Stakeholders' participation and its correlation with implementation of school-based management of Bambang East elementary school

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Abstract

This descriptive-correlational study which involved 30 randomly selected respondents comprising of parents, barangay officials, teachers and school heads of Bambang East Elementary School (BEES), Nueva Vizcaya, Philippines, aimed to ascertain the level of stakeholders' participation and level of implementation of school-based management (SBM) in the research setting. After using means to describe the data collected through validated four-point Likert questionnaires, results showed that the extent of participation of the stakeholders along school governance, curriculum implementation, community involvement, and pupils' activities, is high with an overall mean of 3.18. Moreover, the respondents' assessment of the level of implementation of school-based management (SBM) in BEES along decision-making, support of local government framework, participation in program activities and projects, handling gender and development issues, community involvement, and communication between school and community, is low with an overall mean of 2.38. Analysis of correlation between selected constructs using Pearson r yielded p=0.696 at 0.05 level of significance. This means that the extent of stakeholders' participation does not affect the level of implementation of SBM in BEES. Retooling of school governance to revisit specific roles and functions of the stakeholders, to strengthen their involvement in terms of decision-making, and to establish stronger communication lines, is hence recommended. Further, some other constructs may be considered for future study to unveil factors that may improve the level of implementation of SBM in the school.

Keywords: implementation, school-based management, stakeholders' participation

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1. Introduction

The success of school operation and execution of the programs, activities and projects is based on the stakeholder's participation and involvement. During the Assess Phase, the first phase in the formulation of the plan, listening to the voice of the learners and stakeholders is highly encouraged. In the study of De Torres (2021, part of the critical features of program improvement was the use of stakeholders' input and feedback. The study revealed that changes and reforms are best accomplished when the participants are responsible for determining both what they wanted to focus on and the pace at which they wish to progress. Moreover, the school may have data, but they should be validated to determine the real needs and problems of the learners and stakeholders. Validation may also serve as a good opportunity for the team member to discuss how they could help the school and how they feel about the programs and interventions provided by the school. Consequently, insights on how to improve the school processes could be gained and planned Algones (2018).

School-based management (SBM) is used in improving education by transferring decision-making authority from national to the school level. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for the learners. This came into existence to bring about significant change in educational practice and empower school staff by creating conditions in schools that facilitate improvement, innovation and continuous professional growth (1987). School-Based Management is a key component of Basic Education Sector Reform Agenda (BESRA) which equip schools in empowering its key officials in making informed and localized decisions based on their unique needs toward improving educational system (Tapayan, Ebio, & Bentor, 2016). This is a pragmatic approach to a formal alteration of the bureaucratic model of school administration with a more democratic structure which identifies the individual school as the primary unit of improvement with the redistribution of decision-making authority (Bandura, 2008).

Studies confirm that involvement and participation of multiple stakeholders contribute to a better management of schools (Bruns, Filmer & Patrinos, 2011). Collaboration between the school and community members is encouraged to support the school improvement. Moreover, in the study of Olguin and Keim (2009), the importance of the active participation of the students, parents, community, and administrators in the planning and execution of the different school processes are highlighted. It claimed that when stakeholders are active in creating the plan for improvement, there are greater possibilities to carry out the plan.

Furthermore, Crites (2008) stated that accountability positively affects stakeholders' perceptions, expectations and discipline in the school environment. Theoretically, enhancing the bridging of stakeholders with the school foster trust and further increases the level of community involvement in school. In other words, community involvement in school may serve as a springboard in developing an additional form of community involvement in schools (Basibas,2010). School – based management is "the systematic 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 accountability" (Muthoni, 2015).

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. 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.

In SBM, the parents and local communities are given the increased amounts of resources that schools now control and the need to give them more flexibility over how to use those funds. SBM expand the role of School Governing Councils and increase awareness among parents and education stakeholders (World Bank Group, 2016). Though there are more factors affecting the formulation of School Improvement Plan, the researcher believes that the involvement of the stakeholders is one of the most important parts in the process. Hence, she finds it necessary to study the practices of stakeholders' involvement in the formulation of the School Improvement Plan among the high performing schools. In summary, the present study focused on the extent of stakeholders' knowledge and involvement in each phase of SIP and the manner by which schools involve their stakeholders in the conduct of different phases. It further includes the practices that each school uses and implements to involve their stakeholders in the cycle for them to be updated and involved with the different activities or programs that the school is providing particularly the School Improvement Plan. Studies confirm that involvement of multiple stakeholders contribute to a better management of school and betterment of teaching and learning process (Nicdao, 2018).

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. The continuous low turnover on the stakeholder's participation and involvement in the school will create an ineffective school- based management operation resulting to a poor delivery of the basic quality education which greatly affect the performance of the school as well as the achievement level and mastery of the learners. Hence, this study will investigate whether the level of SBM implementation affects the level of participation of the different stakeholders to school-initiated activities. The impact of the study will simply result to increase number of drop outs, decrease number of cohort survival and also decrease number of promoted learners. Their extent of participation would greatly affect the school management as well as the community relations and linkages which form part of the KRAs in the governance strategic goal of the school.

2. Methodology

This study explored the level of stakeholders' participation and level of implementation of school-based management (SBM) using the quantitative research design. It used the descriptive approach in determining the extent of participation and implementation. The quantitative parts will implies collecting and analyzing of data in determining the level of stakeholders' participation and the same is thru with the level of implementation of school-based management. This study utilized the survey questionnaire to evaluate the target accomplishment of the program, activities and projects implementation as well as the stakeholders' extent of participation. A survey

questionnaire was used to determine the extent of participation and also the degree of SBM implementation. After the gathering of data, analysis was done through SPSS and MS Excel using 0.05 level of significance. The respondents of the study were 30 randomly selected respondents comprising of parents, barangay officials, teachers and school head of Bambang East Elementary School, Bambang II District.

Best (2011) scholarly characterized descriptive research as one which involves hypothesis formulation and testing; uses the logical methods of randomization so that error maybe estimated when referring to population characteristics from observation samples; describes variables and procedures accurately and completely; and is non-experimental for they deal with relationship between non-manipulated variables in a natural setting.

Anent to the above, Brine (2010) stressed that descriptive research was also characterized as a method that involves hypothesis formulation and testing; uses the logical methods of randomization so that error maybe estimated when referring to population characteristics from observation samples; describes variables and procedures accurately and completely; and is non-experimental for they deal with relationship between non-manipulated variables in a natural setting. Moreover, descriptive research as a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Jackson (2009) stressed that it is a valid method for researching specific subjects and as a precursor to more quantitative studies. While there are some valid concerns about the statistical validity, as long as the limitations are understood by the researcher, this type of study is an invaluable scientific tool.

Weighted Mean was used to determine the level of the participation. Pearson r was used to test significant correlation between level of participation and level of implementation of School-Based Management. The hypothesis was tested in 0.05 level of significance. In this study the researcher used a researcher-made questionnaire evaluating the extent of participation of the identified stakeholders of the study. Part II of which determined the perception the respondents towards the extent of implementation of the various SBM PAPs. The tool showed a Cronbach alpha of 0.805 which was acceptable. The tool was adapted from the school-based operation and management as well as contextualized evaluation tool used by the division. In this study mean and standard deviation were used to de scribe the extent of participation and implementation of the programs, activities and projects using qualitative description.

3. Results and analysis of data

The study aimed to ascertain the level of stakeholders' participation which yielded an overall mean= 3.18, having a very high participation in terms of school governance, curriculum implementation, community involvement and pupil's activities. It implies that stakeholder's participation was at a great extent in the execution of the different programs, activities and projects to realize the school-based management interventions. It was reflected in table 1.

Table 1

Level of stakeholders' participation

Indicators	Mean	Qualitative Description
School Governance	2.94	High
Curriculum implementation	3.29	High
Community involvement	3.29	High
Pupils' Activities	3.20	High
Overall Mean	3.18	High

Legend: 4- Very high; 3- High;2-Moderate; 1-Low.

While in terms of level of implementation of school-based management as seen in table 2, it can be gleaned that the overall mean is 2.38, having a moderate level of implementation. This was based on the obtained result that support from local government obtained a high level of implementation which simply indicates that there is a strong partnership and linkage and strong support obtained. Nevertheless, other indicators such as decision-making support, participation in program activities and projects as well as handling gender and

development issues, such as community involvement and communication between school and community obtained a moderate level of implementation. Hence, the implementation of the school—based management was implemented however, there were identified challenges in the implementation of the desired intervention.

Table 2

Level of implementation of School-Based Management

Indicators		Mean	Qualitative Description
Decision -making support		2.50	Moderate
Support of local government framework		2.51	High
Participation in program activities and projects		2.46	Moderate
Handling gender and development issues		2.28	Low
Community involvement		2.27	Low
Communication between school and community		2.24	Low
	Overall Mean	2.38	Low

Legend: 3- High; 2-Moderate; 1-Low

The analysis of correlation between the selected constructs using Pearson r yielded p=0.696 corresponding to t=-0.391. It means that the extent of stakeholder's participation does not affect the level of implementation of SBM in BEES. Specifically implies that, the high level of participation or low level of participation of the stakeholders does not affect the implementation of the interventions provided in the school-based management.

Table 3

Significant correlation on the implementation level and stakeholders' participation.

Indicator	Mean	df	t-critical	p<value	Remarks
Stakeholders' participation	2.96	58	-0.391	0.696	Not Significant
Implementation level	3.03				

Note: 0.05 level of significance.

The learning experience of the students has considered the intervention material simply indicate that the modules are helpful even though that they are having part time jobs able to answer module. Especially so the use of technology and delivery resources are greatly helpful with the guidance of their parent and teacher support. Overall, the content of the SLM and LAS content are self-explanatory.

4. Conclusion

Based on the statistical tools of the study. It was found out that the level of participation described as high in School Governance, Curriculum Implementation, Community Involvement and Pupil's Activity. On the implementation of School-Based Management it was found out that the criteria on Decision Making, Support of local government framework, Participation in program activities and projects, Handling gender and development issues was low. There is no significance difference between the level of participation of stakeholders and level of implementation of School-Based Management.

Recommendations - In the light of the foregoing findings and conclusions, the following are recommended: It is further recommended that roles and functions of the stakeholders' must be strengthened by improving their involvement in terms of decision-making and also stronger communication lines. 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. 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. 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. The schools may sustain the

implementation of School-Based Management by involving the stakeholders in the different school-initiated activities. Furthermore, the study revealed factors and issues that may help improve the level of implementation of SBM in the school.

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