## Thesis Critique: “An Assessment of School-Based Management Practices of Public Secondary Schools in the Division of Rizal: Basis for Enhancement Program”

### Summary of the thesis paper

The study aimed to assess the School-Based Management(SBM) practices of public secondary schools in the Division of Rizal during the School Years 2015-2016, 2016-2017 and 2017-2018. It covered four (4) public secondary schools in Cluster BCAMT (Baras, Cardona, Morong, Teresa) namely: Baras National High School, Bernardo F. San Juan National High School, Morong National High School and Pantay National High School. The study used descriptive survey research utilizing the Revised School-Based Management Assessment Tool (DepEd Order No. 83 s. 2012).

Result of the study shows that the level of School-Based Management practices of public secondary schools in Division of Rizal is maturing. It also compared result from 4 cluster and concluded as follows: There is no significant difference on the perception of the teacher-respondents on the School-Based Management Practices of Public Secondary Schools in the Division of Rizal in terms of accountability and continuous improvement, however, there is a significant difference on the assessment of the four groups of teacher-respondents on the extent of School-Based Management practices of public secondary schools in Division of Rizal in terms of leadership and governance, curriculum and instruction and management of resources.

The study also provided several recommendations on how to enhance the effectiveness of School Based Management Program.

### Critique

**Research topic and title**

It appears that topic is of high interest for the author as he is currently employed as Senior Education Program Specialist III in Department of Education, Division of Rizal. The title is clear but it could be more concise by removing the “An Assessment”. Terms “An Analysis of,” “A Study of,” “An investigation of ,“ and the like should be avoided. All these things are understood to have been done or to be done when research is conducted. (Calderon & Gonzales, 1993). The time period of the study is not included in the title but this is mentioned in the statement of the problem.

**Statement of the problem**

The statement of the problem is very clear and concise.

**Research hypothesis**

As the study aims to evaluate the effectiveness of the school based management system and to be able to provide recommendations for enhancement, it would have been better if the hypothesis is stated in alternative form. That is “ There is significance difference on the assessment of the four groups ...”. In addition, for clarity, it should have been stated that the testing is done for four key indicators of measurement (four SBM principles).

**Scope and limitations**

Scope and limitation is very well defined and clear.

**Review of related literature and studies**

RRL done locally and abroad was presented using thematic approach.Themes presented are: a.) School-based management, b.) Leadership and governance, c.) Curriculum and instruction, d.) Accountability and continuous improvement, and e.) Management of resources.

Synthesis (Similarities and differences between the current research and the gathered related studies) were discussed. However, it would have been easier to understand the synthesis if matrix have been used.

Overall, this part of thesis is too long. The author could have been selected few supporting literature that strongly support the study.

**Research design and methodology**

The research approach was descriptive research. It employs two methods to gather data. One is the revised evaluation questionnaire from department of education that measures the effectiveness of the SBM practices and the other is through interview questionnaire that validates the result of the evaluation and to collects ideas for improvement of SBM. The thesis methodology is well presented in Schematic Presentation of the Conceptual Framework of the Study in the Problem and its Background section.

**Sampling procedure**

This is the part of the thesis wherein the author should have really check and understand the sampling technique. It was presented that a quota sampling is used and this is a probability method. This is absolutely wrong due to two reasons.. First, the quota sampling is a non-probability method. Secondly, the sampling used is not a quota sampling but census since the entire population of study was used.

**Research instrument**

The revised SBM assessment tool and interview questionnaire were used in the study. However, the author of this critique finds some details that could compromise the reliability of the result of the study.

First, the original revised SBM too from department of education employs 4 level of rating scale. 0 for no evidence, 1 for developing , 2 for maturing and 3 for advance. For this study, the author deliberately dropped the 0 level and used 3 levels only. There is no explanation why this adjustment was carried out. This could comprise the result since it is known that three level of scale rating has a tendency to have a result of “neutral”.

Second, likert scale was used in the evaluation questionnaire and then average for the entire respondents was determined. Author then devised three average range grouping for each of verbal interpretation developing, maturing and advanced. Method of determining the corresponding ranges was not described.

Third, reliability test for Interview questionnaire was not presented nor how it was done.

Lastly, it is mentioned that not all respondents were able to participate in the interviews but this fact was not mentioned or considered in the analysis.

**Presentation and analysis of results**

The overall result of SBM evaluation tool was presented in easy to understand tabular format per criteria. However, assessment result which falls in the mid scale may not be a conclusive one due to reasons mentioned under the research instrument section of this paper.

One major findings on this thesis is the use of statistical test on the data that is derived from the entire population. For the comparison test between groups or criteria it is enough to compare based on the composite mean result. It is not necessary to perform ANOVA or Scheffe’s test as carried out in the study.

**Summary, findings, conclusions and recommendations**

The overall all mean perception result about SBM practice may not be conclusive due to unreliable test instruments and method. However, the recommendations provided to enhance the effectiveness of the SBM practices may still be valid.

### Critique Summary

The study is very important undertaking to contribute to the continuous improvement of our educational system. Though the thesis clearly failed on major aspects and the result cannot be claimed as conclusive, it also provide some useful insight about the perception of SBM practice in the scope of study. I would recommend to repeat the study with wider school respondents (i.e. - for the entire region) and using correct research instrument and statistical methods.

**References:**

Calderon, Jose & Gonzales, Expectacion (1993). Methods of Research and Thesis Writing, Mandaluyong City, National Bookstore Publishing.