Progressive Analysis of School-Based Management Program in Relation to Environmental Roles and Performance of Division of Antipolo City Schools: Basis for Quality Management System Intervention Program

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Abstract

The study focused on the **School-Based Management** implementation and school performance in Division of Antipolo City as basis for quality management system intervention program. The Researcher concentrated on the three consecutive years' performances of school, environmental roles and implementation of school based-management to evaluate its relationship and differences.

The respondents of the study were the total population of school heads in the division and the **School-Based Management** team per school. SBM Assessment Scores and Documentary Analysis was utilized by the Researcher in evaluating the implementation and performances of school. SBM Assessment highlights on the leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources while school performances converge thematic area, namely enrolment, drop-out, cohort-survival, completion and test result. Furthermore, environmental roles focus on change of leadership, attitude and participation, monitoring and evaluation, and sustainability.

Descriptive research design was utilized in the study since the respondents will determine the level of implementation of **School-Based Management** in their respective school using questionnaire-checklists based on the revised SBM Assessment Tool adopted by the division. School documents were gathered by the Researcher to determine the school performances in the division. To determine the environmental roles, Researcher-made questionnaire checklists were validated by the experts in the field and employed in the study. The result of the study made an intervention program focused on quality management system which will be presented in the division for further reference and action.

Based on the findings, the following conclusions were drawn: The level of **School-Based Management** is "Strongly Implemented" in schools of the Division of Antipolo City. Moreover, the level of performance of schools in the Division of Antipolo City for the last three years is in Satisfactory Level. There is significant relationship between the level of **School-Based Management** implementation and the school performance for the last three years in terms of drop-out, cohort-survival and test results of the pupils. There is no significant relationship between the level of **School-Based Management** implementation and the school performance for the last three years in terms of enrolment and completion rates. Furthermore, the level of **School-Based Management** in relation to environmental roles is "strongly implemented". There is significant relationship between level of **School-Based Management** implementation and the environmental roles in attitudes and participation. On the contrary, there is no significant relationship between level of **School-Based Management** implementation and the environmental roles such as change of leadership, monitoring and evaluation, and sustainability. Finally, the results of the study prompted the Researcher to propose a Quality Management System Intervention Program to contribute on the improvement of **School-Based Management** implementation, school performance and environmental roles in the Division of Antipolo City.

Key Words: School-Based Management Environmental Roles, School Performance

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Introduction

Background of the Study

Education is the foremost concern of a nation. Through education, people become equipped with the essential knowledge, usable skills, rightful attitudes, and moral values. Education plays a huge and vital role in the development of every individual. Access to quality education can be enjoyed by schools if modern trends of instructions that cater to quality learning will be given emphasis, thus it is the utmost concern of teachers to fully give the best possible learning experiences to every student.

According to Marte 2012, the changing world puts demands upon skilful leaders in school to practice effective management that promises and creates a wholesome breed of people in charge of the education system. The fast-changing pace of educational practice up to date demands a requisite of multitudinous roles of administrations--taking many perspectives and dimensions to pursue the mission, vision and goals of schools for the future.

On the other hand, the Revised **School-Based Management** Assessment Tool highlights that a school on the advanced level may apply for accreditation. The highest level, the "advanced", is a candidacy for accreditation. The said tool is guided by the four principles of ACCESs (A Child-and Community-Centered Education System). In addition, the unit of analysis is the school system which is classified as developing, maturing and advanced accredited level.

As stated in DepEd Order No. 8 s. 2012, otherwise known as the "Implementing Guidelines on the Revised **School-Based Management** (SBM) Framework, Assessment, Process and Tool (APAT)" and as supported by the Division Unnumbered Memorandum No. 283 s. 2017 which announced the functions of Division SBM Validation Team, to wit:

> Team will validate the submitted report on SBM level of practice through Document Analysis-Observation-Discussion (DOD); certify the SBM Level of Practice of each school; gather data on the issues/problems concerning SBM; provide technical assistance to address identified issues/problems; and determine the Best SBM Implementer and SBM Coordinator.

Serrano (2016:4) stressed that management is the process of utilizing the resources of the organization in an effective and efficient manner to attain targeted objectives through planning, organizing, staffing, leading and controlling.

On the contrary, the reported **School-Based Management** status vis-à-vis CI Project Completers in the division for the school year 2015-2016 (Domingo, 2017) stated that only three (3) elementary schools or 6.82% got maturing SBM level of practice while five (5) secondary schools or 23.81%. Presently, in the school year 2016-2017, there are 20 or 45.45% elementary schools which obtained maturing level and 10 or 47.62% at secondary level. Comparably, SBM level of practice, according to shifting schemes, shows an increase on the number of schools (both elementary and secondary) with "Maturing" level of practice in all shifts. There are thirteen (13) elementary schools with one shift, 11 schools with 2 shifts and 6 schools with 3 shifts in elementary, while 6 schools in one shift and 6 schools in 2 shifts for secondary level.

For the moment, SBM level of practice, according to size, presents that there is only one (1) school that got maturing level in very large school size, four (4) in large school, five (5) in medium and twenty (20) in small

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schools in the elementary level. Similarly, one (1) school got maturing level in very large size, two (2) in large and medium schools and seven (7) in small schools in the secondary level.

In terms of School-to-School Partnership Program implemented in the division, 8 out of the 10 partner schools had "Maturing" SBM level of practice for the SY 2016-2017. Four schools improved from Developing to Maturing while the other four maintained their maturing level of SBM practice. Furthermore, eight (8) partner schools improved their SBM score from the previous year.

However, SBM level in the Division of Antipolo City confirmed that only twenty-five (25) elementary schools classified in Maturing Level (Level II) and nine (9) schools in Developing Level (Level I). In secondary level, thirteen (13) schools were classified in Developing Level (Level I) and ten (10) schools in Maturing Level (Level II). This data strengthens the Researcher to conduct a study since Advanced Level (Level III) is ideal level for one school to be accredited and based upon the report, no schools in the division got the said highest SBM level.

The Researcher doubted about the level of implementing **School-Based Management** (SBM) per school since there are only low percentage of schools mentioned on the preceding pages who got Maturing Level (II) and some schools are still in Developing Level(I). Historically, no schools in the division proceeded in the accreditation phase as mentioned; schools will only be accredited once they are leveled to Advance Stage (III). Apparently, there are many recommendations and crafted outputs as on how to improve such implementations in the school. Based on, the previous researches, they are still during the assessment and validation phase in the Division, the overall mean is Maturing, this has been supported by Domingo (2017).

Currently, the Researcher is a **School-Based Management** coordinator in her present station and taking educational management wherein principles of the present study are aligned to the concerns of the Researcher such as leadership and governance, curriculum and instructions, accountability and continuous improvement and management of resources. In view of this, the Researcher conceived this study to determine the level of implementation of School –Based Management in the division and its differences and relationships to school performances. The results of the study could serve as baseline data in quality management system implementation of schools in the division.

Statement of the Problem

The study focused on the school-based implementation and school performance of Division of Antipolo City as basis for quality management system intervention program.

Specifically, the study will seek to answer the following questions:

1. What is the level of **School-Based Management** implementation in the Division of Antipolo City for the last three years in terms of the following?
   - 1.1 Leadership and Governance
   - 1.2 Curriculum and Instruction
   - 1.3 Accountability and Continuous Improvement ; and
   - 1.4 Management of Resources

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2. What is the level of performance of schools in the Division of Antipolo City for the last three years in terms of the following?

   2.1 Enrolment rate

   2.2 Drop-out Rate

   2.3 Cohort-Survival Rate

   2.4 Completion Rate

   2.5 Test Result

3. Is there significant relationship between **School-Based Management** implementation and school performance in the division?

4. What is the level of implementation of **School-Based Management** in relation to environmental roles in terms of the following?

   4.1 Change of leadership

   4.2 Attitudes and Participation

   4.3 Monitoring and Evaluation

   4.4 Sustainability

5. Is there significant relationship between **School-Based Management** implementation and environmental roles in the division?

6. What specific quality management intervention program will be developed as determined from the result of the study?

Null Hypothesis

The hypotheses framed for the study are stated below:

1. There is no significant relationship between **School-Based Management** implementation and school performance in the division.

2. There is no significant relationship between **School-Based Management** implementation and environmental roles in the division.

Scope and Limitation of the Study

The study focuses on the **School-Based Management** implementation and school performance in Division of Antipolo City as basis for quality management system intervention program. The Researcher will concentrate on the three consecutive years' performances of school, environmental roles and implementation of school -based management to evaluate its relationship and differences.

The respondents of the study are the total population of school heads in the division and the **School-Based Management** team per school. SBM Assessment Scores and Documentary Analysis have been utilized by

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the Researcher in evaluating the implementation and performances of school. SBM Assessment highlights on the leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources while school performances converge thematic area namely enrolment, drop-out, cohort-survival, completion and test result. Furthermore, environmental roles focus on change of leadership, attitude and participation, monitoring and evaluation, and sustainability.

Descriptive research design has been utilized in the study since the respondents are to determine the level of implementation of **School-Based Management** in their respective school using questionnaire-checklists based on the revised SBM Assessment Tool adopted by the division. School documents have been gathered by the Researcher to determine the school performances in the division. To determine the environmental roles, Researcher-made questionnaire checklists which have been validated by the experts in the field and employed in the study.

The results of the study will be an intervention program focused on quality management system which will be presented to the division for further reference and action.

Research Design

This study will use the descriptive-survey method of research. According to Villanueva (2013), this type of research method is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained among these subjects. The word "Survey" signifies the gathering of data regarding present conditions. A survey is useful in: **(1)** providing the value of facts, and **(2)** focusing attention on the most important things to be reported. In this type of survey, it is necessary to determine the psychological and social aspects of research by way of application or implementation of evidence to recognize between facts and influence. Additionally, it describes what exists and may help to uncover new facts and meaning.

Travers (1978) explained further that Descriptive Research provides a knowledge base which can be a springboard for other types of quantitative research methods because it maps the terrain of a specific phenomenon. It contributes to the formation of principles and generalization in behavioral sciences, contributes in the establishment of standard norms of conduct, behavior, or performance. It also reveals problems or abnormal conditions, and if correctly interpreted, the data gathered can provide useful insight which may lead to hypothesis – formation.

In relation to the nature of the study, it involves the gathering and interpreting of the detailed information to be used in ascertaining the implementation of **School-Based Management**, School Performance and Environmental Roles in the Division of Antipolo City as the basis for Quality Management Intervention Program, the descriptive research design is considered essential. Moreover, the Researcher assumed that the descriptive research design is the most suitable for the study because of its capability to describe and interpret the conditions as they exist at the period of the study.

Sources of Data

The sources of data of the study are the 45 Elementary School Heads, 21 Secondary School Heads, and 66 SBM Coordinators (both elementary and secondary schools) and 264 CI members (4 members per school) of Division of Antipolo City. The respondents will be identified using the purposive sampling technique.

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Instrumentation and Data Collection

There are three data gathering instruments used in this study. The first is survey questionnaire to determine the SBM implementation in the City Schools Division of Antipolo. Another is school documents in getting the school performance such as NAT result, enrolment rate, cohort-survival rate, drop-out rate and completion rate. Another is interview questionnaire to validate the result of the study.

Summary, Conclusion and Recommendations

In this study, descriptive survey research has been employed in finding out the progressive analysis of **School-Based Management** implementation in relation to school performance and environmental roles in the Division of Antipolo City. The study is descriptive in form as it provides knowledge base which can be a springboard in quantitative methods and maps the terrain of specific phenomenon.

The respondents of the study are the School heads, SBM Coordinators and members in the schools' division of Antipolo City as stipulated earlier.

All the data gathered has been analyzed through the use of the Statistical Package of Social Sciences (SPSS) software package.

In order to determine the relationship of the described parameters involving the level of SBM implementation and its correlations to the school performance and environmental roles Pearson (r) moment of correlation was used.

Level of School-Based Management Implementation in the Division of Antipolo City for the Last Three Years in terms of Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources.

The parameters used in the status of level of implementation of **School-Based Management** implementation in schools' division included;

1. Leadership and Governance;
2. Curriculum and Instruction;
3. Accountability and Continuous Improvement; and the
4. CI Output.

In this study, it is found out that the level of **School-Based Management** is "Strongly Implemented" in the schools in the Division of Antipolo City.

Level of Performance of Schools in the Division of Antipolo City for the Last Three Years in terms of Enrolment Rate, Drop-out Rate, Cohort-Survival Rate, Completion Rate and Test Result

School performance in schools' division for the last three years, utilized in the study involved;

1. Enrolment Rate;
2. Drop-out Rate;

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3. Cohort-Survival;

4. Completion Rate; and the

5. Test Result.

It reveals that the level of performance of schools in the Division of Antipolo City for the last three years is in Satisfactory Level.

Level of School-Based Management Implementation in Division of Antipolo City Correlated to the School Performance for the last Three Years

As can be understood from the correlation, the null hypothesis of the study has been rejected because there is significant relationship between the level of **School-Based Management** implementation and the school performance for the last three years in terms of drop-out, cohort-survival and test results of the pupils.

The study shows enough evidence to accept the null hypothesis in one of the performance indicators wherein there is no significant relationship between the level of **School-Based Management** implementation and the school performance for the last three years in terms of enrolment and completion rates.

Level of School-Based Management in Relation to Environmental Roles with respect to Change of Leadership, Attitudes and Participation, Monitoring and Evaluation and Sustainability

From the point of view of the respondents, the level of **School-Based Management** in relation to environmental roles is "strongly implemented". A nearing of fully implementation level was on two variables-- change of leadership and attitudes and participation.

School-Based Management in Division of Antipolo City Correlated to the Environmental Roles

Another correlation is with regards to the level of **School-Based Management** implementation correlated to the environmental roles particularly attitudes and participation which provides positive significance. This means that there is significant relationship between level of **School-Based Management** implementation and the environmental roles in attitudes and participation.

On the contrary, the level of **School-Based Management** implementation correlated to the environmental roles in the three variables (change of leadership, monitoring and evaluation, and sustainability) which provide negative significance. This means that there is no significant relationship between level of **School-Based Management** implementation and the environmental roles such as change of leadership, monitoring and evaluation, and sustainability.

Conclusions

Based on the findings, the following conclusions were drawn:

- The level of **School-Based Management** is "Strongly Implemented" in schools in the Division of Antipolo City.
- Moreover, the level of performance of schools in the Division of Antipolo City for the last three years is in Satisfactory Level.

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- There is significant relationship between the level of **School-Based Management** implementation and the school performance for the last three years in terms of drop-out, cohort-survival and test results of the pupils.
- There is no significant relationship between the level of **School-Based Management** implementation and the school performance for the last three years in terms of enrolment and completion rates.
- Furthermore, the level of **School-Based Management** in relation to environmental roles is "strongly implemented".
- There is significant relationship between level of **School-Based Management** implementation and the environmental roles in attitudes and participation.
- On the contrary, there is no significant relationship between level of **School-Based Management** implementation and the environmental roles such as change of leadership, monitoring and evaluation, and sustainability.
- Finally, the results of the study prompted the Researcher to propose a Quality Management System Intervention Program to contribute on the improvement of **School-Based Management** implementation, school performance and environmental roles in the Division of Antipolo City.

Recommendations

Based on the findings and the conclusions drawn, the following are hereby recommended:

First, Division Personnel, School Heads, SBM Coordinators should deepen the implementation of **School-Based Management** in the Division of Antipolo City to improve its level of implementation.

Second, Supervisors, School Administrators and Subject Coordinators should conduct meetings, small group discussions or any training modalities that will improve the level of performance of schools in the Division of Antipolo City. It is recommended also to conduct continuous improvement projects on the subjects that are considered as priority for improvement.

Third, the intensification of **School-Based Management** implementation must be done annually to elevate the school performance, particularly on drop-out, cohort-survival and test results of the pupils.

Similarly, Enrolment and Completion Rates should be focused on during the implementation of **School-Based Management** as part of performance indicators in the school.

Fifth, School Administrators, SBM Coordinators and Teachers should build up the conduct of trainings, meetings and any form of communication to stakeholders that will create environmental roles in the implementation **School-Based Management** in school.

Finally, a similar study should be conducted, so as to generalize and validate the results of the study in the division.

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