

# School-Based Management Practices and Its Relationship to School Performance

Khristian S. Liwanag

Polytechnic University of the Philippines, Sta. Mesa Manila, Philippines

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Every education institution in the world has its own share of problems that need to be addressed. Some issues besetting the school system, especially the public school include high dropout rate, quality educational service, high repetition rate, and limited holding capacity of the schools. Over the past decades, many initiatives and reform efforts have been implemented to address these problems. While there are lot of problems in the field of education that seem perpetual even throughout the country, there are still specific problems that might deem critical and urgent in one school. In this scenario, the Department of Education introduced the School-Based Management (SBM) that created the decentralization of decision making from the central and regional offices to the school offices to enable that school administrators to attend to the problems specific to their respective schools that will give support to further improve the school performance.

With school-based management, the Government devolves more responsibilities to the schools and provides them with greater autonomy and flexibility in their daily operations most likely on leading the school, managing the available resources, implementing the curriculum and planning for school development that devolves accountability and responsibility. As the quality of school education has a direct impact on students' learning outcomes, the quid pro quo to additional autonomy is that schools have to be more transparent in their operations and accountable to the community for their performance and proper use of public funds.

Briefly, the main vision of SBM is to improve learner participation, school attendance, completion rates and students learning outcomes. SBM is a great idea that whatever specific problems that are actually taking place in one or two schools but might not be happening to other many schools and if ever can be immediately be taken into appropriate actions.

The Department of Education together with other reform minded leaders and organizations is challenge to document and measure the milestones in the grassroots of schools, a task it pursues vigorously that is why in implementing SBM, the Department is doing all it can to create an environment where all the people involved commit to make change happen under a decentralized setup.

This change is ultimately geared towards the school children's enjoyment of their right to quality education and other equally important rights such as the right to be safe and healthy, to be protected from harm and abuse, to play and to have leisure, to express their views freely, and to participate in decision-making according to their evolving capacities.

This paper provided a description on how SBM as a restructuring framework can be helpful to enhance the school performance that in turn will be useful to strengthen its bond to its immediate stakeholders. The idea is to make the bond too strong to promote quality education that the Department of Education is envisioning to its learners that the economy of the country will be better for the future and yet to come new generation. The study determined the relationship of SBM practices in public secondary school and school's performance as perceived by different factors. At the same time, the result of the study produced important data to help the program implementer attain educational objectives and utilize the involvement of other agencies and stakeholders to raise the quality of education especially in the Schools Division of Bulacan and other division as it merits.

### Conceptual Framework

The study used the IV-DV model to show the relationship of SBM practices and school performance. SBM practices served as independent variable (IV) and school performance as the dependent variable (DV). It also signifies the presumed relationship on the two variables. The assumption that IV will produce significant relationship in the DV and was tested through the null hypothesis set at 0.05 level of significance. At the same time, the level of significant relationship in terms of the variables on school performance was also tested.

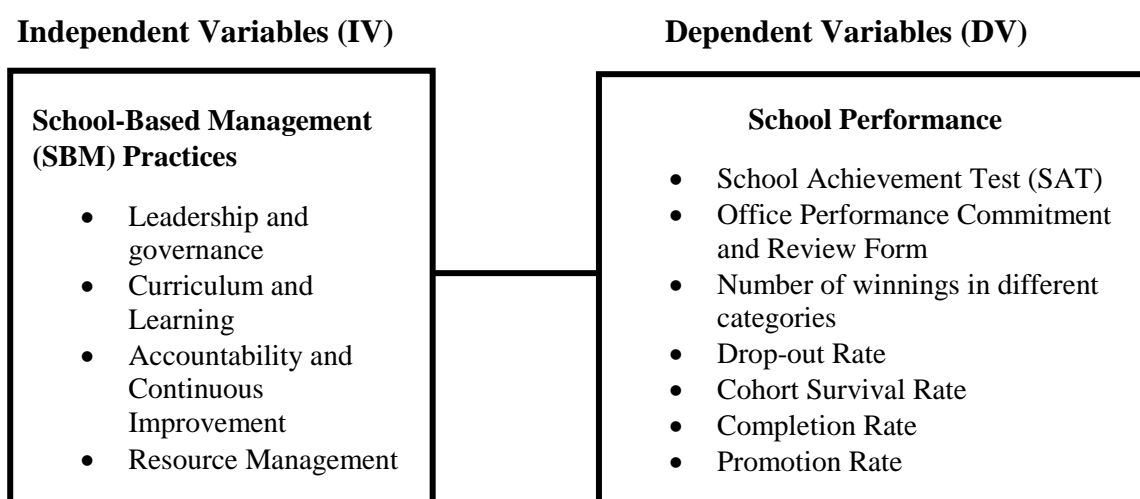


Figure 1. Conceptual Framework

### Statement of the Problem

The general problem of the study is to determine the relationship of school-based management practices and school performance of Public Junior High School in DepEd Schools Division of Bulacan during school year 2018-2019.

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

1. How may the School-Based Management (SBM) level of practices described in terms of the following:

1.1 School Leadership;

- 1.2 Curriculum and Instruction;
- 1.3 Accountability and Continuous Improvement; and  
Management of Resources?
2. What is the level of performance of the school in terms of:
  - 2.1 School Achievement Test (SAT);
  - 2.2 Office Performance Commitment and Review Form (OPCRF)
  - 2.3 School winnings in different categories;
  - 2.4 Drop-out rate;
  - 2.5 Cohort survival rate (CSR);
  - 2.6 Completion rate; and
  - 2.7 Promotion rate?
3. Is there a significant relationship between school-based management practices and school performance?

### **Hypothesis**

The following null hypothesis was tested at 0.05 level of significance:  
The SBM level of practices is not significantly related to the school performance.

### **Methodology**

The descriptive correlational method was employed in the study. Essentially, survey questionnaire was used as primary data gathering tool. Document analysis was also employed as a secondary source and used to help the researcher obtaining, analyzing the statistics to be use in the study and in gathering data.

There were eighty-four (84) Public Junior High School Principals in DepED Schools Division of Bulacan who have assessed on their SBM Practices using the standard tool per DepEd Order No. 83. s. 2012 or the Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment, Process and Tool (APAT). The time frame covered in the in the study was SY 2018-2019.

All School Principals were used as respondents of the study. These include twenty-one (21) schools in District 1, twenty-six (26) in District 2, twenty-eight (28) in District 3 and nine (9) schools in District 4 totaling of eighty-four (84) Public Junior High Schools which is equivalent to 100% of the total population.

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### **Summary of Findings**

#### **Findings**

1) The Assessment of the Respondents on the School Leadership of the School Based Management (SBM) Practices has maturing stage with an average mean of 4. 39. This means that leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems has the highest average among school leadership.

Assessment of the Respondents on the Curriculum and Instruction of the School Based Management (SBM) Practices has maturing stage with an average mean of 4.39. Both indicator number five (5) Appropriate assessment tools for teaching and learning are

continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills and indicator seven (7) Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, and accessible and aimed at developing self-directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning got the highest weighted mean which is maturing as its verbal interpretation. This means that school goes further by maximizing efforts and the community/stakeholders to achieve higher learning outcomes.

Assessment of the Respondents on Accountability and Continuous Improvement of the School-Based Management (SBM) Practices has maturing stage with an average mean of 4.29. Indicator 1, Roles and responsibility of accountable persons and collective bodies are clearly defined and agreed upon by community stakeholders and indicator 2 as Achievement of goals is recognized based on a collaboratively develop performance accountability system; gaps are addressed through appropriate action have the highest weighted mean of 4.31 which was also interpreted as maturing level. This means that Roles and responsibilities of accountable person/s and collective bodies are clearly defined and agreed upon by community stakeholders, Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action. The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.

Assessment of the Respondents on Management of Resources of the School-Based Management (SBM) Practices has maturing stage with an average mean of 4.43. As you can see that the first (1) indicator got the highest weighted mean of 4.50 which was interpreted as an advance level. This means that on the manner of regular resource inventory which were collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization, these schools were performing in advance level in managing and controlling its financial resources or funds as reflected by the table.

2) The respondents in the study got an equivalent of Average with 70 or 83.3% and 14 respondents got an equivalent of Moving Towards Mastery which constitute 16.7% of the total respondents.

Majority of the school principals in the study got a rating of Outstanding with 81 or 96.4% and only 3 respondents got a rating of very satisfactory which constitute 3.6% of the total respondents.

The respondents in this study won in the district level with 1860 or 56.6%, followed by the division level with 1074 or 32.7%, Regional level with 260 or 7.9%, National level with 87 or 2.6% and lastly International level with 5 or 0.2%. This means that every school needs to compete with the best and the brightest in world particularly in contests not only in the school but as well as in region, national and international arena.

Based on the table, the respondents in this study got an average of 2.83 in the drop-out rate, 91.49 in the cohort survival rate, 93.37 in the completion rate and 95.21 in the promotion rate. This means that even there are intervention in the curriculum drop-out still prevail due to different factors.

3) Accountability and Continuous Improvement is not significant in terms of School Achievement Test while other School-Based Management has a significant relationship. It also shows that School Achievement Test is not significant with Accountability and Continuous Improvement while School Achievement Test is significant in terms of School Leadership, Curriculum and Instruction, and Management Resources. This means that based on point of view by the respondents that Accountability and Continuous Improvement is related with School Achievement Test while School Leadership, Curriculum and Instruction, and Management of resources is not. Resources is not related with School Achievement Test.

Curriculum and Instruction and Management of Resources are not significant in terms of OPCRf while School Leadership and Accountability and Continuous Improvement has a significant relationship. This means that based on the analysis, Curriculum and Instruction and Management Resources is related with Office Performance Commitment and Review Form while School Leadership and Accountability and Continuous Improvement is not related with Office Performance Commitment and Review Form.

The relationship between the Winnings in the District Level has a significant relationship with all groups under School-Based Management (SBM) Practices. This means that all groups under School-Based Management (SBM) Practices is related with Winnings in the District Level. Winnings in the Division Level has a significant relationship with all groups under School-Based Management (SBM) Practices.

Winnings in the Regional Level has a significant relationship with all groups under School-Based Management (SBM) Practices. Winnings in the National Level has a significant relationship with all groups under School-Based Management (SBM) Practices. Winnings in the International Level is not significant relationship with all groups under School-Based Management (SBM) Practices.

The relationship between Drop-Out Rate has a significant relationship with curriculum and instruction while are not significant in terms of school leadership, Accountability and Continuous Improvement and management resources with Drop-Out Rate. This means that curriculum and instruction is related with drop out while school leadership, Accountability and Continuous Improvement and management resources is not related with Drop-Out Rate. The relationship between the Cohort Survival Rate has a significant relationship with all groups under School-Based Management (SBM) Practices. This means that all groups under School-Based Management (SBM) Practices is related with Cohort Survival Rate.

The relationship between Completion Rate has a significant relationship with curriculum and instruction while are not significant in terms of school leadership, Accountability and Continuous Improvement and management resources with Completion Rate. This means that curriculum and instruction is related with Completion Rate while school leadership, Accountability and Continuous Improvement and management resources is not related with Completion Rate.

The relationship between Promotion Rate has a significant relationship with curriculum and instruction while are not significant in terms of school leadership, Accountability and Continuous Improvement and management resources with Promotion Rate. This means that curriculum and instruction is related with Promotion Rate while school leadership, Accountability and Continuous Improvement and management resources is not related with Promotion Rate.

## Conclusions

Based on the aforementioned findings, the following conclusions were drawn.

1. The level of SBM Practices among the four (4) principles is maturing stage.
2. The level of performance of school respondents in the Achievement test is average.
3. The level of performance in the OPCRf is outstanding.
4. In general the level of performance in winning categories are district and division level.
5. The level of performance among performance indices like drop-out rate, cohort survival, completion and promotion rate is mid high level.
6. Accountability and Continuous improvement is related with school achievement test while school leadership, curriculum and instruction and management of resources is not related with SAT.
7. Curriculum and Instruction and Management of Resources is related with OPCRf while School Leadership and accountability and continuous improvement is not related.
8. All groups under SBM practices is related with winnings in the district, division, regional and national level while is not related to international category.
9. Performance Indicators like cohort survival, completion and promotion rate is related with SBM practices while drop-out rate is not related.
10. There was no significant relationship between SBM Accountability and Continuous Improvement practices and the School Achievement Test, however significant relationship exists between School Leadership, Curriculum and Instruction, and Management Resources practices and the School Achievement Test.
11. There was no significant relationship between SBM Curriculum and Instruction and Management Resources practices in the OPCRf while there is significant relationship in terms of School Leadership, Accountability and Continuous Improvement practices.
12. The relationship between the Winnings in the District Level has a significant relationship with all groups under School-Based Management (SBM) Practices.

Winnings in the Division Level has a significant relationship with all groups under School-Based Management (SBM) Practices.

Winnings in the Regional Level has a significant relationship with all groups under School-Based Management (SBM) Practices. Winnings in the National Level has a significant relationship with all groups under School-Based Management (SBM) Practices.

Winnings in the International Level is not significant relationship with all groups under School-Based Management (SBM) Practices.

## Recommendations

In the light of the foregoing findings of this study and drawn conclusions, the researcher made the following recommendations:

- 1) School community should work together to level up the operational management of their schools. School can still be improving their level of practices up to the advance level through sustainability and constant monitoring.
- 2) School Principals should be familiarized with SBM practices to uphold and increase the quality of services through School Leadership and management trainings and workshops which will help them to become effective managers of the school.
- 3) Strong powerful leadership should be the primary focus of the school authorities for better or even excellent performance
- 4) School Administrators should take into consideration and study carefully the effectiveness of their function relative to improving student's achievements. They need to discover if their

functions are aligned in achieving students improved performance and they should also consider and rethink measure or initiate programs leading to improve students' development and achievement level.

5) Continuously improve learning outcomes by strengthening programs and interventions on achieving high mean percentage score on their school and other standardize test.

6) The students must fully develop skills and competencies required in the K to 12 Basic Education curriculum.

7) School Principals must maintain their outstanding performance not only as requirement for the performance based bonus (PBB) but also to become more effective and efficient school leaders.

8) Intensive trainings on school competitions of different categories must be considered to compete not only in the district but as well up to the international arena.

9) A continuous improvement program (CIP) and action researches on decreasing drop-out rate must be implemented.

10) Close monitoring of teachers to the students through home visitations and other interventions must be made.

11) Finally, it is recommended that another study be undertaken in order to further investigate the factors that render the effectiveness of school based management.