at the Institution using TK and/or GRs, provisions of national legislation must be observed, which provisions may include prior informed consent, access and benefit-sharing, and the need to obtain any relevant permits.

Section 2: Access to TK/GRs

The Institution shall formulate procedures and mechanisms for access to GRs/TK in order to comply with national legislation.

Section 3: Protection of IPs arising from TK/GRs

The Institution shall make provision in all Research Contracts concluded for the protection of any IP which may arise from the use of TK and/or GRs.

ARTICLE 17 – CONFLICTS OF INTEREST AND CONFLICTS OF COMMITMENT

Section 1: Commitment to the Institution.

Staff and Faculty Members' primary commitment of time and intellectual contributions should be to the education, research and academic programs of the Institution.

Section 2: Best Interests of the Institution.

Staff and Faculty Members have a primary professional obligation to act in the best interests of the Institution; they should avoid situations where external interests could significantly and negatively affect their work ethic and research integrity.

Section 3: Agreements with External Parties.

It is the responsibility of all Staff and Faculty Members to ensure that their agreements with external parties do not conflict with their duties and responsibilities in terms of this Policy. This provision shall apply in particular to private consultancy and other research service agreements concluded with external parties. Each individual should make his/her duties and responsibilities clear to those with whom such agreements may be made and should ensure that they are provided with a copy of this Policy.

Section 4: Disclosure of External Activities and Financial Interests.

Staff and Faculty Members shall promptly report all potential and existing Conflict of Interest (COI) or Conflict of Commitment (COC) to the appropriate Institutional authority, in compliance with applicable COI/COC policies. The authority will be responsible for resolving the conflict or reaching a solution satisfactory to all parties concerned.

Section 5: Policy.

The Institution will develop a separate and comprehensive policy on COI, in order to increase the awareness of Staff and Faculty Members about COI and COC; outline requirements for disclosure of COI and COC; and establish procedures to identify them, avoid or properly manage such conflicts.

ARTICLE 18 - DISPUTE

Section 1: Violation

Any officer, employee, or service provider adjudged to have breached any of the provisions of this IP Policy shall be dealt with accordingly, to wit:

- 1.1. First Offense – Written censure or reprimand by institution management; and ineligibility to receive Productivity Incentive Bonus for the given year;
 - 1.2. Second Offense – Ineligibility to be nominated for a scholarship or grant for a training course or a degree abroad within a period of three years from when the infraction was committed; and /or ineligibility to receive or continue to receive revenue share from a commercialized IP of which he or she is a creator or enabler as the case may be;
 - 1.3. Third Offense – Ineligibility to be nominated for a scholarship or grant for a training course or a degree abroad within a period of five years from when the infraction was committed; and ineligibility for promotion to any higher position within a period of five years from when the infraction was committed; or any other appropriate course of action.
- In the event of a more serious violation of this IP Policy, officers, employees, and service providers will be subject to disciplinary action in accordance with the relevant provisions of laws and regulations in force.

Section 2: Dispute Resolution

- 2.1. In case of conflict arising from any of the provisions of this policy, the parties may agree to resort to mediation to settle the dispute with the assistance of the DEBESMSCAT IPTBM Office, the decision is appealable to the President of DEBESMSCAT whose decision shall be final.
- 2.2. If the parties are not amenable to mediation, the parties may avail of any remedy provided for by existing laws, rules, and regulations

ARTICLE 19 –TRANSITORY PROVISIONS AND AMENDMENTS

Section 1: Transitory Provisions

- 1.1. This Policy shall apply to existing agreements between DEBESMSCAT and any third party, with potential to generate intellectual property.
- 1.2. If an existing agreement is renewed, revised or amended after this DEBESMSCAT IP Policy takes effect, the amended or new agreement shall conform to this policy, or shall automatically be under the operative provisions of this policy.

Section 1: Revision

- 2.1. This Policy may be amended at any time by a decision of the IP Committee and the Board. In this case:
 - 2.1.1. all IP disclosed on or *after* the effective date of such amendment shall be governed by the Policy as amended; and
 - 2.1.2. all IP disclosed *prior* to the effective date of the amendment shall be governed by the Policy prior to such amendment, provided that the provisions of the Policy (as amended) shall apply to all IP licensed or otherwise Commercialized on or after the effective date of any such amendment regardless of when the IP is disclosed.

ARTICLE 20 – EFFECTIVITY

This policy shall take effect upon approval of the Board.

References:

This Intellectual Property Policy and Guidelines were drafted with the following references:

- a. Bicol University Intellectual Property Policy and Guidelines
- b. Central Luzon State University in Science City of Muñoz, Nueva Ecija IP Policy
- c. Intellectual Property Code (Republic Act No. 8293) and other related laws
- d. Intellectual Property Office of the Philippines (IPOPHIL)
- e. Magna Carta for Scientists, Engineers, Researchers and Other Science and Technology Personnel in the Government (Republic Act 8439)
- f. Philippine Rice Research Institute IP Policy
- g. Policy - Guidelines Governing Intellectual Property Rights and Technology Transfer Arrangements of The Bicol State College of Applied Sciences and Technology (BISCAST)
- h. Sorsogon State University IP Policy Manual
- i. The CBSUA Research and Innovation Cluster Operations Manual
- j. University of the Philippines Los Baños Intellectual Property Forms
- k. WIPO Intellectual Property Policy Template for Universities and Research Institutions

APPENDIX B
STATEMENT OF DISCLOSURE

It is all understood that all discoveries, inventions, and other intellectual property made or conceived in performance of work on this project will be property of DEBESMSCAT or in accordance with the contract terms for this project; College policies are designed to assure that interests of the inventor, the College, and the sponsor are taken into consideration; and the Principal Investigator(s) will furnish prompt and full disclosure of inventions/findings made during performance of this project to the Research and Development Services Office.


MYLAH N. GUERRERO
Researcher

APPENDIX C CLEARANCE TO PROCEED FORM

Document Control Number: DEBESMSCAT-F-GS-12		
	Republic of the Philippines DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY Cabitan, Mandaon, Masbate www.debesmscat.edu.ph FORM Clearance to Proceed Form	

Name of Researcher	MYLAH N. GUERRERO
Program	MAED - AG
Research Proposal Title	EVALUATING THE LEADERSHIP COMPETENCIES AND PRACTICES OF SCHOOL HEADS IN IMPLEMENTING SCHOOL-BASED MANAGEMENT
Name of Adviser	MORENA C. BUAYAN

The following items (/) have been received and reviewed in connection with the above study to be conducted by the above researcher.

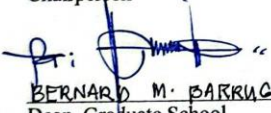
- ☐ Research Proposal in prescribed format
- ☐ Informed Consent Form/s / Assent Form
- ☐ Data Collection Tools

And hereby approved:

- ☐ To proceed to the validation of the data gathering tools
- ☐ To proceed to data collection, organization and write – up

Date of Issuance: Feb. 18, 2026


MICHAEL L. ESTREMERA, PhD
 Chairperson


BERNARD M. BARRUCA, EdD
 Dean, Graduate School

Effectivity Date: September 1, 2025
Rev. No.: 01
Page _of_

APPENDIX D
LETTER REQUEST TO THE SDS OF SDO MASBATE PROVINCE



DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY
(Masbate State College)
Cabitan, Mandaon, Masbate
<http://www.debesmscat.edu.ph>
GRADUATE SCHOOL

February 18, 2026

JOEL E. CALBOY
ASDS/OIC Office of the Schools Division Superintendent
Division of Masbate Province
Rodeo Road, Masbate City

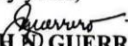
Sir:

Good day!

The undersigned, is a student of Master of Arts in Education major in Administration and Supervision at DEBESMSCAT who is currently on the process of conducting her thesis study entitled "EVALUATING THE LEADERSHIP COMPETENCIES AND PRACTICES OF SCHOOL HEADS IN IMPLEMENTING SCHOOL-BASED MANAGEMENT IN ARORAY" purposely to examine the competencies and practices of the school heads in leading and managing their respective school that contribute to its overall performance. The findings will inform decision-making, enhance leadership development, and strengthen overall school performance in Masbate Province. It will serve as a guide for improving leadership competencies, instructional supervision, resource management, and school governance.

In view thereof, the undersigned would like to request permission from your office to conduct and administer a face-to-face and online survey via Google Forms to all school heads in the Municipality of Aroroy. If approved, the data obtained will remain confidential.

Your favorable action on this matter is very much appreciated.

Very truly yours,

MYLAH N. GUERRERO
Researcher

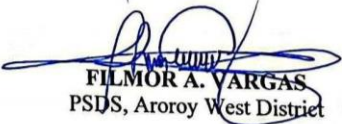
Noted:

MORENA C. BUAYAN, PhD
Adviser

Recommending Approval:

RAMON D. GUTIERREZ, PhD
PSDS, Aroroy East District

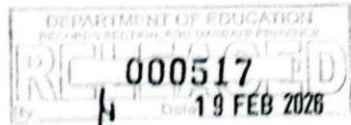

BERNARD M. BARRUGA, EdDEL
Dean, Graduate School


FILMOR A. VARGAS
PSDS, Aroroy West District

Approved: 
JOEL E. CALBOY
ASDS/OIC, Office of the Schools Division Superintendent

APPENDIX E ENDORSEMENT


Republic of the Philippines
Department of Education
REGION V
SCHOOLS DIVISION OF MASBATE


000517
19 FEB 2026

1st ENDORSEMENT
February 19, 2026

Respectfully referred to the public schools district supervisors and concerned school heads of Aroroy East and West Districts, the letter dated February 18, 2026 of **MYLAH N. GUERRERO** requesting to conduct research study entitled **"EVALUATING THE LEADERSHIP COMPETENCIES AND PRACTICES OF SCHOOL HEADS IN IMPLEMENTING SCHOOL-BASED MANAGEMENT IN AROROI,"** details of which are stated therein.

This Office **INTERPOSES NO OBJECTION** to the request, subject to the following conditions:

- proper coordination with the concerned school heads and/or research subjects be done to avoid disruption of crucial school operations and classes;
- participation of respondents to research activities, including but not limited to in-depth interviews and focus group discussions, is subject to free, prior and informed consent; and
- data gathered should be treated with utmost confidentiality and should be used solely for the requested purposes.


JOEL E. CAOLBOY
Assistant Schools Division Superintendent
Officer-in-Charge, Office of the Schools Division Superintendent,



Address: Rodeo Road, Brgy. Centro, Masbate City
Telephone No.: (056) 578-2544
Email: masbate@deped.gov.ph
Website: <http://depedmasbate.ph>


DepEd
MATATAG
SAADING PILIPINAS

APPENDIX F
RAW DATA

Level of School Leaders' Leadership Practices in terms of Leading Strategically					
Indicators	Rating				
	Not Competent	Less Competent	Competent	Highly Competent	Very Highly Competent
	1	2	3	4	5
1. Develops and communicates a clear school vision aligned with DepEd goals.				16	28
2. Uses data and evidence in setting strategic school directions.				18	26
3. Leads the development and implementation of the School Improvement Plan (SIP).				11	34
4. Anticipates challenges and prepares strategic responses.				18	26
5. Aligns school programs with national and local education priorities.				10	34

Level of School Leaders' Leadership Practices in terms of Managing School Operations and Resources					
Indicators	Rating				
	Not Competent	Less Competent	Competent	Highly Competent	Very Highly Competent
	1	2	3	4	5
1. Ensures effective use of financial, material, and physical resources.		1	2	13	28
2. Implements transparent and accountable financial management systems.		1		13	30
3. Maintains safe, orderly, and supportive school facilities.		1	1	12	30

4. Ensures compliance with DepEd policies and regulations.	1			12	31
5. Optimizes resource allocation to support teaching and learning.		1		11	32

Level of School Leaders' Leadership Practices in terms of Focusing on Teaching and Learning					
Indicators	Rating				
	Not Competent	Less Competent	Competent	Highly Competent	Very Highly Competent
	1	2	3	4	5
1. Encourages continuous professional development among teachers.		1		13	30
2. Provides mentoring and coaching to staff.		1	2	19	22
3. Models' ethical behavior and professionalism.		1		10	33
4. Promotes teamwork and collaboration.		1	1	8	34
5. Supports leadership development among teachers.		1	2	8	33

Level of School Leaders' Leadership Practices in terms of Building Connections					
Indicators	Rating				
	Not Competent	Less Competent	Competent	Highly Competent	Very Highly Competent
	1	2	3	4	5
1. Engages parents and community stakeholders in school programs.			1	14	29
2. Builds partnerships with LGUs, NGOs, and other institutions.			1	15	28
3. Communicates effectively with stakeholders.			1	10	33

4. Encourages shared responsibility for learner outcomes.			1	12	31
5. Strengthens school-community collaboration.			1	13	30

SCHOOL-BASED MANAGEMENT PRACTICES DEGREE OF MANIFESTATION

Curriculum and Teaching					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
Curriculum implementation is aligned with learners' needs.		1	2	14	27
Teachers use varied and innovative teaching strategies.	1		5	21	16
Learning materials are adequate and relevant.	1	1	14	13	15
Assessment practices support learner progress.		1	2	16	25
Remediation and enrichment programs are implemented.		1	2	15	26

Learning Environment					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School provides a safe and child-friendly environment.			2	20	22
Learners feel respected and supported.				18	26
Facilities promote effective learning.			2	12	30
Positive discipline is practiced.			1	11	32

School promotes inclusivity and well-being.				13	31
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Leadership					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School leadership is participatory and collaborative.			1	12	31
Decision-making is evidence-based.				13	31
Leadership roles are clearly defined.			2	13	29
School leaders promote accountability.				13	31
Leadership supports continuous improvement.			1	11	32

Governance and Accountability					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School policies are transparent and well-communicated.			1	11	32
Stakeholders participate in school governance.			3	14	27
Financial resources are properly accounted for.			1	11	32
Monitoring and evaluation systems are in place.			6	12	26
School performance is regularly reported to stakeholders.			1	12	31

Human Resource and Development					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
Teachers are provided with regular professional development.				15	29
Staff competencies are enhanced through training.				14	30
Performance appraisal is fair and constructive.			1	12	31
Staff welfare and well-being are prioritized.				10	34
HR practices support school goals.				15	29

Which of the following outputs do you believe would be most beneficial in improving school leadership in your school? (Check all that apply and rank top 3.)

- ☐ Leadership Development Framework for School Heads -29
- ☐ School Heads' Competency-Based Training Program -24
- ☐ SBM Enhancement Action Plan - 18
- ☐ Leadership Coaching and Mentoring Guide- 29
- ☐ Policy Brief for Division-Level Leadership Support - 9
- ☐ Modular Leadership Toolkit for School Heads -11
- ☐ Best Practices Compendium of Effective School Leadership in Aroroy
(documented successful strategies and contextual innovations)- 14
- ☐ School Leadership Monitoring and Evaluation (M&E) Framework - 23
(to track leadership performance and SBM implementation outcomes)
- ☐ Instructional Leadership Enhancement Program -28
(focused on curriculum, teaching quality, and learner outcomes)

strategic responses.					
5. Aligns school programs with national and local education priorities.					✓
Level of School Leaders' Leadership Practices in terms of Managing School Operations and Resources					
Indicators	Rating				
	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
	1	2	3	4	5
1. Ensures effective use of financial, material, and physical resources.					✓
2. Implements transparent and accountable financial management systems.					✓
3. Maintains safe, orderly, and supportive school facilities.					✓
4. Ensures compliance with DepEd policies and regulations.					✓
5. Optimizes resource allocation to support teaching and learning.					✓
Level of School Leaders' Leadership Practices in terms of Focusing Teaching and Learning					
Indicators	Rating				
	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
	1	2	3	4	5
1. Encourages continuous professional development among teachers.					✓

2. Provides mentoring and coaching to staff.					✓
3. Models' ethical behavior and professionalism.					✓
4. Promotes teamwork and collaboration.					✓
5. Supports leadership development among teachers.					✓
Level of School Leaders' Leadership Practices in terms of Building Connections					
Indicators	Rating				
	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
	1	2	3	4	5
1. Engages parents and community stakeholders in school programs.					✓
2. Builds partnerships with LGUs, NGOs, and other institutions.					✓
3. Communicates effectively with stakeholders.					✓
4. Encourages shared responsibility for learner outcomes.					✓
5. Strengthens school-community collaboration.					✓

SCHOOL-BASED MANAGEMENT PRACTICES DEGREE OF MANIFESTATION

Curriculum and Teaching					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
Curriculum implementation is aligned with learners' needs.				✓	
Teachers use varied and innovative teaching strategies.				✓	
Learning materials are adequate and relevant.			✓		
Assessment practices support learner progress.				✓	
Remediation and enrichment programs are implemented.			✓		
Learning Environment					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School provides a safe and child-friendly environment.				✓	
Learners feel respected and supported.				✓	
Facilities promote effective learning.				✓	
Positive discipline is practiced.				✓	
School promotes inclusivity and well-being.				✓	

Leadership					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School leadership is participatory and collaborative.					✓
Decision-making is evidence-based.					✓
Leadership roles are clearly defined.					✓
School leaders promote accountability.				✓	
Leadership supports continuous improvement.				✓	
Governance and Accountability					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School policies are transparent and well-communicated.				✓	
Stakeholders participate in school governance.				✓	
Financial resources are properly accounted for.					✓
Monitoring and evaluation systems are in place.				✓	
School performance is regularly reported to stakeholders.					✓

Human Resource and Development					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
Teachers are provided with regular professional development.				/	
Staff competencies are enhanced through training.				/	
Performance appraisal is fair and constructive.					/
Staff welfare and well-being are prioritized.					/
HR practices support school goals.					/

Which of the following outputs do you believe would be most beneficial in improving school leadership in your school? (Check all that apply and rank top 3.)

- 2 ☐ Leadership Development Framework for School Heads
- 1 ☒ School Heads' Competency-Based Training Program
- ☐ SBM Enhancement Action Plan
- ☒ Leadership Coaching and Mentoring Guide
- ☐ Policy Brief for Division-Level Leadership Support
- ☐ Modular Leadership Toolkit for School Heads
- ☐ Best Practices Compendium of Effective School Leadership in Aroroy
(documented successful strategies and contextual innovations)
- ☐ School Leadership Monitoring and Evaluation (M&E) Framework
(to track leadership performance and SBM implementation outcomes)
- 3 ☒ Instructional Leadership Enhancement Program
(focused on curriculum, teaching quality, and learner outcomes)

Others:

Thank you for your time and participation in this study. Your responses will greatly contribute to the development of an evidence-based leadership output intended to strengthen school leadership and School-Based Management practices in Aroroy. All information provided will be kept confidential and used solely for research purposes.

Good day!

I am conducting a research study titled **“Evaluating the Leadership Competencies And Practices of School Heads in Implementing School-Based Management in Aroroy.”** This questionnaire is designed to assess the competencies of school heads based on the Philippine Professional Standards for School Heads (PPSSH) and the degree of manifestation of School-Based Management (SBM) practices. Please indicate the extent to which you agree with each statement using the scale provided.

Your participation is important in providing accurate and meaningful insights. Kindly answer the survey questionnaire truthfully based on your experiences and observations. Rest assured that all information you provide will be **kept strictly confidential** and will be used solely for academic purposes.

Thank you very much for your time and valuable contribution to this study.

Name (Optional):  Years in Service: 3
 Position: HEAD TEACHER I
 Post-graduate Studies: _____

Part I. Directions: Please read each statement carefully and rate the extent to which the practice described is rated based on the performance of your school. Use the scale below as your guide. Select the number that best represents your assessment by checking (✓) the corresponding box.

Level of School Heads' Leadership Competency in terms of Leading Strategically					
Indicators	Rating				
	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
	1	2	3	4	5
1. Develops and communicates a clear school vision aligned with DepEd goals.					✓
2. Uses data and evidence in setting strategic school directions.					✓
3. Leads the development and implementation of the School Improvement Plan (SIP).					✓
4. Anticipates challenges and prepares				✓	

strategic responses.					
5. Aligns school programs with national and local education priorities.					✓
Level of School Leaders' Leadership Practices in terms of Managing School Operations and Resources					
Indicators	Rating				
	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
	1	2	3	4	5
1. Ensures effective use of financial, material, and physical resources.					✓
2. Implements transparent and accountable financial management systems.					✓
3. Maintains safe, orderly, and supportive school facilities.			✓		
4. Ensures compliance with DepEd policies and regulations.					✓
5. Optimizes resource allocation to support teaching and learning.					✓
Level of School Leaders' Leadership Practices in terms of Focusing Teaching and Learning					
Indicators	Rating				
	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
	1	2	3	4	5
1. Encourages continuous professional development among teachers.					✓

2. Provides mentoring and coaching to staff.					✓
3. Models' ethical behavior and professionalism.					✓
4. Promotes teamwork and collaboration.					✓
5. Supports leadership development among teachers.					✓
Level of School Leaders' Leadership Practices in terms of Building Connections					
Indicators	Rating				
	Poor	Unsatisfactory	Satisfactory	Very Satisfactory	Outstanding
	1	2	3	4	5
1. Engages parents and community stakeholders in school programs.					✓
2. Builds partnerships with LGUs, NGOs, and other institutions.				✓	
3. Communicates effectively with stakeholders.					✓
4. Encourages shared responsibility for learner outcomes.					✓
5. Strengthens school-community collaboration.					✓

SCHOOL-BASED MANAGEMENT PRACTICES DEGREE OF MANIFESTATION

Curriculum and Teaching					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
Curriculum implementation is aligned with learners' needs.					✓
Teachers use varied and innovative teaching strategies.			✓	.	
Learning materials are adequate and relevant.			✓		
Assessment practices support learner progress.					✓
Remediation and enrichment programs are implemented.				✓	
Learning Environment					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School provides a safe and child-friendly environment.				✓	
Learners feel respected and supported.					✓
Facilities promote effective learning.					✓
Positive discipline is practiced.					✓
School promotes inclusivity and well-being.					✓

Leadership					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School leadership is participatory and collaborative.					/
Decision-making is evidence-based.					/
Leadership roles are clearly defined.					/
School leaders promote accountability.					/
Leadership supports continuous improvement.					/
Governance and Accountability					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
School policies are transparent and well-communicated.					/
Stakeholders participate in school governance.					/
Financial resources are properly accounted for.					/
Monitoring and evaluation systems are in place.					/
School performance is regularly reported to stakeholders.					/

Human Resource and Development					
Indicators	Rating				
	Not Manifested	Slightly Manifested	Moderately Manifested	Highly Manifested	Very Highly Manifested
	1	2	3	4	5
Teachers are provided with regular professional development.					/
Staff competencies are enhanced through training.					/
Performance appraisal is fair and constructive.					/
Staff welfare and well-being are prioritized.					/
HR practices support school goals.					/

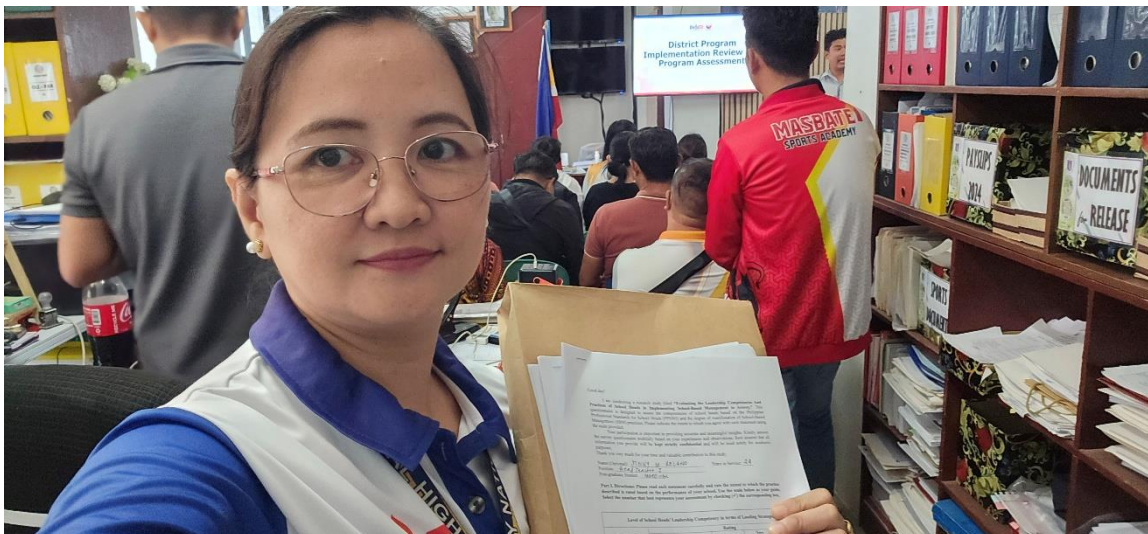
Which of the following outputs do you believe would be most beneficial in improving school leadership in your school? (Check all that apply and rank top 3.)

- ☒ Leadership Development Framework for School Heads
- ☒ School Heads' Competency-Based Training Program
- ☐ SBM Enhancement Action Plan
- ☒ Leadership Coaching and Mentoring Guide
- ☐ Policy Brief for Division-Level Leadership Support
- ☐ Modular Leadership Toolkit for School Heads
- ☒ Best Practices Compendium of Effective School Leadership in Aroroy
(documented successful strategies and contextual innovations)
- ☐ School Leadership Monitoring and Evaluation (M&E) Framework
(to track leadership performance and SBM implementation outcomes)
- ☒ Instructional Leadership Enhancement Program
(focused on curriculum, teaching quality, and learner outcomes)

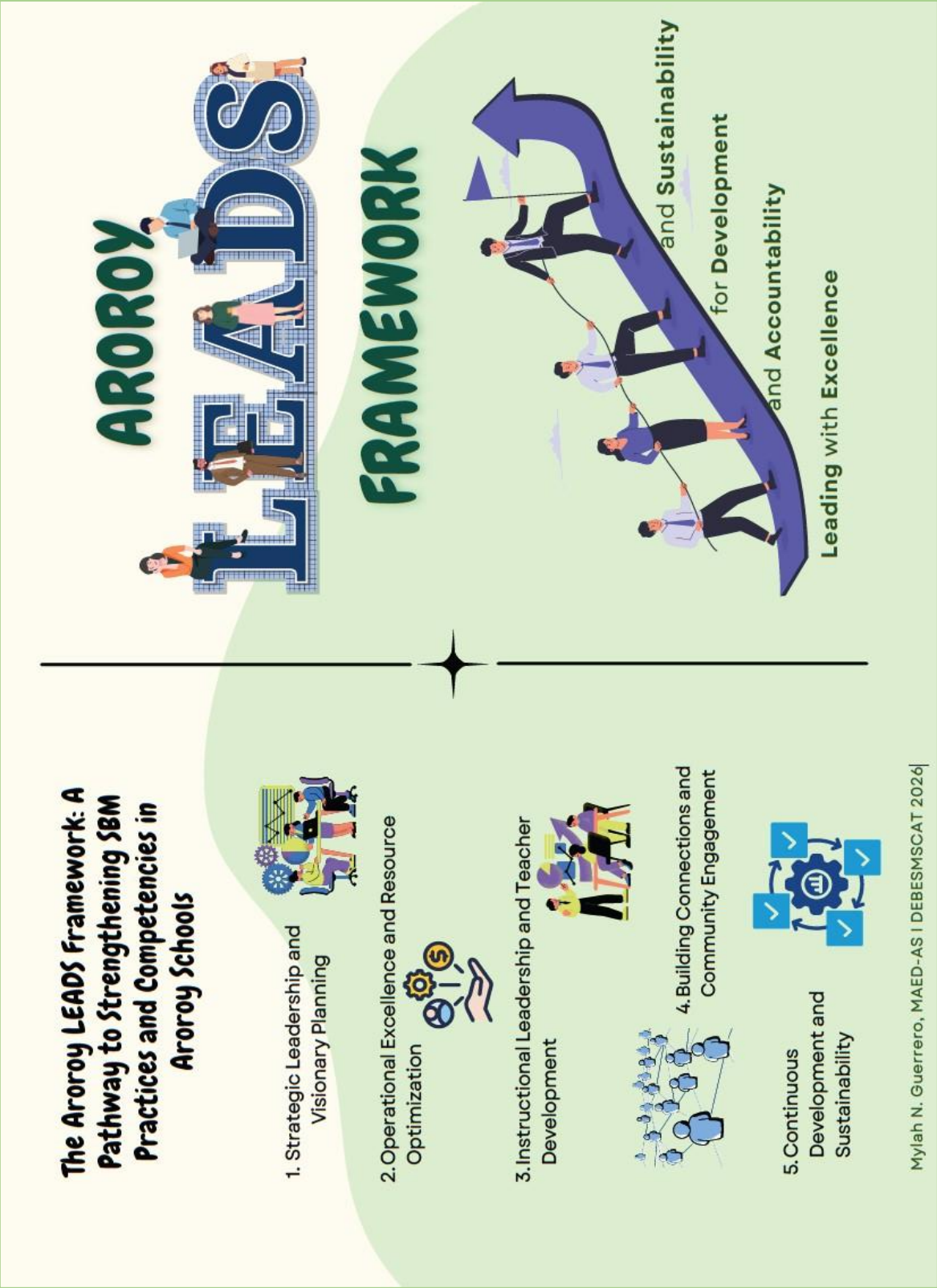
Others:

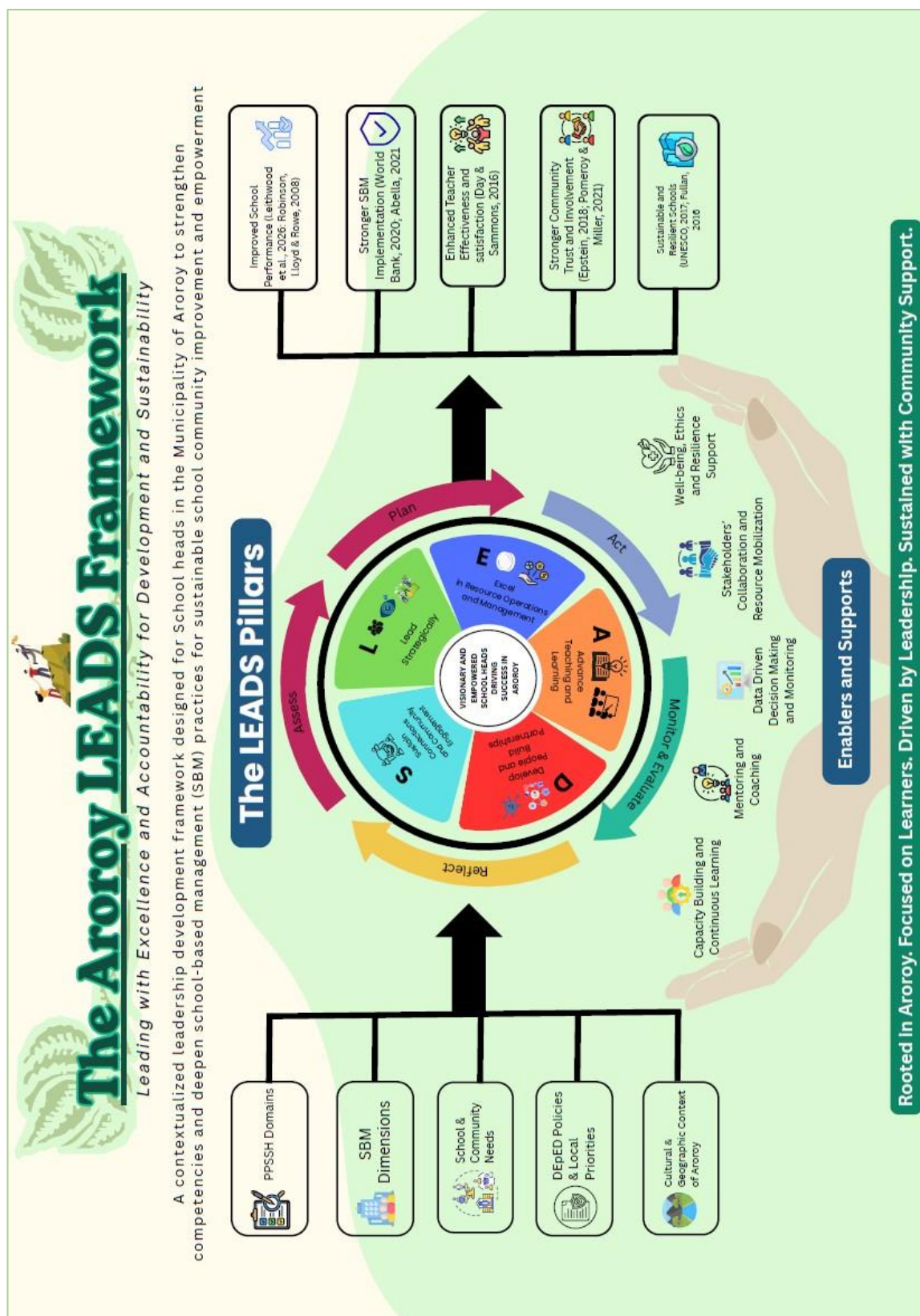
Thank you for your time and participation in this study. Your responses will greatly contribute to the development of an evidence-based leadership output intended to strengthen school leadership and School-Based Management practices in Aroroy. All information provided will be kept confidential and used solely for research purposes.

APPENDIX H DOCUMENTATION OF DATA GATHERING



APPENDIX I
OUTPUT OF THE STUDY





APPENDIX J

CERTIFICATION FROM ENGLISH CRITIC

Document Control Number: DEBEMSCAT-F-SGSR-31		
	Republic of the Philippines DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY Cabitan, Mandaon, Masbate www.debesmscat.edu.ph	
FORM English Critic Certification		

Vision
By 2030, DEBEMSCAT is a premier university that is globally focused, nationally recognized, and committed to the transformation of Masbate.

Mission
1. Provide quality education, research, extension and production with accessible, data-driven, and internationalized quality service;
2. Produce academically and skills-prepared, values-oriented and leadership-focused graduates that are lifelong learners and global contributors;
3. Establish Centers of Development and Center of Excellence for all the flagship programs of the institution; and
4. Ensure partnership with multi-sectoral local, national and international institutions for academic research, production and community-based Collaboration.

Quality Policy
DEBEMSCAT commits to sustain excellent service delivery in instruction, research, extension, and production by adhering to quality standards and compliance to with legal requirements for optimum clientele satisfaction.

Core Values
RESILIENCE
OPTIMISM
DEDICATION
EXCELLENCE
OBEDIENCE

School of Graduate Studies and Research Goals
1. To provide high-quality, internationally-oriented, and data-driven graduate education that develops globally competitive, values-driven, and leadership-ready professionals and scholars committed to lifelong learning and ethical service
2. To advance innovative, interdisciplinary, and applied scholarly research that strengthens institutional research productivity, supports the establishment of Centers of Development or Excellence, and generates knowledge responsive to local, national, and global development priorities
3. To serve as a catalyst for sustainable regional transformation by anchoring graduate research, extension, and innovation in the development of Masbate, while strengthening multi-sectoral local, national, and international partnerships for community-based collaboration and global engagement

To Whom It May Concern:

I, BERNARD M. BARKUBA, hereby certify that I have thoroughly reviewed the research manuscript titled “

 _____” authored by MYLAP N. GUERRERO

In my capacity as an English critic, I have meticulously evaluated the manuscript format to ensure compliance with the Graduate School standards and guidelines. This encompasses adherence to formatting requirements such as font style and size, line spacing, margins, citation style, and overall manuscript structure. The document is presented professionally, with attention to detail in terms of headings, subheadings, tables, figures, and citations. Furthermore, I have assessed the coherence and logical flow of arguments, ensuring that the research objectives are clearly delineated and supported by relevant literature

Based on my thorough assessment, I can confidently affirm that the manuscript meets the criteria of the Institution in terms of its contextual grounding and adherence to manuscript format standards.

Sincerely,
BERNARD M. BARKUBA
 English Critic
 Date signed: _____

Effectivity Date: January 5, 2026
Rev. No.: 00
Page 1 of 1

APPENDIX K CERTIFICATION FROM STATISTICIAN

Document Control Number: DEBESMSCAT-F-GS-30		
	Republic of the Philippines DR. EMILIO B. ESPINOSA SR., MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY Cabitan, Mandaon, Masbate www.debesmscat.edu.ph	
FORM Statistician Certification		

Vision

By 2050, DEBESMSCAT is a premier university that is globally focused, nationally recognized, and committed to the transformation of Masbate.

Mission

1. Provide quality education, research, extension and production with accessible, data-driven, and internationalized quality service;
2. Produce academically and skills-prepared, values oriented and leadership-honed graduates that are lifelong learners and global market-ready;
3. Establish Centers of Development and Center of Excellence for all the flagship programs of the institution; and
4. Ensure partnership with multi-sectoral local, national and international institutions for academic research, production and community-based Collaboration.

Quality Policy

DEBESMSCAT commits to sustain excellent service delivery in instruction, research, extension, and production by adhering to quality standards and compliance to with legal requirements for optimum clientele satisfaction.

Core Values (Rodeo)

RESILIENCE
OPTIMISM
DEDICATION
EXCELLENCE, and
OBEISANCE

Graduate School Goals

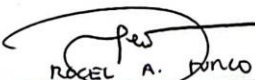
The DEBESMSCAT Graduate School as an avenue for the advancement of intellectual and moral capabilities, technical and scientific excellence, and leadership skills of the ASEAN nationals to become catalysts for genuine and sustainable development.

To Whom It May Concern:

I, ROCEL A. TUNCO, as the chosen statistician hereby certifies that I have conducted a thorough statistical analysis for the research study titled: Evaluating the Leadership Competencies and Practices of School Heads in implementing the SBM authored by _____

The statistical analysis was performed in accordance with the best practices and standard in the field of statistics. The methodologies used for data analysis were appropriate and tailored to the research objectives and the nature of data.

I hereby confirm that the statistical analysis conducted for the research study adheres to the principles of accuracy, reliability, and integrity in statistical practices.



 Signature over Printed Name of statistician
 Date Signed: _____

Effectivity Date: September 1, 2025

Rev. No.: 01

Page _ of _

APPENDIX L CURRICULUM VITAE

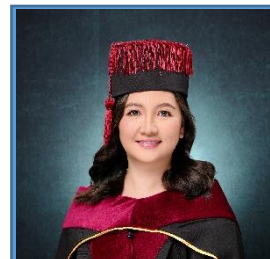


Republic of the Philippines
**DR. EMILIO B. ESPINOSA, SR. MEMORIAL STATE COLLEGE
OF AGRICULTURE AND TECHNOLOGY**
<http://www.debesmscat.edu.ph>
Mandaon, Masbate
GRADUATE SCHOOL



CURRICULUM VITAE

Name: MYLAH N. GUERRERO
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PERSONAL INFORMATION

Date of Birth: November 13, 1981
Birth Place: Obando, Bulacan
Civil Status: Married
Parents: Bienvenido N. Noveno & Virgie A. Villaflores

EDUCATIONAL BACKGROUND

Elementary:	Luyong Catungan Elementary School Mobo, Masbate 1994
Secondary:	Aroroy Nationa High School Aroroy, Masbate 1998
Tertiary:	Osmeña Colleges Masbate City 2002
Course:	Bachelor of Secondary Education-Major in English
Post Graduate Studies:	Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology Cabitan, Mandaon, Masbate
	Osmeña Colleges Masbate City

Course: Master of Arts in Education, major in Administration and Supervision

Master of Arts in Teaching – English (CAR)

Thesis: Evaluating the Leadership Competencies and Practices of School Heads in Implementing School-Based Management

Work Experience:

Nov. 06, 2006-
January 02, 2012

Teacher I - DepEd
Aroroy National High School
Ambolong, Aroroy, Masbate

January 03, 2012-
August 26, 2015

Teacher II
Aroroy National High School
Ambolong, Aroroy, Masbate

August 27, 2015 - Present

Head Teacher III
Aroroy National High School
Ambolong, Aroroy, Masbate

TRAININGS/ SEMINAR/ WORKSHOPS ATTENDED (LAST 5 YEARS)

2026

Cluster- Based In Service Training (INSET) for Teachers
Aroroy East District
Aroroy, Masbate
School- Based In- Service Training (INSET) for Teachers
Aroroy National School
Ambolong, Aroroy, Masbate
School- Based In- Service Training (INSET) for Teachers
Aroroy National School
Ambolong, Aroroy, Masbate
Training on RA 12009

2025

ELSG Academy Masterclass for School Leaders: Training on Strategic School Leadership through Plan Development and Implementation (Phase 3)
ELSG Academy Masterclass for School Leaders: Training on Strategic School Leadership through Plan Development and Implementation (Phase 2)
Regional Assembly of Education Leaders (RAEL)

2024	Training-Workshop on Progress Monitoring, Plan Adjustment, and Generation of Reports for the PMIS (2nd Batch Pilot Schools) Division In-Service Training for Teachers of Second District Cluster Capacity Building of Trainers on the Utilization of SDO-Based Developed Professional Learning Package Language Editing and Layouting of Developed Learning Packages for INSET 2024 School-Based Training of Teachers on the MATA-TAG Curriculum Division Training of School Trainers on the Mata-tag Curriculum (G7 English, Filipino, and TLE) Development Of Fun-Filled Activity Materials and Contextualization of the Lesson Plans on National Learning Camp in English, Science and Math for Grade 7-8
2023	Division Training of Trainers on HOTS-PLPs for English Teachers Capacity Building of Grades 7 and 8 Teachers on the Implementation of the National Learning Camp
2022	National Training of Trainers nn HOTS-PLPs Capacity Building of Aspiring Principals on PPSSH Modules