

# SCHOOL BASED MANAGEMENT (SBM) AS CORRELATES TO ACADEMIC PERFORMANCE OF SECONDARY SCHOOLS IN QUEZON CITY

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## ABSTRACT

The School-Based Management (SBM) is a system of public education which is systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountabilities. Thus, this study is primarily aimed to evaluate the implementation of the School Based Management (SBM) as correlates to the academic performance of selected public high schools. The researcher used a descriptive research of a correlation type in determining the respondents' impression on the existence of the School-Based Management and the results of the National Achievement Test from the School Year 2010-2013. The data gathered were treated through the use of Pearson's r, Standard Deviation, Kruskal Wallis and the Games-Howell Post Hoc Test. Results show that There is significant differences on the dimension of SBM particularly on the aspect of Leadership and Governance and the stakeholders such as the principal and community and the department heads and community. Likewise, there is significant differences between the stakeholders principal and department head, principal and faculty, principal and alumni, principal and community, principal and parent, and community and parent and the SBM dimension on Curriculum and Learning.

**Keywords:** education, SBM, learning, academic performance, Quezon City

## INTRODUCTION

As schools of the 21<sup>st</sup> century embark in various changes and development, the country's primary concern still lies in the improvement and innovation of a more progressive educational system as the Department of Education (DepEd) leveled up for the existence of the K to 12 program which is the country's response to the present need of education not only in the local setting but at large. It is in this instance that the researcher looked into other areas of concern that would address similar undertakings by DepEd that would deal with the continuous improvement in the field of education.

The existence of School-Based Management is one of these areas in which the researcher committed to processing the presence of this decentralized program of the Department of Education in

seeking collaborative effort in the pursuit of the quality level of education for Filipino learners.

The School-Based Management (SBM) is a system of public education which is systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountabilities. It places significant decision-making power from the State and district offices to schools. An alternative approach to improve the education system, it lets principals, teachers, students, and parents decide on education-related issues like concerns on budget, personnel, and the curriculum.

Quality assurance-oriented school-based management is a pro-active intervention management strategy for improving the quality of

institutional governance, resource inputs, curriculum implementation, and students' academic achievement in schools. The societal quest for quality education delivery and product value (output) underscores the relevance of quality assurance-oriented, school-based management in the school system (De Grauw, 2004).

Aside from the presence of the SBM in the system of education in schools in our country, the standardized test in the Philippines known as the National Achievement Test is another valuable area of concern which is being assessed in this study as the correlation of both SBM and the academic performance of the schools through the NAT results is thoroughly addressed on this endeavor.

The development of national achievement tests as an assessment of learning has enabled the department of education to describe national levels of learning achievement, especially in key subject areas such as Filipino, English, Mathematics, Science, and Araling Panlipunan. It has also provided evidence that enables educators and curriculum experts to support or disregard claims that standards of student achievement are rising or falling over time. As part of its objectives to provide information on the achievement level of the learners, the Department of Education utilizes the data from this standardized test to come up with the necessary interventions and programs that would address the needs of the learners and the school in general.

Despite the growth in national assessment activity, a lack of appreciation still exists in many quarters about the potential value of the data that assessments can provide, as well as a deficit in the skills required to carry out a technically sound assessment. Numerous reasons may account for this: the policymakers may have been only peripherally involved in the assessment and may not have been fully committed to it; the results of analyses may not have been communicated in a form that was intelligible to policymakers; or the policymakers may not have fully appreciated the implications of findings for social policy in general or educational policy, in particular, relating to the curricular provision, the allocation of resources, the practice of teaching, and teachers' professional development (Greaney & Kellaghan, 2008).

The existence of the National Achievement Test as an assessment has a vital role to play particularly in the lives of the teachers whose added incentive from the government is now being partly based on the school's rating in the said examination.

The researcher would then utilize the existing results of the National Achievement Test for the past three years as reflected in the report on the evaluation of the School-Based Management to among the secondary schools in the division of Quezon City to assess its results as academic performance of the selected schools as correlates to the existence of the School-Based Management or SBM being implemented in the Secondary Level.

It seems that the governments of every nation want to see the transformation of schools. The transformation has been achieved when a significant, systematic, and sustained change has occurred, resulting in improved outcomes for all students in all settings, thus contributing to the social and economic well-being of a nation. School-based management is invariably proposed as one strategy to achieve the transformation of schools (Caldwell, 2005).

Through SBM, we are setting into motion one seamless machinery wherein each key player—the school, the parents, the local government, and the private sector—becomes one vital cog that enables the entire system to run smoothly. That is, to unleash the principal's untapped power to inspire the community decision-makers and make them stakeholders to make quality education possible—and accessible to all (Luistro, 2010).

Teachers and school administrators, as other learners, develop and change from the inside out, through individual practice and reflection, and from the outside in, through contact with the experiences and theories of others. Growth is the most important variable in this process. Growth can be reached through reflection and open learning environments where people are critical friends In accordance to the goals of Basic Education Sector Reform Agenda or BESRA, the School-Based Management (SBM) was designed as a key component to develop and improve the Department of Education's upgrade in promoting quality education through the decentralization system. With the existence of the SBM, the schools are empowered to come up with the policies which would localize decisions based on the needs for improvement of the educational landscape (DepEd, 2010).

The School-Based Management committee members meet periodically to deliberate on the success recorded on the school programs and activities, and challenges. The quality of the transformational process and outputs from the school is further enhanced by

the school-based management committee through a comprehensive analytical review of the school academic activities and programs according to the educational policy goals and procedures. The purpose is to determine the institutional strengths and weaknesses in curriculum planning and delivery, teachers' quality and quantity, resource utilization, learners' participation and level of instructional supervision by the top management in the school (Ayeni, 2013).

The involvement of the School-Based Management in the school governance ensures sustainable inter-dependent relationship between the school and the community, by promoting good value system and recognizing the cooperation, participation and support of significant and relevant stakeholders in the setting of standards and ensuring quality in the management of school resources. This dynamic process of relationship strengthens the community intervention and mandate in education and instills sense of collective ownership, responsibility and commitment to the progress of the school's programs, activities, development of physical structures, learning facilities and improvement in learning outcome. This is a pro-active means of achieving the desired goals in community inputs, instructional process and outputs that guarantee quality human capital development in knowledge, technical and vocational skills, and character for sustainable self-reliance of the individuals and the overall development of the nation for mutual benefit of the citizenry. Ling et al. (2010) expressed that the Philippines is embarking on a nation-wide implementation of school-based management and the authors recommend that mechanisms for rigorous evaluations be advanced simultaneously.

The researcher has been longing for more improvement in the system of delivering quality learning and service for the learners of today as well as to the school environment. It is in this point where the researcher wanted to revisit and explore the manner by which the existence of the School Based Management or SBM has been playing its role in promoting quality education particularly in the improvement of the Academic Performance of the learners with the presence of this system of the Department of Education. The monitoring specifically of this program could be a springboard for the schools as to how it could maximize the main objective of the School Based Management in the educational system of our country as a whole.

The researcher of this study has been in the

service for almost a decade in the secondary level of education. As an active member of the academe, the researcher realized the importance of the presence of the School-Based Management or SBM specially so after being involved in the organization known as the School Governing Council in which the execution of major activities are all coordinated to this group being a working force under the SBM. However, it has been observed by the researcher that there is a lacking of monitoring scheme which could make every stakeholder of the school more aware about the significance of the presence of SBM in addressing the improvement not only in school facilities and basic needs but more so with the increase of the academic performance of the learners of today.

## **STATEMENT OF THE PROBLEM**

This study primarily aimed to evaluate the implementation of the School Based Management (SBM) as correlates to the academic performance of selected public high schools.

Specifically, it sought answers to the following questions:

1. What is the performance of the school-respondents in terms of:
  - a. National Achievement Test (NAT); and
  - b. School-Based Management (SBM)?
2. What is the relationship between the level of the SBM and school performance in NAT?
3. What is the stakeholders' assessment on the implementation of the School-Based Management (SBM) in their respective schools in terms of:
  - a. Leadership and Governance;
  - b. Curriculum and Learning;
  - c. Accountability and Continuous Improvement; and
  - d. Management of Resources?
4. Is there a significant difference in the assessment of the stakeholders on the implementation of SBM?
5. Based on the result of the study, what model for quality educational programs can be proposed?

## **Hypothesis**

At 0.5 level of significance, the following null hypotheses will be tested:

There is no significant difference between the academic performance of the learners in the National Achievement Test and the presence of the School-Based Management (SBM).

### **Significance of the Study**

This study is of great help to several groups of stakeholders like the following:

**Students.** They are the direct beneficiaries of this study in the sense that almost all of the school's resources utilized by the school heads and stakeholders are used primarily for the improvement students' academic performance.

**Teachers.** The findings of this study will help teachers to have a deeper understanding to the said initiative done in the school. Moreover, this may provide the necessary support for the program on top of their primary responsibility of providing quality instruction for high academic achievement among their learners.

**School Heads.** The outcome of this study will serve as a reminder as to the value of School Based Management particularly the manner of monitoring to ensure the achievement of goals of its existence in schools. In the same case, this will help the school heads to carry out effectively their good practices in the implementation of the School-Based Management Program.

**Department of Education (DepEd).** This could guide the department to points of improvement in promoting similar or related programs in decentralizing governance in education. Thus, they will be able to evaluate further how to implement properly the School-Based Management.

**Alumni and other stakeholders.** The research output will provide information as to what areas of the various programs in the school the alumni and other stakeholders could provide support and assistance.

**Future researchers.** The future researchers will gain additional insights from this study as this serve as bases on what other School-Based Program areas or dimensions to explore for its better and more effective implementation.

### **Scope and Limitations**

To maintain and avoid comparison of schools in

this study, the schools in this paper are coded using the alphabet like School A, B, C and so forth. The Quezon City schools which submitted the evaluation of the School-Based Management (SBM) were included in this study. The research is focused on the correlation of the SBM to the Academic Performance with the additional information in the stated dimensions such as leadership and governance, curriculum and learning, accountability and continuous improvement, and, management of resources as measured by other success indicators.

Principals, Department Heads, Teachers, Alumni, Parents, and, Community are the stakeholders included as respondents their participation as stakeholders play a vital role in the implementation of the School-Based Management. Primarily, the teachers and the school leadership are the ones in-charge in the execution of the responsibilities anchored in the thrust and principles of this noble endeavor initiated by the Department of Education.

Likewise, the results of the National Achievement Test for the school year 2010-2013 were examined. The data were all taken from the official files of the DepED-NETRC for purposes of more comprehensive figures needed for analysis and assessment of this undertaking. The said data showed the standing of the schools in terms of the National Achievement Test Results which is one of the areas in the SBM Evaluation Form which is being assessed by the Division of City Schools.

To describe the data gathered, the frequency count, percentage, mean, and standard deviation as descriptive statistical tools will be used. For inferential analysis, the Shapiro-Wilk test, the adoption of a non-parametric test called Kruskal Wallis, the Games-Howell Post Hoc Test, the Pearson-r test at .05 alpha levels and the Spearman-rho were employed.

## **Review of Related Literature and Studies**

### **School-Based Management**

In the earlier part of this study, School-Based Management has been defined as the process of decentralization in the school system which primarily aims to address immediate needs for improvement of the school. It is at this point where the school head being the school manager is tasked to exert efforts in gathering support from the internal and external stakeholders to work as a team for the welfare of the learners of the institution.

In the study of Abulencia (2012), he expressed that the School-Based Management (SBM) entices many education managers and experts; it yields various positive results such as improved academic performance of students, increased participation of parents and the community in the education of the students/children, and more importantly, empowerment of the local school heads, among others. Thus the centralized and bureaucratic system of education is deconstructed and reconstituted to give way for a decentralized management system.

An almost similar view was expressed by Shoraku (2008), in which he believed that SBM has been viewed as a means to deepen local participation in decision-making that is relevant to schools, and as a way to expand access to education and improve its quality. The study of Arlanza (2011) revealed that the SBM along with the six dimensions and their relationships to pupils' achievement has a Level 1 of implementation, but they differ in their stages. Along this line, ARTD Consultants (2011) stated that School-Based Management should be extended to other schools based on the potential opportunities for improving outcomes for students and schools.

According to Bandur (2008), in turn, a process of changes has occurred in schools, including the changes like decision-making processes that require all school stakeholders, collaborative relationships, and higher levels of parental and community participation. Dramatic changes in terms of school facilities and teaching/learning environments, including school textbooks and school buildings have also occurred. Indeed, SBM is a many splendored things. On one hand, it is a mechanism of decentralized governance, wherein the management of schools is accountable to both internal and external stakeholders which are lodged in the school head. On the other, it serves as a framework for integrating various inputs such as teacher training, classroom instructional materials, nutrition programs, and resource mobilization efforts (Bautista, 2010).

### **Importance of School-Based Management**

With the abovementioned studies, the research could stress out the significant value of the presence of the SBM since the learners of the schools who are primarily a recipient of the best outputs of the combined efforts of the stakeholders of the school as expressed by various researchers who perceived the importance of the existence of the School-Based Management. In addition to this, Briggs and Wolsttetter (2003) stated

that SBM helped generate ownership and commitment to school reform from the local community, reflecting the idea that a redistribution of power would increase energy for school improvement and change.

The Board of Regents (2012) of the University of Wisconsin-Madison argued that for school-based management to work, it must provide a series of organizational conditions at the school level. Schools then must use these conditions to work on and improve the dimension of schools that most directly impacts student achievement-- the curriculum and instruction program. Moreover, school-based management must be coupled with school-level accountability for results. Finally, school-based management must provide schools with control over their budget.

According to Caldwell (2005), the SBM to be successful in improving school outcomes, there is a need to "highlight the importance of decision-making being pre-eminently concerned with learning and teaching and the support of learning and teaching, especially in building the capacity of staff to design and deliver a curriculum and pedagogy that meet the needs of students, taking account of priorities in the local setting, including a capacity to identify needs and outcomes.

In the point of view Cheung (2014), his insight on SBM expressed that the policy of school-based management was introduced on the rationale that devolving decision-making powers to schools may result in better decisions in terms of quality and attention paid to the school context. The powers concern mainly financial, personnel, curriculum matters, and the school purpose. De Grauw (2004), believed that the school-based management, school-based governance, self-management, and school site management are different terms with somewhat different meanings but all referring to a similar and increasingly popular trend, which consists of allowing schools more autonomy in the decision about their management.

The Department of Education (2009) stressed the implementation of the School-Based Management as a key component of the Basic Education Sector Reform Agenda or BESRA. With SBM, the school as key provider of education will be equipped to empower its key officials to make informed and localized decisions based on their unique needs toward improving our educational system.

According to Galupar (2008), there is a significant relationship between school heads' performance and

the teacher's job satisfaction in the implementation of school-based management, and this is since school heads are given the power to exercise their administrative and instructional duties and responsibilities.

Gamage (2005) stated that the system can empower stakeholders within school communities, increase participation in decision-making, and provide opportunities to share power and authority at the school level through the forum of a school council or board. This has resulted in the creation of healthier teaching/learning environments leading to more efficient and effective schools with quality education.

In a study conducted by Guemo (2009) among it was revealed that with the implementation of the School-Based Management program in Sorsogon, the school heads perform much their functions as instructional leaders particularly on supervisory plan preparation and implementation and in the conduct of the school-based in-service trainings and conferences.

This finding corroborates with the study of Petingco (2009) where he stated that the effect of the SBM practices on teaching performance of teachers is very satisfactory. However, the study stressed that SBM practices on shared- decision making, fund management, and community involvement is not related to the teaching performance of teachers.

Along this line, the report on SBM of the Student Administration and Program Evaluation Bureau –SAPEB (2012) shared that improving local relationships of trust and respect between communities and schools is a keyway to develop social capital. Parents described the positive educational outcomes being achieved for their children and the increased satisfaction with pilot schools and teachers that developed from this success. In several cases, parents and principals pointed to increased enrolments as a direct effect of improving community satisfaction with their school. In addition to the said report of the SAPEB, internationally, parent and community engagement in schooling is growing significantly.

In the study of Tagubase (2008) it was revealed that generally, the level of implementation of the School Improvement Plan in Davao City Division schools is substantially observed and sustained in school concerning the School-Based Management in the region. From a relatively recent study conducted by Vernez, et al. (2014) it showed that SBM required a major shift on how people think about schooling. A significant

improvement in the capacity of principals, teachers, and the community to provide leadership, develop programmatic alternatives to meet local educational needs, and engage parents and the community in the governance of schools are seen of vital importance. Implementation of SBM so far has met with limited success. Although most principals reported that they had the autonomy to make school decisions, they also said that they did not take advantage of it by making significant programmatic and instructional changes.

In the book written by Volansky and Friedman (2003), they expressed that School-Based Management should aim to facilitate a new paradigm of education that emphasizes the development of students contextualized multiple intelligences (CMI). Through globalization and localization, with the help of information and technology and networking, the school can bring in a variety of resources and intellectual assets from the local community and different parts of the world to support world class teaching and learning in a new classroom, for every teacher and pupil.

The World Bank (2007) claimed that SBM emphasizes the individual school (as represented by any combination of principals, teachers, parents, students, and other members of the school community) as the primary unit for improving education and the redistribution of decision-making authority over school operations as the primary means by which this improvement can be stimulated and sustained. Yap and Adorio (2008) expressed that, the premise of SBM is that principals, teachers, parents, and the local communities are in the best position to know the needs of their schools and to make appropriate decisions promptly. Further, they showed that the implementation of the Third Elementary Education Program (TEEP) with the School-Based Management (SBM) schools practice inclusive education has improved access, quality of instruction, and participation of students with special needs in various ways. Strong linkages with stakeholders, parents, local government units (LGUs), and the community were built during the project.

### **Dimensions of the School-Based Management (SBM)**

The Revised School-Based Management (SBM) Assessment tool is guided by the four principles of ACCESS (A Child and Community-Centered Education System):

**Leadership and governance** guides the education system to achieve its shared vision,

mission, and goals making them responsive and relevant to the context of diverse environments.

**Curriculum and learning** systems anchored on the community and learners' contexts and aspirations are collaboratively developed and continuously improved.

**Accountability and continuous improvement** this means having a clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.

**Management of resources** are collectively organized, judiciously mobilized, and managed with transparency, effectiveness, and efficiency to support targeted education outcome.

Along these four dimensions of an ACCESS school system, the SBM practice will evolve within the context of "differentiated practice" as created and affected by the variations in the typology of schools, leadership quality, and characteristics, resources of the community, diversity of learners and extent and depth of community involvement (DepEd, 2012).

#### National Achievement Test

The National Achievement Test (NAT) is a Philippine-made standardized test designed to determine pupils/students' achievement level, strengths and weaknesses – English, Filipino, Math, Science, and Araling Panlipunan – of students in grades three, six and fourth year high school (or grade 10) at the end of the school year. It aims to provide empirical information on the achievement level of learners that will serve as a guide for policy-makers, administrators, curriculum planners, supervisors, principals, and teachers in their respective courses of action. The NAT also aims to determine the rate of improvement in basic education concerning individual schools within a certain period (Benito, 2010).

Moreover, NAT results are used as a basis in the allocation bonuses for the teachers under the Performance-Based Bonus system. The Performance-Based Bonus system is a scheme wherein government employees, instead of receiving annual increases, get bonuses based on their performance as well as that of their agency or department (Umil, 2014).

#### How are the NAT scores reported and interpreted to each examinee?

Based on the discussion presented by Benito (2010), he emphasized that the Certificate of Responses comprises the Percentage of Correct Responses (PCR) per learning competency by subject area. The PCR is interpreted using the Achievement Level Descriptive Equivalent below.

Percentage	Descriptive Equivalent
96-100%	Mastered
86-95%	Closely Approximating Mastery
66-85%	Moving Towards Mastery
35-65%	Average Mastery
16-34%	Low Mastery
5-15%	Very Low Mastery
0-4%	Absolutely No Mastery

The results however are not available in every school for it is given upon the request of the learners who wanted to have a copy of their rating for personal evaluation purposes. The schools are given the overall rating of the NAT a few months after the opening of classes of the following school year.

#### Was there a passing score in the NAT?

As explained further by the NETRC Director, Benito (2010) stressed that the National Achievement Test has no passing grade or score. It uses the Mean Percentage Score (MPS) to indicate the percentage of correctly answered items in a test. For instance, a 50 MPS would mean that an examinee correctly answered 20 of a 40-item subject area test. The computation of grades in school, however, is done very differently from the NAT.

An MPS below 75 does not mean that pupils/students who took the test failed it. For instance, a 66 MPS in the total test would mean that the examinees were "moving towards mastery." The NAT uses a seven-descriptive equivalent of Achievement Level based on the normal curve wherein an MPS of 75 and above is a national target.

The NAT results are interpreted in quartile distribution of Mean Percentage Scores (MPS) to indicate the percentage of correctly answered items in a test or subject area proficiencies. It is also used in classifying test performances of schools, divisions, regions and the total country (DepEd, 2012).

## **How is the Mean Percentage Score (MPS) interpreted?**

Based on the discussion made by the Department of Education in NAT 2012, the MPS indicates the ratio between the number of correctly answered items and the total number of test questions or the percentage of correctly answered items in a test.

For instance, a 50 MPS in one subject area would mean that an examinee correctly answered 20 out of 40 test items (NAT-Grade 6). On the other hand, a 60 MPS for a total score means that an examinee correctly answered 6 out of 10 questions in the test.

## **The basic role of the SBM in the National Achievement Test**

It is at this juncture that the researcher has decided to explore the correlation of the activities and programs done by the schools in the secondary level of the Department of Education as to the academic performance of the learners having the standardized test known as the National Achievement Test. This standardized test serves as one of the key factors which will gauge the level of involvement of the stakeholders in utilizing all necessary resources which would promote quality learning for the learners of the academic institutions. The monitoring scheme as well as the various activities that will be known in this undertaking of the researcher which is expected to update the future endeavors of researchers of similar study will see the effectiveness of the School-Based Management.

## **Synthesis**

The focus of this study is to evaluate the implementation of School-Based Management (SBM) as correlates to the National Achievement Test (NAT) results of the selected schools in Quezon City.

The present study conducted is similar to that of Bautista (2013) in which selected public elementary schools particularly in the City of Calamba, Laguna identify the level of correlation of the secondary school's achievement in the standardized test known as the National Achievement Test with the presence of the implementation of the SBM. Likewise, this study is somewhat related with the work of Quides (2008), in which the latter was focused on the aspects of leadership which need to be developed in the context of the School-Based Management. However, the research on hand is focused mainly

on the evaluation and monitoring scheme of the SBM in the point of view of the stakeholders as correlates with the academic performance of the learners based on the 3-year results of the National Achievement Test in the core subjects such as Filipino, English, Math, Science and Araling Panlipunan.

Studies previously mentioned have testified to the positive effects of the presence of School-Based Management (SBM) in countries all around the globe. Along the same lines, this study aims to seek favorable and more meaningful actualization of the goals of the School-Based Management in the presence of the new curriculum in the country's educational system. Furthermore, the researcher would like to determine if the implementation of the SBM affects the academic performance of the learners of the schools which have implemented the said program of the Department of Education.

On the other hand, this study is perceived to be unique in the sense that this will focus on the evaluation of the modified dimensions for the evaluation of the implementation of the School-Based Management of the Department of Education. Having the studies presented, the researcher is determined to come up with a model quality educational program for the secondary level schools for the welfare of every learner.

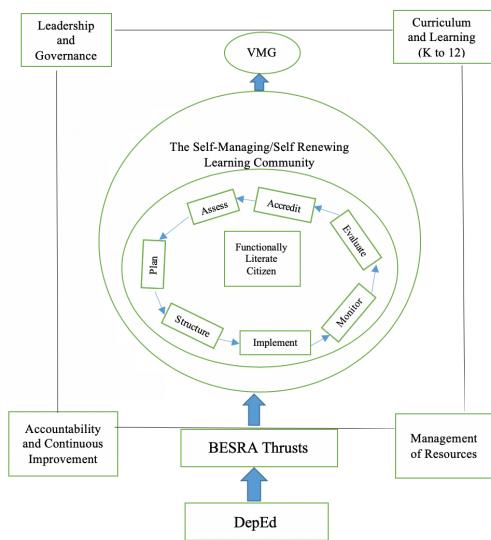
The current study utilized the modified dimensions of the SBM such as Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources specifically on the level of knowledge of the internal and external stakeholders focusing on the modified version of the dimensions such as leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Meanwhile, the theoretical framework presented in this study expresses the existence of the School-Based Management as a key component of the Basic Education Sector Reform Agenda (BESRA). With SBM, the school as key provider of education, will be equipped to empower its key officials to make informed and localized decisions based on their unique needs toward improving the educational system (DepED, 2009).

The Framework presents the key components of the assessment system and how they are organized and interrelated to enhance continuous improvement of learning outcomes and products of learning. The

three key components are presented such as: 1) guiding principles of the assessment system; 2) indicators of SBM practices; and 3) school accreditation.

### Theoretical Framework



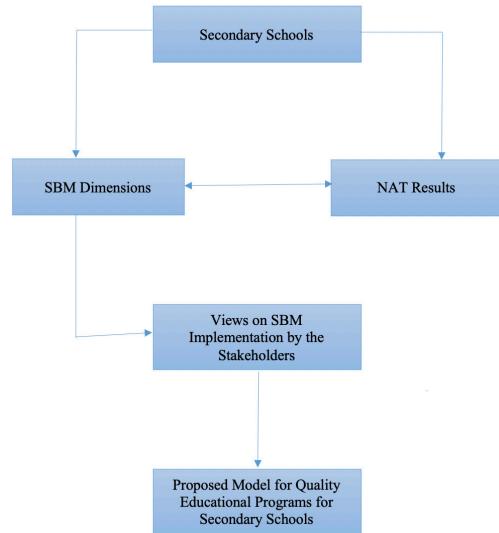
**Figure 1.** Theoretical Framework of the School-Based Management Conceptual Framework

Figure 2 depicts the paradigm of the study which attempted to determine the level of correlation between the dimensions of the School-Based Management (SBM) with the National Achievement Test Results from the three consecutive school years in some selected secondary schools in Quezon City.

The assessment of the stakeholders on the implementation of the SBM in their respective schools in terms of: a) Leadership and Governance; b) Curriculum and Learning; c) Accountability and Continuous Improvement; and, Management of Resources were part of this study and became bases for a proposed model for quality educational programs for the secondary schools.

### Conceptual Paradigm

The research paradigm that guided this study is shown in Figure 2 below:



**Figure 2.** Conceptual Paradigm on correlation of SBM Dimensions with the National Achievement Test Definition of Terms

For the purpose of clarification and better understanding of the study, the following are be defined conceptually and operationally:

**Academic Performance** refers to the academic performance being referred to pertain to the results of the five core subjects such as Filipino, English, Mathematics, Science, and Araling Panlipunan under the standardized test known as the National Achievement Test (NAT).

**Accountability** pertains to the act of being liable for the management of the resources and any action taken by the school authorities in the execution of their duties and responsibilities under the School-Based Management.

**Curriculum and Learning** refers to the subjects being taught to the learners. It is one of the dimensions of the SBM to be assessed and evaluated as to the level of knowledge of the stakeholders on the implementation of the areas being taught to the learners.

**Leadership and Governance** is one of the four dimensions of the evaluation of the School-Based Management. The level knowledge of the internal and external stakeholders will be assessed in this study. Further, this pertains to

how the school head or the principal performs his/her duties as the manager of the school.

**Management and Resources** in this study, it has something to do with the role of the school leadership parallel with the proper accountability of the school's resources be it internal or external aspect. It also pertains to the material or the physical resources of the school being governed by the school authorities.

**Model for Quality Educational Program** this simply refers to the activities and projects being done by the schools in order to address the needs of the learners as well as the promotion of the value of the School-Based Management with the presence of both internal and external stakeholders.

**National Achievement Test** this refers to the standardized test being given to the secondary level particularly to the second year and/or to the fourth-year level. This covers the Filipino, English, Mathematics, Science and the Araling Panlipunan subjects. The academic performance of the school is being evaluated with the results of this test every school year.

**School-Based Management** this refers to the manner by which school is being empowered by the Department of Education through its internal and external stakeholders to work as a team in addressing the needs of the school particularly in promoting quality teaching and learning of the academic institution.

**Stakeholders** it pertains to the internal or the external stakeholders known as the teachers, parents, students, alumni, and other individuals or group of individuals which contributes to the totality of the conduct of the programs and projects of the School-Based Management.

## METHODOLOGY

### Research Design

The study aimed to evaluate the implementation of the School-Based Management as correlated to the academic performance of selected public high schools in the Division of Quezon City. It utilized the descriptive-correlational design. This method perceived to be appropriate in this study because it is concerned with what exists at the moment (conditions, practices, processes, structures etc.) and is therefore, classified as a type

of descriptive-correlational method (Picciano, 2004).

Moreover, the correlational research design was employed to determine the relationship of the dimensions of the SBM and the results of the National Achievement Test. Correlational method determines whether there is a relationship between two or more variables or to establish the relationship (correlation) between two characteristics, events or behaviors (Wood & Wood, 2007). Correlation process is done in the following steps: First the Dimensions of the SBM in terms of Access, Efficiency, Quality, Leadership & Governance, Curriculum & Learning, Accountability, and, Resources & Management, and the National Achievement Test Results. Finally, the responses of the stakeholders are correlated pairwise using the Pearson's r.

The data-gathering utilizes survey, a research method which aims to generalize responses from a sample of a population: then inferences can be made on some characteristics, attitude, perception or behavior of the population.

A complete assessment of the authentic behavior on the implementation of the School-Based Management could hardly be retrieved since respondents were all having their respective workload and the time was very limited. As compared to qualitative interview, respondents have freedom to express anything about their authentic behavior. To address the limitations of the descriptive-correlational design, the qualitative approach using interview was employed to qualify the responses in the survey checklist.

### Research Locale

This study was conducted in three secondary high schools such as School A, School B and School C. These schools are situated in the First Congressional District of Quezon City.

To correlate the study, the evaluation results of the School-Based Management of other 10 schools of Quezon City from the Division of City Schools were also included among the gathered data of the researcher.

This is the brief background of the three schools where the questionnaires were distributed:

School A is situated along Misamis St., Barangay Sto. Cristo, Bago Bantay, Quezon City. It has a population of around 5, 500 students with 180 teaching and non-teaching personnel. This school is

considered to be a leader school among the secondary public schools in the First District of Quezon City.

School A also caters special programs of the Department of Education such as the presence of the foreign languages such as like Deutsch or German Language and the Mandarin Language. The Special Program in the Arts is another pride of this school in which students with inclination in the following areas are given more trainings - Creative Writing, Dance, Media Arts, Music, Theater Arts and Visual Arts. The School A is also K to 12 school, ready to serve the Senior Level students from the First District of Quezon City.

School B is a public secondary school located at J. Aquino Cruz Street, Barangay Balingasa, Quezon City. This school is at the heart of the community and it is known to be a school where learners are very much active in joining different contests both in academic and co-curricular endeavors. It is categorized as a School I for having only few numbers of enrollees ranging from 500 to 1, 500 learners. There are only 39 members of faculty including department heads and chairmen.

School C is situated in Capoas Street, Barangay Masambong, San Francisco Del Monte, Quezon City. This school is near a Police Station aside from the plaza of the barangay in which the school is included. The school is small in terms of land area, yet it caters its stakeholders with service and commitment with its 46 members of faculty including the chairmen and department heads of the different subject areas. This is also a School I institution for having only 500 to 1, 500 enrolled learners every school year.

### **Samples and Sampling Technique Used**

In selecting the schools, the purposive sampling technique was employed. The school heads who were included in the survey were chosen based on their participation in the implementation of the School-Based Management (SBM). These three schools belong to the school which complied in the submission of the evaluation for the School-Based Management to the Division of City Schools of Quezon City. The respondents included the School Heads, Department Heads, Teachers, Parents, Alumni and Community which are all stakeholders of the schools. The purposive sampling was used because the respondents were chosen on the basis of pre-determined criteria set by the researcher.

The samples in this study were selected

according to the following criteria: (1) Knowledge in the background of the School-Based Management; and (2) Involvement in the implementation of the School-Based Management.

### **Instrumentation**

In the gathering of pertinent data and information needed in this study, a researcher-constructed instrument was utilized and was further supplemented by interview. The questionnaire (Appendix C), an instrument extensively used as a means of collecting data especially in the fields of school administration and curriculum, consists of items which the respondents were asked to answer by checking likert scale. The interview on the other hand, was employed to validate or verify the responses that needed to be clarified.

The questionnaire utilized a numerical rating scale (Likert Scale) as the basis of gaining responses consisting of a number of items (characteristics) with assigned numerical value. This research considered a four-point which extends from a minimum of one to a maximum of four.

The questionnaire contains two parts. Part I of the Survey Questionnaire (see Appendix C) contains the letter of the researcher and Part II is the portion of the actual questionnaire.

The items presented in the questionnaire were parallel from the review of the School-Based Management Evaluation Form utilized by the schools as given by the Division of City Schools which also comes from the Department of Education Central Office.

Responses to each question were assigned with a numerical value ranging from 1 - 4 with the corresponding interpretation scale as follows:

<b>WEIGHT</b>	<b>DESCRIPTIVE RATING</b>	<b>RANGE</b>
4	-	Very Evident
3	-	Evident
2	-	Fairly Evident
1	-	Not Evident

The above scale served as bases of computing the weighted average of the responses to each question to describe the respondents' level of participation and impression in the actual conduct of the routines under the School-Based Management.

The mean score of the schools in the National Achievement Test was also included as part of the

study to be correlated in order to achieve the goal of this research. More so, to analyze and interpret the responses to the 4-point Likert type scale to the survey questionnaire, the weighted mean, equivalent descriptive rating and corresponding rank were computed.

The questionnaire was validated using a checklist instrument in assessing the items of the study. The results were computed, tabulated, and interpreted to give meaning to the gathered data. After considering the decision and recommendations of the validators, a certification of the validation was made (see Appendix D), the test constructed was pilot-tested to 20 respondents in the dry-run phase. These respondents came from the faculty of Quezon City school which was not among the schools being part of this study.

After the dry-run phase, checking of the responses and encoding of the values of each item were done using the excel program. The data encoded were subject to reliability test using the item-total correlation of Cronbach's alpha (see Appendix E). Cronbach's alpha determines those items that were included in the final draft and these are those that met an average .07 threshold or more. Lesser than the threshold means that there is a need to revise or replace the item.

In this part of the study, the reliability resulted to .07 which means that the instrument was given permission to be utilized to conduct the study of the researcher.

### **Procedures**

The study started by seeking permission from the Division of City Schools Superintendent of Quezon City and the School Heads of the concerned schools (see Appendix A). The results of the NAT of Quezon City Schools were taken from the office of the National Education Testing Research Center as part of the study (see Appendix B).

The Officers of the Parent-Teachers Association (PTA) and the other active alumni and community representatives also served as respondents to the given questionnaires. An unstructured interview was conducted to obtain additional views from the respondents and to verify responses from the questionnaire.

After securing the data needed, the floating of questionnaire to the respondents using a random method was held. The researcher administered the instruments in the different schools.

Subsequent to the collection of all the necessary data, the researcher encoded the data using the SPSS (Statistical Package for the Social Sciences).

### **Statistical Treatment**

The data gathered from the accomplished questionnaire were organized, tallied, and tabulated for better interpretation and analysis.

For problem number 1, the mean was used to assess the implementation of SBM by the school respondents. Whereas for problem number 2, the mean results of the 3-year NAT was presented and correlated with the dimensions of the SBM using the Pearson's r. More so, for the problem 3, the assessment of the stakeholders using the 4-pronged Likert Scale utilized the Standard Deviation and Mean Score.

Finally, for problem 4, Shapiro-Wilk test as well as the adoption of a non-parametric test called Kruskal Wallis to determine the differences of the six groups of respondents of the questionnaire. The Games-Howell Post Hoc Test was used to determine whether is a significant difference between (1) Principal and Department Head, (2) Principal and Faculty, (3) Principal and Alumni, (4) Principal and Community, (5) Principal and Parent, and (6) Community and Parent.

## **RESULTS AND DISCUSSIONS**

### **PROBLEM 1. What is the performance of the school-respondents in terms of:**

- a. National Achievement Test (NAT); and
- b. School-Based Management (SBM)?

The researcher made a thorough review on the results of the National Achievement Test from School Year 2010-2011; 2011-2012; and 2012-2013, with the subjects such as Filipino, Araling Panlipunan, Mathematics, Science and English, based on the official results from the National Education Testing and Research Center, the schools included in this study performed accordingly as presented in the Table 1.

**Table 1.** Performance of the School Respondents in National Achievement Tests from SY 2010-2013

SCHOOL	NAT AVERAGE (2010-11; 2011-12; 2012-13)				
	Filipino	Araling Panlipunan	Mathematics	Science	English
A	35.25	34.41	22.09	22.86	29.47
B	34.55	34.18	20.44	19.86	30.15
C	33.62	33.28	23.55	20.89	28.09
D	32.62	31.10	**16.79	**19.58	25.43
E	**28.75	32.11	17.66	19.88	**23.94
F	34.78	33.42	22.41	21.17	31.74
G	*36.26	*38.86	22.54	26.29	30.47
H	33.06	32.48	17.57	20.59	26.58
I	33.77	31.96	19.59	21.77	28.59
J	32.27	31.05	21.36	19.70	26.91
K	33.40	35.38	20.72	22.99	28.06
L	35.62	34.71	*28.72	*30.08	*30.92
M	32.61	**30.45	22.37	27.25	28.57
<b>Average</b>	<b>*33.58</b>	<b>33.34</b>	<b>**21.22</b>	<b>22.53</b>	<b>28.38</b>

LEGEND: \*Highest mean    \*\*Lowest mean

As presented in Table 1, the average results of each school in the five subject areas are as follows: in Filipino, School G got the highest mean score with 33.06, it likewise has the highest mean average in the combined results for the past three school years under the Araling Panlipunan with an average of 38.86. Under the Filipino subject, the School E got an average which was the lowest among the schools with only 28.75. All in all, the Filipino subject as compared to the other subjects taken in the National Achievement Test received the highest average of 38.58. It can be aptly stated that of the 13 schools in Table 1, the learners find the subject easier to accomplish as expressed by the mean score of the Filipino subject aside from the fact that Filipino is the vernacular language spoken by the Filipino learners.

Further, the next column shows the Araling Panlipunan subject, it has been observed that based on the data, the School G received the highest mean. On the other hand, the School M got the lowest mean score with only 30.45. The Araling Panlipunan subject as presented on the table would fall on the second place, if ranked among the subjects which received the highest mean score for the past three school years in which NAT was executed.

Under the third column of Table 1, the averages for the subject areas, Mathematics has been observed with having a line of 2 mean result compared with the other subjects with which some of the schools

got a line of 3 mean average score. The School L received the highest mean with 28.72 in Mathematics area. While the School D got 16.79 as the lowest mean to among the schools in terms of Mathematics.

In Science, the School L got the highest mean with 30.08 while the lowest mean was the School D. It can be noticed that of the 13 schools, only School L was able to reach the line of 3 in the mean score while all the rest received a line of 2 or line 1. It is also an observable fact that both Science and Mathematics subjects are challenging areas for the learners who took the National Achievement Test.

The English subject received the highest mean with 30.92 which also belongs to School L. On the other hand, the School E got the lowest mean in English with only 23.94. Based on the presented data, the English placed on 3rd if ranked among the subjects being tested in the National Achievement Test next to Araling Panlipunan and the Filipino subject.

As reflected on Table 1, the Mathematics subject could be ranked to the subjects with the lowest mean score in the past three school years, with a slight difference of mean score in the Science subject area.

Based on Benito (2010), the poor performance in the Mathematics subject may be related to the lack of motivation on the part of the learners to engage in the class discussion. He even reiterated that both Science

and Mathematics subjects are both challenging areas of concern in education despite innovative efforts on the approaches in teaching the subject matter. To address this low performance in the Mathematics and Science subjects, he suggested for the educators in particular to come up with the review of the unmastered learning competencies. Teachers in all subject areas are expected to review and assess the effectiveness of the strategies used in delivering mode of instruction to the learners.

The Table 2 presents the evaluation of the School-Based Management for the past school year, from 2010-2011, 2011-2012 and 2012-2013. This is as of the latest report submitted to the Division Office of Quezon City as of January 2014.

**Table 2. Performance of the Schools in School-Based Management as of January 2014, covering SY 2010-11, 2011-12, and 2012-13**

SCHOOL	PERFORMANCE IMPROVEMENT			SBM ASSESSMENT SCORE				SBM RATING
	ACCESS	EFFICIENCY	QUALITY	LEADERSHIP	CURRICULUM & LEARNING	ACCOUNTABILITY	RESOURCES & MGT	
A	0.45	0.25	0.00	0.66	0.42	0.30	0.18	1.25
B	**0.45	0.25	0.25	0.60	0.45	0.40	0.21	1.23
C	0.90	0.25	0.00	0.60	0.60	0.35	0.24	1.41
D	0.90	0.42	0.30	0.72	0.69	0.60	0.39	1.93
E	0.90	0.42	0.30	0.72	0.64	0.60	0.33	1.89
F	**0.45	1.25	0.50	0.60	0.60	0.45	0.30	2.10
G	**0.45	0.25	0.50	0.54	0.60	0.50	0.33	1.51
H	**0.45	0.25	0.25	0.78	0.60	0.60	0.42	1.53
I	*1.35	0.75	0.00	0.60	0.84	0.75	0.45	2.32
J	**0.45	0.25	0.30	0.48	0.51	0.45	0.27	1.12
K	**0.45	0.33	0.30	0.60	0.86	0.55	0.27	1.56
L	0.90	0.42	0.30	0.60	0.81	0.65	0.36	1.96
M	**0.45	0.25	0.60	0.54	0.56	0.50	0.30	1.50
AVERAGE	0.66	0.41	0.28	0.62	0.63	0.52	0.31	1.64

LEGEND: \*Highest mean    \*\*Lowest mean

Table 2 presents the two aspects of the evaluation form such as Performance Improvement and SBM Assessment Score. Under the Performance Improvement, the aspects such as Access, Efficiency, and Quality are computed. While for the SBM Assessment Score, the four dimensions being evaluated are Leadership, Curriculum and Learning, Accountability and Resources and Management.

The ACCESS included reports on figures of enrolment increase for the said time frame or school year. Under the EFFICIENCY, the figures on the Drop-out Rate, Completion Rate as well as the Cohort of Survival Rate are reflected in the columns being evaluated under the SBM. While, the QUALITY,

includes the Mean Percentage Score (MPS) in the NAT Results of the schools on the given school year.

The Table 2, under Performance Improvement, column 1, the ACCESS -the School I received the highest mean score with 1.35. It can be noticed that among the schools presented in Table 2, only this school got a line of 1 mean score as compared with the rest of the schools on this study. Unlike most schools which got the lowest mean score of .45 received by School A, B, F, G, H, J, K, and M. The said schools have a high-low reports of enrolment for the said school year as reflected on the evaluation of the SBM submitted to the Division Office. The school which received the highest mean has the most improved or well-maintained

increase of enrollees in the given school year.

In public schools, problems in dropping-out of students towards the first two quarters of the school year is an observable situation which could be based on the socio-economic conditions of the families of the learners in almost all of the fourth-year levels of high school. As shown in the table, most of the schools particularly School A, B, C, G, H, J and M got the lowest mean of 0.25 which reflects the incidence of drop-out and low completion rate of the learners in the said schools. Of the schools presented on the Table, only School F was able to obtain the 1. 25 mean score which is considered as the highest of the schools included in the study.

On the aspect of QUALITY, this shows the increase of NAT results for the past three consecutive school years based on the reflected report for evaluation of the schools' SBM. The school with the highest mean is School M with 0.60, while the lowest mean was received by Schools A, C, I with 0.00. Though the result may not necessarily mean having low quality of learning, it is fair to state that the schools with the result having the lowest mean did perform fairly in the conduct of the National Achievement Test. It is further observed that the evaluation submitted by the schools in the SBM were not enough to gauge the learning performance of the students who did take the said standardized test.

On the aspect of the School-Based Management, the first dimension which is LEADERSHIP AND GOVERNANCE presents the idea on how school heads handle their role in terms of their ability to execute the programs of the Department of Education including primary duties and responsibilities attached to their roles as leaders of their respective schools. As stated in the Revised School-Based Management Assessment Tools of the Department of Education (2012), a network of leadership and governance must guide the education system to achieve its shared vision, mission, and goals making them responsive and relevant to the context of diverse environments. The School H got the highest mean of 0.78 while the School J received the lowest mean of 0.48. The rest of the mean scores vary as each school leadership differ from the approaches made by the School Head's in various aspects of the complex roles in school.

The second dimension under the SBM which was evaluated by the schools shares the idea of the role of the curriculum learning systems which are

primarily anchored on the community and learners' contexts and aspirations which are collaboratively developed and continuously improved by the schools. The CURRICULUM AND LEARNING as presented on table may bear similarity to the schools' assessment yet, the School K received the highest mean of 0.86. On the other hand, the School A got the lowest mean of 0.42. As reiterated on the study, the role of the community is observed by the schools and most likely, the schools were able to manage in initiating the activities with the curriculum having the involvement of the representatives of the community.

The third dimension ACCOUNTABILITY AND CONTINOUS IMPROVEMENT, is the term sounds heavy as it speaks about responsibility of the school officials do observe a clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains as stated in the Revised Assessment Tool for SBM of DepEd (2012). The accountability being emphasized calls for the participation of the stakeholders in ensuring that there is a mechanism that would be responsible in promoting the welfare of the school's improvement and development as a whole. Based on the Table, the School I was able to have the highest mean with 0.75, while the School A received the lowest mean which is 0.30. The schools' actions towards accountability can be noted as one of the areas which the stakeholders have to be involved with maximize the presence of the stakeholders in the learning environment for the learners with the presence of the SBM.

The fourth dimension of the SBM as presented on the table is the MANAGEMENT OF RESOURCES. This area of SBM focuses on the resources which are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency by the schools particularly by the public schools. Under this column, it can be observed that the School I received the highest mean of 0.75, while the School A got the lowest mean of 0.18. With the mechanism of the schools in terms of its actions in dealing with its resources in the aspect of SBM, it is also expected to revisit in order to ensure that there is transparency and efficiency in letting the stakeholders to have access in the data whenever needed for review and evaluation.

As a general impression on the performance of the schools presented on Table 2, the premise given by Umil (2014) was that the Performance Based Bonus

is greatly affected by the schools' performance in the National Achievement Test as well as in programs of DepEd like the implementation of the School-Based Management, which ideally should not be the sole basis for the incentives for the teachers. It is in this juncture that the researcher felt the sad reality of the situation for most schools as to the incentives are affected by the performance similarly reflected in Table 2 in which the consistency of schools are not observed with the results of the National Achievement Test and other related factors of the SBM.

**PROBLEM 2. What is the relationship between the level of the SBM and school performance in NAT?**

The School-Based Management can be stated that it plays a vital role in the improvement of the performance of the learners in their academic endeavors, particularly in the conduct of taking the National Achievement Test according to the views expressed by the stakeholders of the schools during an interview.

Although the researcher was able to gather positive responses on the existence of the SBM in their respective schools, it is worth noting that the Table 3 which is the relationship between the school's level of performance in the NAT revealed that there is no significant relationship in the four subject areas such as Filipino, Araling Panlipunan, Science and English area. The researcher failed to reject the hypothesis though this does not mean that the instrument used was not effective since the Mathematics subject has an evident significant relationship with a value of .031 as shown in the aspect of Leadership under the School-Based Management. The said value has an interpretation of having a Low Level of Correlation as stated in the Pearson's strength index.

With the presence of correlation of Mathematics subject in the leadership dimension of the SBM, this gives the researcher the impression that the instrument may be calibrated for future endeavor so as to revisit the correlation of the stated dimensions of the School-Based Management with the results of the National Achievement Test.

**Table 3. Relationship between the School's Level of performance in NAT and SBM**

NAT	SBM	Spearman rho	P-value	Conclusion	Decision
Filipino	Access	-.099	.748	No significant relationship	Reject Ho
	Efficiency	.042	.891	No significant relationship	Reject Ho
	Quality	-.105	.732	No significant relationship	Reject Ho
	Leadership	-.142	.643	No significant relationship	Reject Ho
	Curriculum & Learning	-.042	.892	No significant relationship	Reject Ho
	Accountability	-.172	.575	No significant relationship	Reject Ho
	Resources Mgt.	-.108	.726	No significant relationship	Reject Ho
Araling Panlipunan	Access	-.239	.431	No significant relationship	Reject Ho
	Efficiency	-.042	.891	No significant relationship	Reject Ho
	Quality	-.051	.868	No significant relationship	Reject Ho
	Leadership	.009	.978	No significant relationship	Reject Ho
	Curriculum & Learning	.123	.690	No significant relationship	Reject Ho
	Accountability	-.166	.587	No significant relationship	Reject Ho
	Resources Mgt.	-.257	.397	No significant relationship	Reject Ho
Mathematics	Access	-.124	.686	No significant relationship	Reject Ho
	Efficiency	-.150	.624	No significant relationship	Reject Ho
	Quality	-.234	.442	No significant relationship	Reject Ho
	Leadership	-.597	.031	There is significant relationship	Fail to reject Ho
	Curriculum & Learning	-.159	.604	No significant relationship	Reject Ho
	Accountability	-.374	.208	No significant relationship	Reject Ho
	Resources Mgt.	-.359	.229	No significant relationship	Reject Ho
Science	Access	-.099	.748	No significant relationship	Reject Ho
	Efficiency	.012	.969	No significant relationship	Reject Ho
	Quality	.274	.366	No significant relationship	Reject Ho
	Leadership	-.345	.248	No significant relationship	Reject Ho
	Curriculum & Learning	.198	.517	No significant relationship	Reject Ho
	Resources Mgt.	.127	.678	No significant relationship	Reject Ho
	Resources Mgt.	.033	.915	No significant relationship	Reject Ho
English	Access	-.214	.483	No significant relationship	Reject Ho
	Efficiency	.108	.725	No significant relationship	Reject Ho
	Quality	.151	.622	No significant relationship	Reject Ho
	Leadership	-.426	.147	No significant relationship	Reject Ho
	Curriculum & Learning	-.176	.566	No significant relationship	Reject Ho
	Accountability	-.247	.417	No significant relationship	Reject Ho
	Resources Mgt.	-.196	.521	No significant relationship	Reject Ho

LEGEND: p-value is  $\leq +/- 1$  = Significant Relationship

Analyzing the results, Filipino subject has seemingly a slight connection as to the presence of the SBM in this area. The Leadership with a value of -.142 it can be observed that the teaching of the Filipino language is undoubtedly expected to receive positive outcome since it is vernacular for all the learners particularly those who reside in the Metropolis since their early years school. And so, it could be drawn that the result of the NAT remains to be in passing score even with the little direct participation on the presence of the SBM.

The Araling Panlipunan subject in terms of its relationship in the Leadership aspect under the SBM has the value .009. It expressed the very nature of the educators of this nomenclature as it deals more on leadership regardless of the existence of the SBM in the school setting. This had helped the educators to independently manage their teaching strategies as to how they could increase the level of performance of the learners specifically in the conduct of the National Achievement Test.

Of the five subject areas, the researcher reflected on the results of the instrument as it showed the value of .031. This means that there is a significant relationship with the Mathematics subject and the leadership dimension of the SBM. It is an observable fact that among the challenging subjects for the learners in both elementary and high school level, that this subject is the toughest aside from Science in which application of the basics of the arithmetic is applied. The aspect of leadership can be of great emphasis on how teachers are driven to excel and put more pressure so as to have an improvement in this area. The leadership could also mean having more scheme in motivating the educators to exert more efforts in focusing on the approaches in order to ease the burden of the learners in dealing with the Mathematics part of almost all sorts of test, particularly in this standardized test for NAT.

The Science subject with the value -.345 in terms of leadership can be explained that it has its own ways of dealing with interventions as to how the subject could be best understood by the learners given that this subject matter is somewhat difficult as Mathematics subject. The Science teachers have been bombarded with various trainings and varied endeavors so as to innovate and improve for the learning of the students, still, it can be observed that Science is having its own approach of dealing with the interventions for the National Achievement Test.

The English subject in relation to the SBM is something which may be considered as one of the areas which students have interest in learning though it is considered as a tough subject matter particular the grammar part of the lesson. The value presented on the table which is -.426 articulates the idea on the concern on leadership in which the execution of the routine could be not consistently observed or it may have been observed though it lacks the weight on the pressure exerted as to increase the potential of the learners through the lessons expounded by the educators. In other words, the leadership may be deemed strong but the manner as to how things are carried out by the teachers are not totally realized which results to a low increase in terms of increment in the National Achievement Test.

Supporting the identified significant relationship of this study, though the magnitude is not so strong based on the figures on the table above, the researcher made an interview with among the stakeholders in order to establish the value of existence of the SBM in the academic performance in the National Achievement Test. The researcher posted this question to the stakeholders: *How does SBM contribute in achieving the goal of the school in improving performance of the learners?*

Based on the stakeholders' views, they believed that the presence of the SBM assisted in the immediate solutions to some concerns in the campus particularly in the reducing of drop-outs in which interventions have been made by the school leadership through tapping members of the community who would serve as benefactors to the deserving learners of the school. The community linkages as developed by the school, led to the attainment of specific goals set for the improvement of learning outcomes in every school year. The drop-out rates were also reduced which resulted to better evaluation needed by the schools in order to upgrade the annual Performance-Based Bonus.

It is also observed according to the stakeholders that the discipline problems among the learners have been addressed with the measures taken by the school authorities as it extends its hands through the presence of cooperative members of the community. Problems like fraternities and other negative vices around the campus have been attended to by the stakeholders they work hand in hand with the school's leadership. It builds a strong partnership between the school with its stakeholders to support and sustain a high-level performance and achievement of the students. The collaboration of students, teachers and community

enables the school to develop strong partnership in order to help equip classes with resources necessary to enhance curriculum and instruction – with stakeholders (like alumni, SGC, community leaders partnering with the school, they can help each other in looking for resources that enable the students to develop their skills in different fields whose ultimate goal is to improve the performance of teachers and learners.

The researcher made a review on the over-all impression of the study of Abulencia (2012) in which he stated that there is an evident positive result in the academic performance of the students. Perhaps, the relationship of the SBM and the NAT on this particular study differ in terms of the aspect being considered as part of the academic performance of the learners. Though the magnitude of the correlation in this study is not that impressive, nevertheless, the presence of the SBM plays a vital role in the total environment of the learning process as supported by the study of Abulencia.

**PROBLEM 3.** What is the stakeholders' assessment on the implementation of the School-Based Management (SBM) in their respective schools in terms:

- Leadership and Governance;
- Curriculum and Learning;
- Accountability and Continuous Improvement; and,
- Management of Resources?

With the presence of the SBM's dimension, the stakeholders would then share their assessment as to the manner by which the SBM is being implemented with regard to the Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and the Management of Resources.

**Table 4. Stakeholders' Assessment on Leadership and Governance**

Leadership and Governance	Mean	SD	Interpretation
(LG1) The school allows the development of a shared Vision, Mission, and Goals (VMG).	*3.72	.532	Very Evident
(LG2) The school's vision, direction, and aspirations are periodically revisited and adjusted by the learning managers, learning facilitators, and community stakeholders to respond to the community's conditions and emerging needs.	3.56	.650	Very Evident
(LG3) The school encourages actively the stakeholders through dialogue and/or consensus building, in formulating relevant policies and guidelines in conducting regular review and updating of community initiatives.	3.58	.604	Very Evident
(LG4) The school promotes ownership and members promotes particular roles and responsibilities to carry out initiatives.	3.52	.575	Very Evident
(LG5) The school initiates and facilitates to the community development of an education plan based on its vision, direction, and aspirations.	**3.43	.628	Very Evident
(LG6) The school regularly facilitates the information and feedback sharing on the progress of the education development program.	3.54	.608	Very Evident
(LG7) The school is consistent on decisions based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community.	3.54	.608	Very Evident
(LG8) The school is to make stakeholders demonstrates initiative, openness, and build effective relationship to contribute to the attainment of the organization's vision, mission, and goals.	3.49	.564	Very Evident
(LG9) The school is able to put in place a development program to enhance leadership competencies of stakeholders to face emerging opportunities and challenges.	3.56	.584	Very Evident
<b>Composite Mean</b>	<b>3.55</b>	<b>.442</b>	<b>Very Evident</b>

LEGEND: 1.00 to 1.75 = Not Evident; 1.76 to 2.50 = Fairly Evident; 2.51 to 3.25 = Evident; 3.26 to 4.00= Very Evident.

\*Highest rating      \*\*Lowest rating

As presented on Table 4, the Leadership and Governance as the first dimension being discussed by the researcher received a composite mean score of 3.55 which shows that it has a Very Evident response from the viewpoint of the stakeholders. Specifically, the LG 1, which the school allows the development of a shared Vision, Mission, and Goals (VMG) has the highest mean score among the aspects being assessed by the stakeholders. The mean score 3.72 has a Very Evident remark from the respondents. This explains that the schools do make a clear participation of the stakeholders and help them understand what the schools want to achieve with the existence of the VMG.

On the other hand, the LG 2 where the school initiates and facilitates to the community development of an education plan based on its vision, direction, and, aspirations received the lowest mean score of 3.43. This could mean that despite the positive remark of Very Evident in this part of the Leadership

and Governance, the schools are expected to have the involvement of the community which will be parallel with a more holistic approach in having the SBM to function with the school. The community development plan expresses the idea of inter-relationship of the areas of coming up with a stronger links with the community for the welfare of the school.

This is supported with idea of Yap and Adorio (2008) in which they expressed the idea that the SBM is best utilized with the participation of the principals, teachers, parents, and the local communities for which they know the needs of their schools to make appropriate actions accordingly. Similarly, the World Bank (2007) also emphasizes the role of the school and community for a more effective implementation of the SBM.

The next dimension assessed by the stakeholders as presented in Table 5, provides focus on the aspect of curriculum and learning.

**Table 5. Stakeholders' Assessment on Curriculum and Learning**

Curriculum and Learning	Mean	SD	Interpretation
(CL1) The school is able to implement the curriculum which is rights-based, inclusive, culturally and developmentally appropriate to the needs and interest of the learners and community, localized for relevance to the community, life consistent to the vision, mission, goal-oriented towards individual and community well-being.	*3.64	.569	Very Evident
(CL2) The school is regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	3.61	.540	Very Evident
(CL3) The school has appropriate assessment tools for teaching and learning and are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation, and the attainment of relevant life skills.	3.51	.587	Very Evident
(CL4) The school invites the community to actively participate in developing and mentoring the learners' awareness and practice of good citizenship and share in the attainment of individual and collective competencies.	3.40	.686	Very Evident
(CL5) The school has applied methods and resources which are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners.	3.41	.592	Very Evident
(CL6) The school's learning environment, methods, and resources are accessible and promote effective learning and are appropriate to the learners' ecology, history, community, worldview, values and spirituality.	3.38	.575	Very Evident
(CL7) The school's learning managers and facilitators nurture values and environment that are protective of all children, inclusive of all children, and demonstrate behaviors consistent to the organization's vision, mission, and goals.	3.46	.651	Very Evident
(CL8) The school's learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.	**3.33	.651	Very Evident
Composite Mean	3.47	.447	

**LEGEND:** 1.00 to 1.75 = Not Evident; 1.76 to 2.50 = Fairly Evident; 2.51 to 3.25 = Evident; 3.26 to 4.00= Very Evident.

\*Highest rating      \*\*Lowest rating

Based on Table 5, the stakeholders' assessment on the CL 1, received the highest mean score which is 3.64. The CL 1 advances the idea that the school is able to implement the curriculum which is rights-based, inclusive, culturally, and developmentally appropriate to the needs and interest of the learners and community, localized for relevance to the community, life consistent to the vision, mission, goal-oriented towards individual and community well-being. All the schools could be assumed to be child-friendly school as described on this aspect of the Curriculum and Learning. The Very Evident rating given by the stakeholders stresses the value of the schools in creating an atmosphere conducive to learning and at the same time, comfortable for the stakeholders to exercise their functions in making a better learning environment for every learner.

Meanwhile, the CL 8 with the lowest mean score of 3.33, expressed the idea that the school's learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. Though this also received an interpretation as Very Evident, the learners are

perceived to lack a little on their improvement in becoming accountable with their learning. Based on the interviews among the stakeholders, the learners of today are still in need of more guidance especially in their focus on what to accomplish with the time that they have in their studies. To be able to achieve this aspect, the learners must be further exposed to real-life undertakings through discussions in their classes in which they are expected to adopt the positive traits which could ultimately make them responsible and accountable with their learning habits.

This aspect of School-Based Management particularly in Curriculum and Learning is given emphasis by the study of the Board of Regents (2012) of the University of Wisconsin in which continuous improvement on the curriculum must be done to ensure the level of learning of the students as well as the condition of work of the schools. Likewise, Caldwell (2005) stated that priorities in SBM should be deemed to highlight the importance of the decision-making so as to improve the teaching and learning and the creation of better curriculum that meet the needs of the students.

**Table 6. Stakeholders' Assessment on Accountability and Continuous Improvement**

<b>Accountability and Continuous Improvement</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
(ACI1) The school's roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	*3.53	.575	Very Evident
(ACI2) The school's achievement of goal is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	3.50	.576	Very Evident
(ACI3) The school practices the accountability system is owned by the community that is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	3.43	.628	Very Evident
(ACI4) The school observes the accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	3.38	.691	Very Evident
(ACI5) The school practices participatory assessment is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.	**3.32	.668	Very Evident
(ACI6) Assessment results and lessons learned served as basis for school's feedback, technical assistance, and recognition, and plan adjustment.	3.47	.631	Very Evident
<b>Composite Mean</b>	<b>3.43</b>	<b>.492</b>	

LEGEND: 1.00 to 1.75 = Not Evident; 1.76 to 2.50 = Fairly Evident; 2.51 to 3.25 = Evident; 3.26 to 4.00= Very Evident.  
 \*Highest rating      \*\*Lowest rating

The Table 6 presents the dimension of SBM focusing on Accountability and Continuous Improvement. Accountability focuses on both the processes and products of education. Responsibility is a

ssigned to individuals or groups, including educational leaders, administrators, teachers, other school staff, and students themselves. Measures are used to determine whether the process or products meet the desired goals,

and criteria are set for whether the targets are met. The consequences attached to the accountability systems may be simply labels assigned to the individual or group to which responsibility has been assigned, or they can involve withdrawal of funding or removal of the individual or group from continuing in the same role.

Table 6 illustrates that the highest mean score which is 3.53 falls on ACI 1 the school's roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders. This is in accordance with what accountability should be and it deals with who are responsible in particular roles in the school leadership and the aspects of the educational system.

On the other hand, table 6 shows that the lowest mean score of 3.32 received by ACI 5, in which the school practices participatory assessment is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment. The feedback mechanism as well as the direct involvement of the stakeholders are considered on this aspect which needs to be strengthened to maintain the noble objectives of harmonious cooperation of the members of the school-community.

Moreover, the researcher emphasized on the importance of individual accountability in the educational system which includes variations as teachers being held responsible for passing tests to obtain or keep, or principals and educators receiving salary bonuses on the basis of student achievement. This type of accountability includes the same components as other educational accountability systems, with goals, measures, and other criteria for determining when the goal has been met, and rewards and sanctions for meeting or not meeting the criteria.

This part of the study is supported with the views of Briggs and Wolstetter (2003) in which they gave premium on the increase of support from the community to the schools would mean improvement of the schools in general. The spirit of ownership would bring positive change in the undertakings of the stakeholders towards the improvement of the school environment. Moreover, Bandur (2008), expressed that the framework of integrating various inputs of SBM would increase the academic performance of the learners aside from the total improvement of the school setting.

**Table 7. Stakeholders' Assessment on Management of Resources**

Management of Resources	Mean	SD	Interpretation
(MR1) The school is doing a regular resource inventory that is collaboratively undertaken by the learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	3.46	.630	Very Evident
(MR2) The school is able to conduct regular dialogue for planning and resource programming that is accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans.	**3.27	.578	Very Evident
(MR3) The school is able to have a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective resources.	3.36	.606	Very Evident
(MR4) The school has regular monitoring evaluation, and reporting processes of resource management which are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders.	*3.47	.563	Very Evident
(MR5) The school has a system that manages the network and linkages that strengthen and sustain partnership for improving resource management	3.42	.571	Very Evident
<b>Composite Mean</b>	<b>3.40</b>	<b>.467</b>	

LEGEND: 1.00 to 1.75 = Not Evident; 1.76 to 2.50 = Fairly Evident; 2.51 to 3.25 = Evident; 3.26 to 4.00= Very Evident.  
 \*Highest rating      \*\*Lowest rating

The Table 7 shows the stakeholders' assessment

on the management of the resources of the school.

The highest mean score with 3.47 in this fourth dimension of SBM revealed that MR 4, the school has regular monitoring evaluation, and reporting processes of resource management which are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders. While the lowest mean score of 3.27 was reflected in MR 2 in which the school is able to conduct regular dialogue for planning and resource programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans.

The researcher emphasized that the resources being entrusted and governed by the school leadership are expected to be properly accorded to by the school leaders so as to maintain the trust extended by the different stakeholders, particularly on donated materials which are intended for the use or welfare of the learners. As for example, resources such as intervention materials for the National Achievement Test are expected to be utilized by the learners to ensure that this would address the need of learners in having preparations for their examination.

The ideas presented on this part of the study is supported by the viewpoint of Shoraku (2008) in which he gave importance on the deepening of the participation of the stakeholders in providing quality improvement in education by active involvement in schools management. In the same stance, De Grauwé (2004) also supported the idea on self-management of the schools as this means giving autonomy in managing the schools. Moreover, under the Basic Education Sector Reform Agenda of DepEd (2009), the management of the resources of the school will empower its officials to make localized decisions according to the needs of the learners as supported by the programs made under the School-Based Management.

**PROBLEM 4. Is there a significant difference in the assessment of the stakeholders on the implementation of SBM?**

In this part of the study, the researcher attempts to expound the idea as to whether there is a significant difference or none at all between and among the stakeholders and the implementation of the School-Based Management.

**Table 8. Difference among Stakeholders' Assessment on Leadership and Governance**

Variable	Group	N	Mean Rank	Kruskal Wallis	p-value	Conclusion	Decision
Leadership and Governance	Principal	3	117.00	13.494	.019	There is significant difference	Reject Ho
	Department Head	24	88.85				
	Faculty	60	76.41				
	Parent	15	72.07				
	Alumni	30	77.98				
	Community	18	46.47				

NOTE: Correlation is significant if p is ≤ .05 (2-tailed).

Table 8 shows the result in the variable on Leadership and Governance. The Kruskal Wallis is 13.494 while the p-value is .019, a value located within the rejection region. It is concluded that there is a significant difference between or among the six groups. The Games-Howell Post Hoc Test reveals that significant differences are between (1) principal and community, and (2) Department head and community.

Table 8 presents the significant difference between the principal and community which could be explained with the directness of involvement of the community in some if not in all undertakings of the school leadership. Though under the School-Based Management the community has been empowered

as to its participation in major activities like the Brigada Eskwela and the creation of working group such as the School Governing Council. Still, the level of participation is not that high in most of the schools as the leadership varies and thus depends on the school head or principal of the school.

This view is also same with the result based on the table in which the department head and the community showed the significant difference. The department heads have direct participation in the decision making in the school setting since they act as the alter ego of the school head being in-charge of the teachers as well as the various programs and projects being implemented in the school. The relationship of the department heads with the community will

greatly depend on what endeavors would be aligned by the school leadership similar with what has been discussed on the earlier part of this area of study.

This observation and impression by the researcher is similar with the findings of the study of Guemo (2009) in which it was revealed that the implementation of the SBM in Sorsogon, when the principals perform

much their functions as instructional leaders particularly on the implementation and conduct of school-based trainings and conferences. However, in the study of Petingco (2009), he found that there is no relationship on the teaching performance of the teachers to the aspect of shared decision-making, fund management and community involvement under the SBM.

**Table 9. Difference among Stakeholders Assessment on Curriculum and Learning**

Variable	Group	N	Mean Rank	Kruskal Wallis	p-value	Conclusion	Decision
Curriculum and Learning	Principal	3	141.50	17.328	.004	There is significant difference	Reject Ho
	Department Head	24	79.40				
	Faculty	60	77.61				
	Parent	15	86.47				
	Alumni	30	74.37				
	Community	18	45.03				

NOTE: Correlation is significant if  $p$  is  $\leq .05$  (2-tailed).

The Games-Howell Post Hoc Test reveals that significant differences are between (1) Principal and Department Head, (2) Principal and Faculty, (3) Principal and Alumni, (4) Principal and Community, (5) Principal and Parent, and (6) Community and Parent.

In Table 9, The Kruskal Wallis is 17.328 while the p-value is .004, a value located within the rejection region which means that there is a significant difference as stated on the first part of this analysis. The idea that the school head or the Principal has a great participation in the conduct of the School-Based Management being the leader of the entire institution which includes the learning aside from the teaching motivation of the educators where the curriculum is being applied and observed by the school.

The principal plays the leadership role first to the department heads and second to the faculty. As presented in this table, it can be underlined that the principal's persona in the school setting with the implementation of the SBM is vital so as the power is within the office of the school head. How the principals would drive the steering wheel of the school in the presence of the dimensions of the SBM would influence the department heads as well as the members of the faculty.

The result of this part of the study is parallel with the result of the study of Vernez (2014), in which it was revealed that most principals implementing the SBM have significant improvement in interacting with other stakeholders as they engage parents and

the community in the governance of the school. Although, Quides (2008), shared that the leadership of the school heads still need to be developed in order to address other needs of the School-Based Management.

On the other hand, the community based on the table 9 also shows a significant difference in terms of its relationship with the parents in the SBM. The researcher considers that despite the presence of the parents in the school with the support being extended to their respective child in school, the community somehow needs to improve with how both set of stakeholders could best be of equal service or participation with the existence of the SBM. The parents as part of the community could address various concerns together if they will work harmoniously in helping the school to its optimum potential in improving the academic performance of the learners.

To support the standpoint of the researcher, The Student Administration and Program Evaluation Bureau – SAPEB (2012) expressed that harmonious relationships between communities and schools is one of the keys to a successful conduct of the SBM. The positive educational outcomes are achieved as parents make themselves involved in supporting their children, likewise, the community's involvement would mean healthier environment for the learners of the school.

**Table 10.** Difference among Stakeholder's Assessment on Accountability and Continuous Improvement

Variable	Group	N	Mean Rank	Kruskal Wallis	p-value	Conclusion	Decision
Accountability and Continuous Improvement	Principal	3	127.50	9.949	.077	There is no significant difference	Retain Ho
	Department	24	76.98				
	Head						
	Faculty	60	79.13				
	Parent	15	75.07				
	Alumni	30	75.82				
	Community	18	52.61				

NOTE: Correlation is significant if p is ≤ .05 (2-tailed).

Table 10 displays that there is no significant difference as expressed by Kruskal Wallis having 9.949 or its p-value of .077, in which the hypothesis on this part of the study has to be retained. Perhaps, this is due to the different roles of the stakeholders in terms of the accountability in the management of the school.

Though responsibility is something which could be shared to each of the stakeholders, the accountability on the contrary is not transferrable at all. Primarily, this lies in the hands of the school leadership in both the principals and the department heads and the faculty being the internal stakeholders' in-charge in the management of the school. The internal stakeholders are the ones accountable in the learning process of the students the moment they start to attend their classes.

In the same manner, the school leadership is the one accountable with the many improvements deemed

necessary to be done in the continuous upgrade of the school system. This is true not only on the external aspects like the facilities or materials used in the learning process, but also in the improvement of the human resources is dependent on how the school leadership deal with the needs of the stakeholders who have direct participation in the implementation of the principles of the educational process.

The ideas presented earlier on by the researcher under table 10 is supported by the ARTD Consultants (2011) in which they articulated that primarily, the principals have authority and accountability to go hand-in-hand and view accountability for decision making as integral to school-based management. Principals accept that they are responsible and accountable for their school's performance and welcomed the accountability associated with school-based management.

**Table 11.** Difference among Stakeholder's Assessment on Management of Resources

Variable	Group	N	Mean Rank	Kruskal Wallis	p-value	Conclusion	Decision
Management of Resources	Principal	3	136.00	8.929	.112	There is no significant relationship	Retain Ho
	Department	24	76.81				
	Head						
	Faculty	60	78.41				
	Parent	15	77.07				
	Alumni	30	70.97				
	Community	18	60.22				

NOTE: Correlation is significant if p is ≤ .05 (2-tailed).

Table 11 shows the Kruskal Wallis value of 8.929 or the p-value of .112 which means that there is no significant difference between and among the stakeholders in terms of the Management of Resources of SBM.

The management of resources is entrusted to the school leadership and to all its internal stakeholders which could mean that the level of confidence among

the stakeholders is already enough that is why the other stakeholders such as the parents, alumni, and the community no longer interfere with how the school manages its resources. Although in the system of the School-Based Management, the rest of the stakeholders are empowered to take part in the monitoring of the proper use or utilization of the donations of stakeholders and other similar details to ensure that it is given ample care and carried out

accordingly for the welfare of every learner in the school.

The management of resources is expected to be done both by the internal and external stakeholders since the public schools are government institutions in which people within the community is composed of. They have the right to maintain such check and balance to be able to ensure that things are in place for the continuous growth and improvement in all aspects of the learning process. In the same manner, the school leadership together with the rest of the educators are expected to work harmoniously with the stakeholders who care to look into the proper usage of the resources of the school.

Moreover, the ARTD Consultants (2011) expressed that the leadership and management skills in School-Based Management depends on the school leadership. De Grauwe (2004) also pointed out that it is indeed demonstrated that the quality of education depends primarily on the way schools are managed, more than on the availability of resources. It has

also been revealed that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership provided by the head teacher. Both factors could be used to argue for stronger control over management within the school.

### **5. Based on the result of the study, what model for quality educational programs can be proposed?**

The researcher, after learning the results of the study, came up with a proposal program of implementation for the School-Based Management in order to have more improvement in the results of academic performance particularly in the conduct of the National Achievement Test.

Moreover, this proposal is addressing other areas of concern based on the evaluation done in SBM by the stakeholders and the Division of City Schools Quezon City. This is also for the improvement of the monitoring scheme of the SBM for the secondary level.

#### **Proposed Model for Quality Educational Programs for Secondary Schools**

<b>Major Objectives</b>	<b>Strategies/ Techniques</b>	<b>Activities</b>	<b>Persons Involved</b>	<b>Time Frame</b>	<b>Expected Output</b>
<b>I. Formulate a commitment statement anchored in the vision/mission of DepEd</b>	Lecture Forum with resource speakers from among the prospect leaders from the stakeholders	“One School, One Vision, One Action: The SBM Way”	All stakeholders: Internal – principal, department heads, teachers External – parents, alumni, community members/ representatives	Done annually or at least twice a year with revisit of its target every year	1. Members of the school will be active in almost all aspects of the SBM 2. Better efforts for academic improvement of every learners.
<b>II. Create SBM Committees in School as well as parallel committees in the Division Level for Monitoring of Programs and Projects</b>	Conference with stakeholders with its primary goal to increase awareness of their role in the implementation of the SBM	The Committees for Effective SBM Leadership in Schools and Division Level	All Stakeholders including representatives from the Office of the Division Level for supervision and guidance	Done at least quarterly for every school year to maximize the presence of the stakeholders in school activities	1. Harmonious working relationship of all the stakeholders 2. More effective means of the implementation and monitoring of the SBM
<b>III. Determine the needs of the school for the aspect of Continuous Improvement</b>	Do a transparent board of inventory of needs be it on teachers' needs, physical needs of the school, and other related equipment for learning	An Open Inventory of School Needs	School leaders – principal and department heads, committee leaders of the SBM	At least this should be done twice a year before and towards the end of the School Year	1. A positive working environment geared with quality learning needs for the teachers and learners.
<b>IV. Make or write innovative instructional devices from local materials</b>	Conduct workshop open for all teachers with invited guest expert in the academe	21 <sup>st</sup> Century Approaches in Innovative Learning Devices	Teachers and guest expert to manage the discussion and actual preparations of learning devices	At least twice a year during the Semestral In-service Training (INSET) for Teachers	1. More innovative and interesting visual materials and other learning devices for the learners of the 21 <sup>st</sup> Century

<b>V. Construct Tests for evaluation and mastery of the teachers</b>	Utilize test materials as training for teachers in writing more effective tools in assessing learners	Test for the Teachers and Learners	Teachers and guest experts in test construction	At least twice a year every INSET for teachers	1. Effective tests will be used for the learners'. 2. Better test results especially in the NAT.
<b>VI. Improve reporting of documents particularly in finances and accomplishment reports</b>	Put-up in strategic areas in school and in community bulletin of information for every Juan	Bulletin Updates of the SBM	All stakeholders both internal and external level	Every month of the School Year for transparency purposes	1. More informed stakeholders which would create better communication for every Juan.
<b>VII. Benchmark with existing quality endeavors with other institutions</b>	*Family Day	*Team-Building Activities with Families/Community	Teachers, Parents, Learners, Guest Community Leader/s	*Once every Quarter or Grading Period	1. More active participation of parents and community members
	*Monthly Lesson Study	*Lecture/Forum with expert speakers	Principal, Department Heads, Teachers, Resource Speakers	*Twice every Quarter or every Grading Period	1. More enriched opportunities for educators 2. Better teaching strategies for teachers
	*Scholarship Programs for Deserving Learners	*Adopt a Scholar/ Adopt a Student at Risk of Dropping-out	Principal, Department Heads, Teachers, Alumni, Parents, Community Leaders	*From June to March or Year Round	1. Higher promotion rate for learners 2. Minimize dropping-out of students
	*Search for Model Teachers and Community Members	*My Action, My Mission	Principal, Department Heads, Teachers, Alumni, Parents, Community Leaders	*Once a year	1. Motivate stakeholders to engage more to inspire more learners being model to every Juan.

The presented proposed model for quality educational programs for the secondary schools was crafted by the researcher after the conduct study. It is with the combined views and suggestions by other stakeholders during the interview on this study that the ideas conceived and expressed in this proposal was made. The proposal is aligned with the principles of the existing School-Based Management of the secondary schools. Moreover, this proposed model may be modified or improved by future researchers who would embark in the same endeavor for better learning opportunity for the learners of our country.

## Summary

This study originated from the observations made by the researcher during the course of his teaching career and being an active member of the School Governing Council of his workplace in which the said organization served as a parallel force under the School-Based Management in which this study is deeply anchored.

The literatures and researchers included in this endeavor shared light of knowledge as to the importance of the existence of the School-Based Management (SBM) in the many aspects of the educational system particularly in public schools. The stakeholders expressed their views through the questionnaire utilized in this study aside from the interviews related to the conduct of implementation of the SBM. The data gathered from the Division Office of Quezon City regarding the evaluation of the performance of the SBM in secondary schools was done by the researcher to address the main concern of the study. This includes the analysis of the results of the National Achievement Test from three specific School Year such as 2010-2013.

Specifically, this study attempted to answer the following questions:

1. What is the performance of the school-respondents in terms of:

- a. National Achievement Test (NAT); and
- b. School-Based Management (SBM)?

2. What is the relationship between the level of the SBM and school performance in NAT?
  
3. What is the stakeholders' assessment on the implementation of the School-Based Management (SBM) in their respective schools in terms of:
  - a. Leadership and Governance;
  - b. Curriculum and Learning;
  - c. Accountability and Continuous Improvement; and
  - d. Management of Resources?
  
4. Is there a significant difference in the assessment of the stakeholders on the implementation of SBM?
  
5. Based on the result of the study, what model for quality educational programs can be proposed?

### Hypothesis

This study was based on the hypothesis tested at .05 level of significance. There is no significant difference between the academic performance of the learners in the National Achievement Test and the presence of the School-Based Management (SBM).

The researcher used a descriptive research of a correlation type in determining the respondents' impression on the existence of the School-Based Management and the results of the National Achievement Test from the School Year 2010-2013.

The data gathered were treated through the use of Pearson's r, Standard Deviation, Kruskal Wallis and the Games-Howell Post Hoc Test.

The following are the findings of the study:

1. The mean score for School Year 2010-2013 was determined and it was found out that based on the study, the following were the results of the National Achievement Test with the overall mean score by subject area – a. Filipino (**33.58**); b. Araling Panlipunan (**33.34**); c. Mathematics (**21.22**); d. Science (**22.53**); and e. English (**28.38**). It can be observed that the Filipino subject if ranked among the subjects taken in the National Achievement Test would turn to rank 1, while the least of the subjects

based on the mean score is the Mathematics subject.

On the other hand, the School-Based Management (SBM) as of January 2014 covering School 2010-2011, 2011-2012, 2012-2013 expressed the following results: for the first part of the evaluation form of the SBM, the Performance Improvement the Access received a mean score of (**0.66**); the Efficiency with (**0.41**) mean score and the Quality got (**0.28**) mean score; under the second part of the SBM evaluation, the dimensions have the following results for Leadership and Governance the mean score was (**0.62**); for the Curriculum and Learning (**0.63**) was the mean score obtained; for the Accountability and Continuous Improvement the mean score was (**0.52**); and the Resources Management received the mean score of (**0.31**). The mean scores obtained by the NAT and SBM were utilized in this study for correlation.

2. There is no significant relationship between the School's level of performance in NAT and SBM: a. Filipino and Access (p-value=.748), Efficiency (p-value=.891), Quality (p-value=.732), Leadership (p-value=.643), Curriculum and Learning (p-value=.892), Accountability (p-value=.575), Resources Management (p-value=.726), there is no significant relationship in b. Araling Panlipunan and Access (p-value=.431), Efficiency (p-value=.891), Quality (p-value=.868), Leadership (p-value=.978), Curriculum and Learning (p-value=.690), A c c o u n t a b i l i t y (p-value=.587), Resources Management (p-value=.397), there is no significant relationship in c. Mathematics and Access (p-value=.686), Efficiency (p-value=.624), Quality (p-value=.442), Curriculum and Learning (p-value=.604), Accountability (p-value=.208), Resources Management (p-value = .229), there is no significant relationship in d. Science and Access (p-value=.366), Efficiency (p-value=.248), Quality (p-value=.366), Leadership (p-value=.248), Curriculum and Learning (p-value=.517), Accountability (p-value=.678), Resources Management (p-value=.915), there is no significant relationship in e. English and Access (p-value=.483),

Efficiency (p-value=.725), Quality (p-value=.622), Leadership (p-value=.147), Curriculum and Learning (p-value=.566), Accountability (p-value=.417), Resources Management (p-value=.196).

3. There is ***significant relationship*** between the School's level of performance in NAT specifically in Mathematics and SBM: Leadership (**p-value=.031**) which is of low degree of correlation.

4. The stakeholders' in the overall impression with the existence of the School-Based Management (SBM) stated that there is **very evident** implementation in terms of the four dimensions such as: a. Leadership and Governance; b. Curriculum and Learning; c. Accountability and Continuous Improvement; and, d. Management of Resources.

5. There is **significant differences (p-value=.019)** between the stakeholders- (1) principal and community, and (2) department head and community in the SBM Dimension on Leadership and Governance based on Games-Howell Post Hoc Test. There is also **significant differences (p-value=.004)** between the stakeholders on Curriculum and Learning as dimensions of the SBM and (1) principal and department head, (2) principal and faculty, (3) principal and alumni, (4) principal and community, (5) principal and parent, and (6) community and parent based on the Games-Howell Post Hoc Test.

6. There is no significant difference (p-value=.077) between the Accountability and Continuous Improvement and the stakeholders. There is also no significant difference between the Management Resources and the stakeholders as revealed by the Games-Howell Post Hoc Test.

## CONCLUSIONS

Considering the findings of the study, the researcher has drawn the following conclusions:

1. The mean scores of the subjects in National Achievement Test presented that Filipino subject is the highest in terms of the overall

mean, followed by the Araling Panlipunan and English subject. And having the lowest mean was Science and Mathematics subject.

2. The stakeholders in general expressed that the implementation in their respective schools are very evident in all the dimensions of the School-Based Management in Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Resources Management.

3. There is a low correlation with Mathematics subject and the Leadership dimension of the SBM. This gives the idea that most likely the instrument used may be improved to see a better correlation in the totality of the School-Based Management and the National Achievement Test Results.

4. There are significant differences on the dimension of SBM particularly on the aspect of Leadership and Governance and the stakeholders such as the principal and community and the department heads and community. Likewise, there is significant differences between the stakeholders (1) principal and department head, (2) principal and faculty, (3) principal and alumni, (4) principal and community, (5) principal and parent, and (6) community and parent and the SBM dimension on Curriculum and Learning.

## RECOMMENDATIONS

Based on the aforementioned findings and conclusions, the following recommendations are proposed:

1. The results of the National Achievement Test as revealed in the study may be utilized in coming up with a better approach as to how subjects in all areas may be improved specifically during the conduct of this standardized test. The consistency in the improvement of mean scores of the core subjects such as Filipino, Araling Panlipunan, Mathematics, Science and English must have better outcome as the schools embark in the more advanced technology which may be aligned in the teaching-learning process.
2. The presented results of the School-Based

Management should be done religiously so as to maximize the presence of this noble program of the Department of Education. The thrusts of this endeavor if realized would bring tremendous change in all aspects of the educational system as a whole.

3. An intervention must be made to increase the awareness of the rest of the stakeholders and increase their commitment to actively take part in the noble principles of the existence of the SBM so as to help the schools in achieving a high level of performance in academics specifically during the conduct of the National Achievement Test as a standardized test of the Department of Education.

4. A committee must be created to review quarterly the areas for improvement based on the dimensions of the SBM in order to achieve targets at the end of every School Year.

5. The proposed model program of the implementation of this study should be implemented to maximize the positive impact of the existence of the School-Based Management in the schools.

6. The instrument used by the researcher may be improved so as to address the other potential areas for improvement in the implementation of the School-Based Management.

7. The future researchers may have a parallel study may be conducted in other division of National Capital Region as well as in other provinces to see the correlation of among the stakeholders' views on the presence of the SBM and its dimension and its relevance to the modern day education setting of the country.

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