PROJECT DIPS: DEGREES OF INVOLVEMENT AND PARTICIPATION OF THE STAKEHOLDERS TO PROGRAM AND PROJECTS/ACTIVITIES IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT (SBM)

IN DISTRICT 6

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ABSTRACT

The study aimed to asses and evaluate the degrees of participation of the school's stakeholders of Platero Elementary School and Zapote Elementary School. to the different schools -initiated activities and the implementation of school-based management (SBM) in elementary schools of District 6 in the Division of Binan City for the School Year of 2021-2022 using descriptive-correlation survey research design. The author restructured questionnaires was answered by the 2 school heads, 5 master teachers, 57 teachers, and 50 stakeholders who formed part as respondents of the research. The data were statistically analyzed using mean, analysis of variance (f-test), -test for independence sample. Person r and test for independent sample.

Pearson t and test result for the significance of r as statistical tools. In terms of the degrees of participation of the school stakeholders to the elementary schools- initiated activities and programs a moderate descriptive rating was found. The level of SBM implementation found to be at Exceeding the Minimum Standard. The degree of participation of the school stakeholders of Platero

Elementary School and Zapote Elementary School to the initiated different activities can be significantly affected by the level of SBM implementation.

INTRODUCTION

The basic quality of education system is one that succeeds in meeting the individual school desired goals and results, one that is significant to the needs of the learners, communities and societies, and one that uplifts the ability of the learners to acquired knowledge and the needed 21st skills (Stone. Bruce and Hursh, 2007). Thank you.

Quality is not only factor keeping the learners out of school but when effective learning is not taking place in school. When this happens, several factors may be viewed as primordial reasons, poor teaching-learning experience given by the teachers, having incompetent teaching force in the rosters of teachers, mismanaged school system by school heads, and poor leadership potential and misguided governance of the school.

The School Based-Management (SBM) is characterized as an era of transmission of the roles and functions of school leadership managers such as principals, head teachers, officers-in-charge and teachers-in-charge who participate in school leadership activities and programs. As managers, schools accountable for financial operations. Building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other related school matters,

With the SBM, various policies are adhered and formulated such as the School Governing Council (SGC), School Improvement Plan (SIP), Continuous Improvement Plan (CIP) and reporting of accomplishments through School Report Cards (SRCs). The aforesaid policies are anchored and aligned by annual budget in the General Appropriations Act (GAA) for the installation of SBM in both public elementary and secondary schools.

Through this, School-Based Management (SBM) had been revised for the welfare and betterment of the learner as the core center of SBM best 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 of all levels to their respective responsibilities and accountabilities in realizing the education outcomes for children, and to improve the school system's capacity to be track in achieving the Education for All/Millennium Development Goals and sustain good performance (Department of Education, 2012). Locally, it has been observed that although the Platero Elementary School and Zapote Elementary School, District 6

are doing their best in linking with the different school stakeholders, still declining results has been reported by schools on some of the school-initiated activities. Hence, this study investigated whether the level of SBM implementation affects the degrees of participation of the different stakeholders to school-initiated programs and activities.

- *Reason for conducting the study*

This study aims to analyze and evaluate the degrees of involvement and participation of the stakeholders to the various initiated school programs and activities and the implementation of School-Based Management (SBM) of Platero Elementary School and Zapote Elementary School in District 6, Binan City Division for the School Year 2021-2022.

- *How the results could be used in action planning.*

The study focuses at the present situation amid this COVID-19 pandemic and purpose is to find a new truth and reality. The study embraces better understanding of the basic tenets such as vision and purpose of features, structure and roles, and support system of the school-based management.

METHODOLOGY

The study aims to evaluate the degrees of participation of the stakeholders to the different initiated programs and project of the schools and the implementation of School-Based Management (SBM) in the elementary schools of District 6, City Schools Division, Binan City for the School Year 2021-2022 using a descriptive-correlational survey research design.

The author employs the descriptive method in the study for it is designed to determine the extend or degree to which two or more variables are associated with each other. This was used to describe the existing behavior of the elementary schools' populace of District 6, Schools Division of Binan, Binan City.

The data and results will be collected from at least a part of population as basis for assessing the incidence, distribution and interrelations of phenomena and variables as they occur in the lives of the people.

The author employs the descriptive method in the study for it. It is designed to determine the extent or degree to which two or more variables are associated with each other. This was used to describe the existing behavior or characteristics of the respective school populace. Specifically, the study aims to:

Determine the degree of participation of stakeholders in the different school-initiated programs and activities.

Determine the level of implementation of the different elementary schools on school-based management (SBM) in Platero Elementary School and Zapote Elementary School, District 6, Binan Schools Division, Binan City, in terms of leadership, governance, curriculum and learning, accountability and continuous improvement and management resources.

Determine the significant relationship between the degrees of participation of stakeholders in the different school-initiated activities and the level of implementation of school-based management (SBM).

The respondents of the research involve by 2 school heads, 5 master teachers, 7 teachers and 100 stakeholders of Platero Elementary School and Zapote Elementary School of District 6, Binan City Division, Binan City which is accessible by any public vehicle.

A purposive sampling is employed in the research. According to Fraenkel and Wallen (1993) And Binion and De Jose (2000), purpose sampling and procedure is used to select sample which the researcher believes, based on prior information and knowledge of the respondents will provide the data needed in the study, 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 the degree of participation to the different initiated programs and activities using the standard SBM implementation and researcher made- degree of participation questionnaires being developed and to be administered to the respondents of elementary schools of District 6 of Binan City Division are having maintained sets of practices in school-based management and can be easily reached by the author.

The study uses researcher-restructured and researcher-made questionnaires with 3 parts. Part I of the research instrument asks 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, where the 4 dimensions of SBM is being assessed. Part III is a researcher-made questionnaire that assess and evaluates the degree of stakeholder's participation to the different school-initiated activities.

In this study, the following statistical instruments were used to answer analyze and interpret the results:

1. Mean and Standard Deviation. Instruments used to answer sub-problem numbers 1-2.

2. Pearson Product Moment Correlation (Pearson t) and Regression Analysis. Instruments were used to answer sub-problem number at 5% level of significance

DISCUSSION OF RESULTS

Degree of Participation of Stakeholders in the Different School Initiated Activities

Table I. below shows the degree of participation of stakeholders in the different school-initiated activities. As shown in the table an overall rating of 4.55 with standard deviation of 0.779 denotes a maximum descriptive rating for the degree of participation. This means that the indicator stated is manifested and observed in different events and indicator stated in its willingness for the collective and collaborative support and assistance in the school community.

The results suggest to maintain its harmonious relationship to the stakeholders and likewise enjoin and encourage to participate the different-initiated activities.

Table I. Degree of Participation of Stakeholders in the Different School Based Initiated Activities

As a stakeholder of the school, I	Mean	SD	Descriptive
1. Assists the school community in sourcing out funds for learners to be able to participate in academic and non-academic competitions.	3.50	0.678	High
2. Volunteers in the different activities related to the health and nutrition of the school children especially during school feedings programs, activities, in the nutrition month and the like.			
3. Willingness to take part in the schools Maintenance week dubbed as Brigada Eskwela in extending of the needed resources (financial, materials, and labor	3.44	0.678	High
4. Help convince civic community minded members to extend assistance to the schools especially during special and important activities like teacher's month, scouting and others.	3.43	0.408	High
5. Actively participates in the different initiated by schools concerning SPTA conferences, general assemblies and family day.	3.45	0.635	High
6. Response the call of the	3.04	0.572	Moderate

schools in terms of urgent activities that needs stakeholder's participation such as coming of visitors and the conduct of evaluation related to the school-based management.			
7. Willingness to engage in volunteerism in the school community (sports, journalism, MTAP, SPG, YES-0 activities and competition) that enhances positive interaction among the learners.	3.17	0.408	Moderate
8. Participates in school activity directed onwards the reduction of illiteracy in schools as volunteer mentorship in school reading intervention program of the school	3.45	0.679	High
OVERALL	**3.36**	**0.447**	**High**

Individually taken, a high descriptive rating was found in participating actively in the different initiated activities by the elementary schools especially concerning the sourcing out of funds for academic and non-academic competitions, volunteers for health and nutrition, Brigada Eskwela, convincing other stakeholders to extend support and assistance to the school and participates the SPTA meetings, general assemblies, mentorship of reading intervention, teacher's month celebration and others with mean ratings of 3.50, 3.43, 3.44, and 3.45, respectively.

However, a moderate rating for the degrees of stakeholders' participation were found in the following; urgent activities that needs the stakeholders' participation for the coming of visitors and conduct of evaluation, and volunteerism in the school community (sports, journalism, MTAP, SPG, YES-O activities and competition) with the mean ratings of 3.04 and 3.17, respectively.

Table 2. Degrees of Schools in the Implementation of School-Based Management (SBM)

Indicators of School-Based Management	Mean	Descriptive Equivalent
1. leadership and Governance	2.90	Exceeding the Minimum Standard
2. Curriculum and Learning	2.91	Exceeding the Minimum Standard
3. Accountability and Continuous Improvement	2.93	Exceeding the Minimum Standard
4. Management and Resources	2.90	Exceeding the Minimum Standard
OVERALL	**2.91**	**Exceeding the Minimum Standard**

The indicator, Exceeding the Minimum Standard was found in the following: leadership and governance with a mean of 2.90, curriculum with a mean 2.91; accountability and continuous improvement with a mean of 2.93; and management and resources with a mean of 2.90.

The result supports the findings of Rutherford and 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 principal 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 & Garnage, 2008, Hoy & Miskel, 2008, Yukul, 2006, and Huber, 2004), an ethical leader (Yukul, 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 a school leader used their authority to manage their individual schools.

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

As stressed by Cranston (2001), school should always be ready to link with the community stakeholders in order to facilitate whatever deficiencies in schools' plan development and resources. It is accepted by majority that schools exist alone in the community and in order that schools will be progressive and its goals and mission will be realized, community linkages should be strengthened (Allawan, 2012).

The study of Bandur (2008), San Antonio & Gamage (2017), 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 Degrees of Participation of Stakeholder's in the Different School-Initiated Activities and the Level of Implementation of School-Based Management
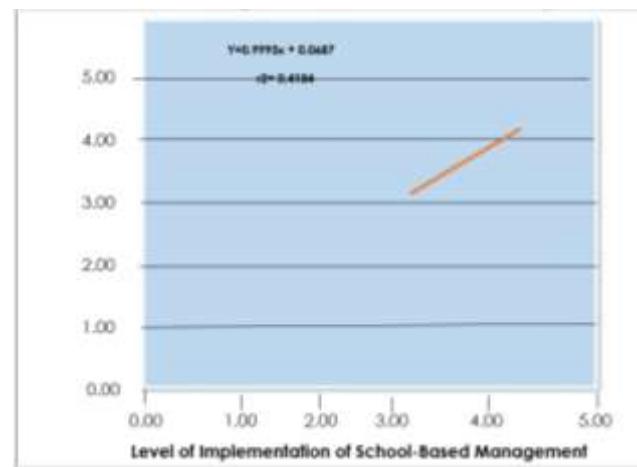
The relationship between the degree of participation of stakeholders in the different school-initiated activities and implementation of school-based

management is shown in Table 3. As reflected in the table, the computed value of Pearson r is 0.447, which denotes high correlation and substantial relationship. The findings indicate and shows that the degree of participation of stakeholders in the different school-initiated activities is equaled by the level of implementation of school-based management for about 41.80% ($r2= 0.418$), 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 the $a=0.05$ further proves that a significant relationship between variable exist. Thus, there is enough evidence to reject the null hypothesis. Therefore, there is a significant relationship between the level of implementation of school-based management and degree of participation of stakeholders in the different school- initiated activities. An implication that the level of implementation of school-based implementation affects the degree of participation of stakeholders in the different school-initiated activities. The more school administrators practiced SBM, the more participative the stakeholders in the different school-initiated activities.

Table 3. The relationship between the degree of participation of stakeholders in the different school-initiated activities and implementation of school-based management

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