Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management

Jimmy Rey Opong Cabardo
Hagonoy National High School

This study aimed to evaluate the levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management (SBM) in selected schools in the Division of Davao del Sur for the school year 2014-2015 using a descriptive-correlational survey research design. A researcher-restructured questionnaire was answered by the 13 school heads, 56 teachers, and 50 stakeholders who formed part as respondents of this study. The data were statistically analyzed using mean, analysis of variance (F test), t-test for independent sample, Pearson r and t-test for the significance of r as statistical tools. In terms of the level of participation of the school stakeholders to the different school-initiated activities, a moderate descriptive rating was found. The level of SBM implementation was found to be at Exceeding the Minimum Standard. The level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of SBM implementation.

Introduction

The basic framework of a quality education system is one that succeeds in meeting the individual school desired goals and outcomes; one that is relevant to the needs of students, communities and society; and one that fosters the ability of students to acquire knowledge and the needed 21st century skills (Stone, Bruce & Hursh, 2007). Quality is not the only factor keeping students out of school, but when effective learning is not taking place in schools. When this happens, several factors may be viewed as reasons: poor teaching-learning experience given by teachers, having incompetent faculty in the rosters of teachers, mismanaged school system by school heads, and poor leadership potential and misguided governance of the school administrator (Grauwe, 2004). All of this will go back to how the schools adopt and practically actualize the school-based management (Edge, 2000).

SBM has been in existence in our educational system for quite number of years, though existing for several decades in the educational systems of the other country (Leroy, 2002). It has proven effective in the realization of the desired goals and outcomes of schools in Australia, the

United States, Indonesia, New Zealand, England and Wales, Thailand and others. Some scholars and researchers alike assert that parental and community participation in schools has created more effective schools and improved student achievements (Werf, Creemers & Guldemond, 2001).

In the Philippines, to achieve the Education for All (EFA) objectives by 2015, the Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). Key Reform Thrust 1 (KRT1) of BESRA is School-Based Management (SBM). SBM underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes (Abulencia, n.d.; Department of Education, 2006).

With SBM, several enabling policies were formulated such as the School Governing Council (SGC); conduct of Assessment of Level of Practice; School Improvement Planning (SIP); and reporting of accomplishments through School Reports Cards (SRCs). These policies were supported by a budget line item in the General Appropriations Act (GAA) for the installation of SBM in all public elementary and secondary schools. With this, SBM had been revised to better highlight the learner as the center of SBM practice; to encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up of the contemporary society; to enhance commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children; and to improve the school system's capacity to be on track in achieving the Education for All/Millennium Development Goals and sustain good performance (Department of Education, 2012).

With this and even before this, the Department of Education (DepEd) had been implementing several projects, programs and activities (PPA) that will realize SBM and other sound philosophical and legal frameworks of the department. These PPAs include Brigada Eskwela, Every Child-A-Reader Program, School First Initiative; Child-Friendly School System; Project WATCH (We Advocate Time Consciousness and Honesty); and Adopt-A-School-Program.

Locally, it has been observed that although the schools are doing their best in linking with the different school stakeholders, still declining results had been reported by schools on some of

the school-initiated activities. Hence, this study investigated whether the level of SBM implementation affects the level of participation of the different stakeholders to school-initiated activities.
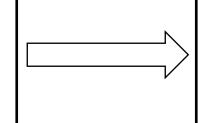
Objectives of the Study

The main objective of this study is to evaluate the levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management (SBM) in selected schools in the Division of Davao del Sur for the school year 2014-2015. Specifically, it aims to:

1. Determine the level of participation of stakeholders' in the different school-initiated activities.

2. Determine the level of implementation of the different schools on school-based management (SBM), in terms of: leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

3. Determine significant relationship between the levels of participation of stakeholders in the different school-initiated activities and the level of implementation of school-based management.

Conceptual Framework

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

| Stakeholders' Level of Participation to School-Initiated Activities | → | Level of School-Based Management (SBM) Implementation |

Conceptual framework on stakeholders' level of participation to school-initiated activities and school-based management implementation

Methodology

Research Locale

The study was conducted in the selected secondary schools in the Division of Davao del Sur. This includes Jose Abad Santos NHS in Jose Abad Santos, Lawa NHS in Don Marcelino, Mariano Peralta NHS in Malita, Heracleo Casco Memorial NHS in Sta. Maria, Davao del Sur School of Fisheries in Malalag, Sulop NHS in Sulop, Padada NHS in Padada, Ihan NHS in Kiblawan, Hagonoy NHS in Hagonoy, Matanao NHS in Matanao, Marber NHS in Bansalan, Sta. Cruz NHS in Sta. Cruz and Tacul Agricultural HS in Magsaysay. The schools are all accessible by land transportation.

Research Design

This study employed the descriptive correlational survey research design. According to Calmorin and Calmorin (1996), a descriptive research design is used when a study focuses at the present condition and the purpose is to find new truth. It is only useful when the data to be gathered concerns the present condition providing the value of facts and focusing the attention to the most important things to be reported. On the other hand, correlational design is valuable in providing facts on which scientific judgment is based on determining the relationship of two variables using correlation analysis, based on the computed and analyzed data.

As mentioned by Fraenkel and Wallen (1993), Calmorin and Calmorin (1996) and Bautista (1998) a survey research design is a strategy that enables one to study naturally occurring phenomena as well as to answer questions about the distribution of and relationships among characteristics of people as they exist in their natural setting. The data will be collected from at least a part of the population as basis for assessing the incidence, distribution, and interrelations of phenomena and variables as they occur in the lives of people.

Sampling Design and Techniques

Purposive sampling was employed in this study. According to Fraenkel and Wallen (1993) and Birion and De Jose (2000), purposive sampling is used to select a sample which the researcher believes, based on prior information and knowledge of the sample respondents, will provide the data needed in the study. In this research, the ability and knowledge of the school

heads, teachers and selected stakeholders will help the researcher in determining the level of SBM implementation as well as their level of participation to the different school-initiated activities using the standard (SBM implementation) and researcher-made (level of participation) questionnaires being developed and to be administered to the sample respondents. Moreover, the selected schools are based on the premise that these schools are having maintained sets of practices in school-based management and can be easily reached by the researcher.

Research Instrument

This study uses researcher-restructured and researcher-made questionnaires with three parts. Part I of the research instrument inquires on the demographic profile of the respondents. Part II is a researcher-restructured questionnaire adapted from the Department of Education Revised School-Based Management Assessment Tool based on DepEd Order No. 83, s. 2012. This tool assesses the four (4) dimensions of the SBM based on the Revised SBM Manual. Part III is a researcher-made questionnaire that assesses and evaluates the level of stakeholders' participation to the different school-initiated activities.

Statistical Tools

In this study, the following statistical tools were used to treat, analyze and interpret the results:

1. Mean and Standard Deviation. These statistical tools were used to answer sub-problem numbers 1-2.
2. Pearson Product Moment Correlation (Pearson r) and Regression Analysis. These statistical tools were used to answer sub-problem number 5 at 5% level of significance.

Results and Discussion

Level of Participation of Stakeholders in the Different School-Initiated Activities

Table 1 below shows the level of participation of stakeholders in the different school-initiated activities. As shown in the table, an overall mean rating of 3.27 with standard deviation of 0.559 denotes a moderate descriptive rating for the level of participation. This means that the indicator stated is manifested and observed in some occasions and indicator stated is sometimes

felt and occurring in the school community. The results suggest that there is still a need for the stakeholders to be encouraged to participate in the different school-initiated activities.

Table 1. Level of Participation of Stakeholders in the Different School-Initiated Activities.

As a stakeholder of the school, I	Mean	SD	Descriptive Rating
1. assist school community in sourcing out funds for students to be able to participate in academic and non-academic competitions.	3.17	0.408	Moderate
2. volunteer in the different activities related to the health and nutrition of the school children especially during school feeding programs, activities in the nutrition month and the like.	3.33	0.516	Moderate
3. willingly took part in the schools maintenance week dubbed as *Brigada Eskwela* by extending some of the needed resources (financial, material, labor).	3.10	0.835	Moderate
4. help convince civic community minded members to extend assistance to schools especially during special activities like teacher's month, scouting activities and others.	3.43	0.408	High
5. participate actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parents day activities.	3.45	0.635	High
6. answer the call of the schools in terms of the urgent activities that needs stakeholders' participation such as the coming of visitors and the conduct of evaluation related to school-based management.	3.04	0.582	Moderate
7. eagerly engage in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth.	3.17	0.408	Moderate
8. participate in school activity directed towards the reduction of illiteracy in schools especially as visiting mentor in the school reading intervention program and the reading recovery program of the school.	3.44	0.678	High
OVERALL	**3.27**	**0.559**	**Moderate**

Individually taken, a high descriptive rating was found in: participating actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parents day activities; participating in school activity directed towards the reduction of illiteracy in schools especially as visiting mentor in the school reading intervention program and the reading recovery program; and helping convince civic community minded members to extend assistance to schools especially during special activities like teacher's month, scouting activities and others with mean ratings of 3.45, 3.44 and 3.43, respectively.

Moreover, a moderate rating for the level of stakeholders' participation were found in the following: volunteering in the different activities related to the health and nutrition of the

school children especially during school feeding programs, activities in the nutrition month and the like; eagerly engaging in meaningful volunteer work in our school community (value formation activity, sports competition) that enhances positive interaction among the youth; assisting school community in sourcing out funds for students to be able to participate in academic and non-academic competitions; willingly took part in the schools maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial, material, labor); and answering the call of the schools in terms of the urgent activities that needs stakeholders' participation such as the coming of visitors and the conduct of evaluation related to school-based management with mean ratings of 3.33, 3.17, 3.17, 3.10, and 3.04, respectively.

Level of Implementation of School-Based Management (SBM)

Table 2 below presents the summary of ratings for the levels of schools in the implementation of School-Based Management in Malita North District, Division of Davao del Sur for the school year 2013-2014. As shown in the table, the overall descriptive equivalent of *Exceeding the Minimum Standard* with a mean of 2.87 denotes that SBM provision or condition is extensive and functioning very satisfactorily. This implies that, as for the overall level of SBM implementation, schools have implementing it functionally and very satisfactorily. It further implies that all stakeholders are working together for the total school improvement.

Table 2. Levels of schools in the implementation of School-Based Management

Indicators of School-Based Management	Mean	Descriptive Equivalent
1. Leadership and Governance	2.80	Exceeding the Minimum Standard
2. Curriculum and Learning	2.91	Exceeding the Minimum Standard
3. Accountability and Continuous Improvement	2.84	Exceeding the Minimum Standard
4. Management of Resources	2.91	Exceeding the Minimum Standard
Overall Mean	**2.87**	**Exceeding the Minimum Standard**

Taken per indicator, *Exceeding the Minimum Standard* was found in the following: leadership and governance with a mean of 2.80; curriculum and learning with a mean of 2.91; accountability and continuous improvement with a mean of 2.84; and management of resources with a mean of 2.91.

The result supports the findings of Rutherford & Jackson (2006) with the implementation of School-Based Management, principals have new roles. Instead of the usual traditional, legal and functional authority for the total management of the school, principals or school heads are encouraged for building a policy that promotes community participation and collaboration because educating a child is a concerted and collaborated effort.

Furthermore, several scholars assert that, in leading and governing schools, the traditional leadership style is no longer of used. Today, school heads have to become a transformational leader (Adams & Gamage, 2008; Hoy & Miskel, 2008; Yukl, 2006; and Huber, 2004); an ethical leader (Yukl, 2006; and Duignan, 2006); a situational leader (Yukl, 2006; and Schermerhorn, 2001); and an authentic leader (Duignan, 2006). The success of schools depends on how school leaders used their authority to manage their individual schools.

As mentioned by Bandur (2008), School-Based Management (SBM) enable the schools to create healthier school climates and improved system environments and that provide better teaching and learning environments, in which teachers would be more committed to improve student achievements.

As stressed by Cranston (2001), schools should always be ready to link with the community stakeholders in order to facilitate whatever deficiencies in schools' plant facilities and resources. It is accepted by majority that schools cannot exist alone in the community and in order that schools will be progressive and its goals will be realized, community linkages should be strengthened (Allawan, 2012).

The study of Bandur (2008); San Antonio & Gamage (2007); Anderson (2006); and Cranston (2001) believed that SBM is an effective system for empowering local schools in decision-making by which school stakeholders are given greater power and authority to manage a school.

Significant Relationship between the Levels of Participation of Stakeholder's in the Different School-Initiated Activities and the Level of Implementation of School-Based Management

The relationship between the level of participation of stakeholders in the different school-initiated activities and implementation of school-based management is shown in Table 3. As reflected in the table, the computed value of the Pearson r is 0.647, which denotes moderate correlation and substantial relationship. The findings indicates and shows that the level of participation of stakeholders in the different school-initiated activities can be affected by the level of implementation of school-based management for about 41.80% ($r^2 = 0.418$), as described through the correlation coefficient of determination. This implies that a higher level of implementation of school-based management would indicate a higher level of participation of stakeholders in the different school-initiated activities.

The result further shows that the computed F-value for correlation coefficient at 5% level of significance was 10.79, which is greater than the tabular F-value of 4.54. The p-value of 0.0050 which is lesser than α=0.05 further proves that a significant relationship between variables exist. Thus, there is enough evidence to reject the null hypothesis. Therefore, there is a significant relationship between the between the level of implementation of school-based management and level of participation of stakeholders in the different school-initiated activities. An implication to this is that the level of implementation of school-based management affects the level of participation of stakeholders in the different school-initiated activities. The more the school administrators practiced SBM, the more participative the stakeholders in the different school-initiated activities.

Table 17. Test on significant relationship between the level of participation of stakeholders and implementation of school-based management

Source of Variation	SS	df	MS	F_{value}	p-value
Between Group	1.2111	1	1.2111	10.79[*]	0.0050
Within Group	1.6836	15	0.1122		
Total	**2.8947**	**16**			

Pearson r = 0.647
$F_{crit@5\%}$= 4.54

$r^2 = 0.418$
* = significant

Research over the past decades also revealed that SBM has contributed to significant improvements in student achievements (Gamage, 2006). Dempster (2000) agreed that there SBM has an impact in the improvement of student outcomes.

Moreover, the result of this study was supported by the findings of Blank (2004) that School-Based Management can promote improvements in student learning by building relationships between schools and diverse community entities. He further asserted that building partnerships that link school, family, and community is intimately connected to student achievements because linking schools and community resources leads to providing services and support that address various needs of the students. This idea was supported by Sheldon & Voorhis (2004) when he affirms that community and parental attachment in support to school-based management program can improve schools and the quality of education that the children achieved as well as the academic achievements off students.

Figure 2 below showed the scatter diagram for the regression analysis of the variables – level of implementation of school-based management and participation of stakeholders in the different school-initiated activities. In the graph, the level of participation of stakeholders in the different school-initiated activities, as regressed, meets some points for the level of parental attachment. Moreover, the figure also shows the values of the correlation coefficient of determination and the variability of the scores about the regression line showing r as positive and approximately equal to 0.50. Thus, it clearly illustrates a moderate linear correlation and substantial relationship.
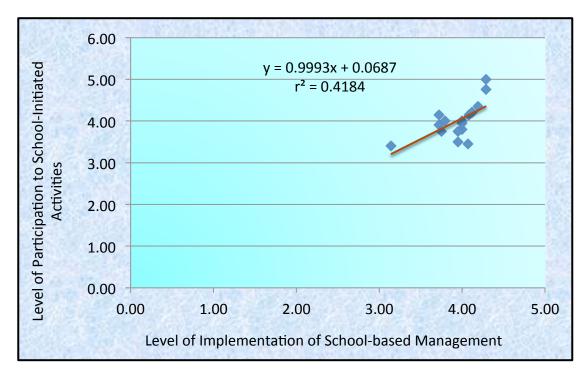
Figure 2. Scatter diagram for the levels of implementation of school-based management and level of participation of stakeholders in the different school-initiated activities

Conclusion

Based on the statistical result of the study, the following conclusions were drawn:

1. The level of participation of the school stakeholders to the different school-initiated activities was found to be moderate.

2. The level of SBM implementation was found to be at Exceeding the Minimum Standard.

3. The level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of SBM implementation.

Recommendations

In the light of the foregoing findings and conclusions, the following are recommended:

1. Schools may improve the level of School-Based Management implementation in order to improve the level of participation of the school stakeholders to the different school-initiated activities.

2. Seminars and conferences may be conducted within the school level to disseminate the information and the importance of School-Based Management to the different stakeholders. This will also pacify any differences in the perceptions and understandings of what School-Based Management is.

3. School officials may strongly develop linkages with the parents in order to include them in planning, implementing and evaluating school activities directly associated to pupil's learning activities. Collaborative efforts are proven to be a mover in the community.

4. Additional research regarding SBM implementation and level of participation of the school stakeholders to the different school-initiated activities should be conducted covering a wider scope.

References

Abulencia, A.A. n.d. School-Based Management: A Structural Reform Intervention. Center for Linkages and Extension, Philippine Normal University. Accessed and retrieved from http://goo.gl/MBBtnp on August 15, 2013.

Adams, D., & Gamage, D.T. 2008. A Study of Leadership Effectiveness in a Large VET Institution in Australia. International Journal of Educational Management, 22(3), 214-228.

Allawan, F.D. 2012. School's Community Partnership Practices and Stakeholders' Involvement in Digos City Division. Unpublished Master's Thesis, Southern Philippines Agri-Business and Marine and Aquatic School of Technology, Matti, Digos City.

Anderson, W. 2006. Site-Based Management. In S.C Smith & P.K. Piele (Eds.), School Leadership: Handbook for Excellence in Student Learning (pp. 223-244). London: SAGE Publications.

Bandur, A. 2008. A Study of the Implementation of School-Based Management in Flores Primary Schools in Indonesia. Published Doctoral Dissertation. The University of Newcastle, Australia. Documents accessed and retrieved on August 15, 2013 from http://goo.gl/3wiz1n.

Bautista, V.A. 1998. Research and Public Management. UP Open University: Diliman, Quezon City.

Birion, J.C. and DeJose E.G. 1998. Glossary of Statistical Terms for Statisticians, Researchers and Beginners. Quezon City: Rex Book Store, Inc.

Calmorin, L. and M. Calmorin. 1996. Method of Research and Thesis Writing. Quezon City: Rex Book Store.

Cranston, N.C. 2001. Collaborative Decision-Making and School-Based Management: Challenges, Rhetoric and Reality. Journal of Educational Inquiry, 2 (2), 1-24.

Dempster, N. 2000. Guilty or Not: The Impact and Effects of Site-Based Management on Schools. Journal of Educational Administration, 38(1),47-62.

Department of Education. 2012. Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT). In DepEd Order No. 83, s. 2012. DepEd Complex, Meralco Avenue, Pasig City.

Edge, K. 2000. Decentralization and School-Based Management (SBM).

Fraenkel, J.R. and Wallen, N.E. 1993. How to Design and Evaluate Research in Education (2nd edition). New York: McGraw – Hill Book Company. Philippine Copyright 1994 by National Book Store, Inc.

Grauwe, A. 2004. School Based Management (SBM): Does it Improve Quality. Data accessed and retrieved on August 13, 2013, from http://unesdoc.unesco.org/.

Hallinger, P. & Pornkasem, K. 2000. Educational Change in Thailand: Opening a Window onto Leadership as a Cultural Process. Accessed and retrieved on July 3, 2010 from http://goo.gl/HsYddX.

Hoy, W.K. & Miskel, C.G. 2008. Educational Administration: Theory, Research and Practice. New York: McGraw-Hill.

Huber, S.G. 2004. School Leadership and Leadership Development: Adjusting Leadership Theories and Development Programs to Values and the Core Purpose of School. Journal of Educational Administration, 42(6), 669-684.

Lam, Y. K. 2006. Local Response to School-Based Management in Hong Kong. Educational

Studies, 32 (2), 171-185.

Leroy, R.C. 2002. School-Based Management in Haiti: Committee Members' Perceptions of Benefits, Disadvantages, Constraints, and Facilitators. Accessed and retrieved on August 15, 2013, from http://goo.gl/IyjVTU.

Robinson, V. & Ward, L. 2005. Lay Governance of New Zealand's Schools: An Educational, Democratic or Managerialist Activity? Journal of Educational Administration, 43 (2), 170-187.

Rodriguez, T.A. & Slate, J.R. 2005. Site-Based Management: A Review of the Literature. Accessed and retrieved on July 23, 2010 from http://www.usca.edu/essays/.

Rutherford, D. & Jackson, L. 2006. Setting Up School Partnership: Some Insights from Birmingham's Collegiate Academies. School Leadership and Management, 26(5), 437-451.

San Antonio, D.M. & Gamage, D.T. 2007. Building Trust among Educational Stakeholders through Participatory School Administration, Leadership and Management. Management in Education, 21 (1), 15-22.

Schermerhorn, J.R. 2001. Situational Leadership: Conversations with Paul Hersey. The Centre for Leadership Studies.

South Australian Department of Education and Children's Services. 2008. Local Governance. Retrieved August 15, 2013, from http://www.decs.sa.gov.au/.

Stone, J.E., Bruce, G.S. and Hursh, D. 2007. Effective Schools, Common Practices: Twelve Ingredients of Success from Tennessee's Most Effective Schools. Virginia: Education Consumers Foundation. Retrieved on August 15, 2013 from http://goo.gl/YKtlPU.

Sun, H., Creemers, B.P.M., & Jong R.D. 2007. Contextual Factors and Effective School Improvement. School Effectiveness and School Improvement, 18 (1), 93-122.

Umansky, I., & Vegas, E. 2007. Inside Decentralization: How three Central American School-Based Management Reforms affect Student Learning through Teacher Incentives. The World Bank Research Observer, 22 (2), 197-215.

Walker, E.M. 2002. The Politics of School-Based Management: Understanding the Process of Devolution in Urban School District. Retrieved August 12, 2013, from http://epaa.asu.edu/epaa/.

Werf, G., Creemers, B., & Guldemond, H. 2001. Improving Parental Involvement in Primary Education in Indonesia: Implementation, Effects and Costs. School Effectiveness and School Improvement. 12 (4), 447-466.

Yap, I.R. & Adorio, M.P. 2009. School-Based Management: Promoting Special Education Programs in Local School. Education Quarterly. Quezon City: UP College of Education. 66 (1), 50-70. Documents accessed and retrieved on August 15, 2013 from http://goo.gl/sD561m.

Yukl, G. 2006. Leadership in Organizations (6th Ed). New Jersey: Pearson Prentice Hall.

Zajda, J. 2004. Decentralization and Privatization in Education: The Role of the State in education. International Review of Education, 50 (3 & 4), 199-221.