

# Implementation of School-Based Management Program in Bulusan District

Jessa Freo Frontuna

Sorsogon State University, Philippines

**Abstract**— This study assessed the School-Based Management Program in Bulusan District, School Year 2021-2022. The research design used in this study is purely descriptive. The respondents were composed of the school heads, teachers and stakeholders. The instrument used in this study was the questionnaire checklist to gather the data through survey. The data gathered were analyzed, interpreted and tabulated using the appropriate statistical tools such as frequency count, percentage and weighted mean.

**Keywords**— management program, bulusan district, school, school head, teachers, survey.

## INTRODUCTION

Decentralization, delegation, and more autonomy for schools in the public education sector have been the subject of a growing international movement in recent years with the goal of raising the level of education globally. There have been several ideas for school organization that combine school-based management or fundamental change. The implementation of SBM is gradual since it requires significant fund from the local government for program management and execution at the school level, for the success of school operation and execution of the programs, activities and projects with the stakeholders' participation and involvement.

As a result, SBM was updated to highlight the learner as the center of practice. Studies show that this technique boosts participation from a range of stakeholders, including as teachers, school administrators, local politicians, and other concern groups, improving school administration and the efficiency of the teaching and learning process. In general, SBM is an approach to school management which aims to improve the overall quality of education.

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).

In connection, SBM aims to address immediate needs for improvement of the school. There are four principles which serve as basis in validating the schools SBM Level of Practice and they are: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources. These are the revised dimensions of SBM in line with Deped Order No. 83, s. 2012 titled Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment, Process and Tool (APAT) which aims to strengthen the SBM practices and engagement of school stakeholders on basic education delivery and RA 9155 also known as the Governance of Basic Education Act of 2001 which

provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school-based management within the context of transparency and local accountability, especially in the new normal. It was made effective by the Regional Memorandum No. 0484, s. 2021 dated June 19, 2021 entitled Revised School-Based Management (SBM) Level of Practice Assessment Tool and Validation Form.

DECS Order 230, defined decentralization as: (a) promotion of school-based management (b) transfer of authority and decision-making powers from the central office to the divisions and schools (c) sharing of responsibility of the educational management of local schools with the local governments, parents, the community and other stakeholders and (d) the devolution of education functions (Deped, 2006).

Bulusan District as the locale of this study is composed of 20 Primary Schools. But out of these schools, only one has undergone the process of SBM validation and at Level 1 in the SBM Standards: Criteria and Quality Dimensions. They complied the minimum requirements for managing inputs, structures and mechanisms and improving processes effecting student achievement that lead with improved learning outcomes. Other schools are still not yet evaluated or still on the process of evaluation. In view of the fact that every program of the department focused on the attainment of its vision and mission, the researcher has come up with an idea to study and assess the School-Based Management in Bulusan District.

The need for this study arises due to the demand of society to assess the level of implementation, bring out the challenges, provide concrete evidences to fully understand the content of the program, learn to accept their duties and responsibilities on the implementation of the program and embrace innovations in the modern world of education. It is hoped that the findings, conclusion and recommendations of this study may provide clearer views in facing the challenges and may serve as basis in proposing effective measures for the improvement of the School-Based Management.

### **Statement of the Problem**

The study determined the status of School-Based Management Program(SBM)in Elementary Schools of Bulusan District, Division of Sorsogon Province for School Year 2021-2022.

Specifically, it sought answers to the following questions:

1. What is the profile of the school in terms of:
  - a. Teachers Complement
  - b. Enrolment
  - c. Maintenance and Other Operating Expenses
  - d. Facilities
  - e. Projects, Programs and Activities
2. What is the status of implementation of School-Based Management Program along the following principles?
  - a. Leadership and Governance
  - b. Curriculum and Instruction
  - c. Accountability and Continuous Improvement
  - d. Management of Resources
3. What are the problems encountered by the respondents on the implementation of School-Based Management Program along the identified variables?
4. An action plan was proposed to enhance the implementation of the School-Based Management Program.

### **METHODOLOGY**

This study aimed to determine the challenges and coping mechanisms of elementary teachers in Blended Learning in Bulan II District Division of Sorsogon Province for SY 2021-2022. The study employed the descriptive method of research. It is descriptive in the sense that it described the challenges and coping mechanism of the teachers.

The respondents of the study were the 85 elementary teachers in Bulan II District. The main instrument that was used in the study is a survey questionnaire which includes the determination of the challenges and coping mechanism of the teachers. The data gathered were analyzed and interpreted by the use of appropriate statistical measures and tools such as frequency count, percentage and weighted mean.

### **The Sample**

The respondents of were the 85 elementary teachers who from elementary schools in Bulan II District. Stratified random sampling was used in choosing the respondents in which all schools in Bulan II District were represented. Table 1 presents the frequency and percentage of the respondents.

**The Instrument**

The primary research instrument that was used in gathering the data needed to answer the specific questions is a researcher-made questionnaire. The questionnaire is composed of 2 parts namely: Part I is all about the challenges encountered by the teachers and the second part is all about the coping mechanism of the teachers in facing the challenges on blended learning.

The questionnaire was first shown to the researcher’s adviser for some corrections and suggestions. After which, the researcher incorporated the comments and suggestions of her adviser. The corrected questionnaire was then submitted to the panel members for critiquing before the finalization. The comments and suggestions of the panel members were considered by the researcher and included them in the instrument. The questionnaire was subjected to a dry-run to validate its content and make revisions for some ambiguous questions. The dry-run was conducted on November 14, 2022 with the help of some teachers in the schools of Bulan I District. The questionnaire was then finalized and readied for administration.

**Data Collection Procedures**

After the finalization of the questionnaire, the researcher secured the approval of the Schools Division Superintendent of DepEd and public elementary school principals in Bulan II District Division of Sorsogon Province to conduct the actual survey to the respondents of this study. Upon approval, the researcher administered the questionnaire herself to the respondents considering the health and safety protocols.

The administration of the questionnaire was conducted on December 12-16, 2022 in which the teachers are not anymore confronted with heavy workloads. The researcher herself administered the questionnaires with the help of her friends in the respondent schools. There were a 100% retrieval of the answered questionnaires. After the retrieval, the results were tabulated, analyzed and interpreted with the use of appropriate statistical measures and tools.

**Data Analysis Procedures**

The responses were tabulated, analyzed and interpreted with the use of appropriate statistical measures. In determining the challenges encountered by the teachers in blended learning, the weighted mean was used with the following scales.

**SCALE**

1.00-1.49  
1.50-2.49  
2.50-3.49  
3.50-4.49  
4.50-5.00

**Adjectival Description**

Never  
Seldom  
Sometimes  
Often  
Always

Frequency count and percentage were used in describing the coping mechanism of the teachers under palliative and direct actions.

**RESULTS AND DISCUSSIONS**

On the basis of the gathered data that were analyzed and interpreted, the following findings were: a. There 18 or 90% of the 20 schools have Teacher I position, 12 schools or 60% have Teacher II, 17 schools or 85% have TIII, 5 schools or 25% have MT1 and there is only one (1) school with MT2 Position.

For primary level, there are two (2) schools have an enrolment ranging from 232-295, one (1) school with 181-231 enrollees, two (2) schools have 130-180, and three (3) schools have 79-129 enrollees. There are 16 schools who were given a budget for MOOE which ranges from ₱180,000.00 to 280,000.00 only. Further, there are three (3) schools who were given the budget for MOOE ranging from ₱281,000.00 to ₱430,000.00 which can be categorized as medium schools. Finally, there are only 2 schools which are considered big schools because they were given an allotment of ₱481,000.00 to ₱430,000.00 for their MOOE.

For intermediate level, there are two (2) schools have an enrolment ranging from 167-217, two (2) schools with 116-166 enrollees, there are three (3) schools with 65-115 enrollees and there are 14 schools with 14-64 enrollees only.

e. There are only three (3) schools in the district implemented the Student Leadership Formation Programs and all schools implemented the Brigada Eskwela. There is only one project implemented by six (6) schools which is the Children and Adolescent Health Advocacy Campaigns. Relative to the activities being conducted in the DepEd, there are 5 schools conducted the peer coaching, 1 school conducted the International Youth Day Celebration, 11 schools conducted the national Students’ Day, none of the schools conducted the National Day of Remembrance for Road Crash Victims, Survivors and Families, eight schools conducted the Core Values Advocacy, all schools conducted the World Teachers Day and National

Teachers Month Celebration. Further, 14 schools conducted the global washing day, all schools conducted the Early Registration, 17 conducted the Disaster risk reduction activities for learners and lastly, there are 2 schools conducted Tree Planting activity.

The computed overall weighted means along leadership and governance as assessed by the respondents are 4.24, 4.13 and 4.18 respectively. The computed overall weighted means along accountability and continuous improvement as perceived by the school heads and teachers are 4.29 and 4.27 respectively. The computed overall weighted means along curriculum and instruction are 4.02, 4-17 and 4.04 accordingly, while the computed overall weighted means along management of resources are 4.12, 4.08 and 4.04 respectively.

The most encountered problems by the respondents along leadership and governance, are the lack of knowledge on roles and responsibilities and the lack of trainings on basic competencies and instructional leadership. b. Along curriculum and instruction, the lack of educational infrastructure and the lack of initiatives and enthusiasm when it comes to reviewing and enhancing the existing curriculum are the first two most problems encountered by the respondents. c. The lack of time to complete other SBM-required tasks and the inadequate fund to finance SBM activities are the top most problems encountered by the respondents along accountability and continuous improvement. d. The inadequate parental or stakeholder participation that results to the overlapping of roles for the school boards and the inefficient management and utilization of school fund are the two most encountered problems by the respondents along management of resources. An Action Plan was proposed to enhance the implementation of the SBM and to address the problems encountered in Bulusan District.

On the light of the findings, the following conclusions were drawn: Majority of the teachers are in the position of Teacher III, with almost the same number of enrolment for SY 2021-2022, with at least 6 digits' fund allocations, with a very limited number of canteens, without libraries and laboratories, and with at least 13 PPAs are implemented. The implementation of the SBM along Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources are described as implemented. There are predominant

problems that were encountered by the respondents in the implementation of the SBM along Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources. The Action Plan hereby is geared toward SBM level accreditation.

Based from the conclusions drawn, the following recommendations are given. Schools may initiate solicitation drive, seek donations from other entities to augment the funds in improving the profile of the schools. School heads, teachers and other stakeholders may initiate consensus to collaboratively make plan of actions to enhance and improve some activities in the higher level of implementation of the SBM along Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources through constant monitoring and evaluation to identify the gaps for future improvement. The DepEd may conduct reorientation among the School Board Members to initiate in sourcing of funds. The action plan hereby made may be considered for implementation upon review and evaluation of the concerned authorities. Researchers may conduct other research same with this research in a wider scope using other variables in the implementation of the SBM.

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