Empowerment of School Heads and School-Based Management Implementation in the Public Secondary Schools

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Abstract

This study determined the extent of implementation of the School-Based Management (SBM) in Biliran Division. Specifically, it determined the socio-demographic, academic/professional, and administrative profile of the school heads. The survey included 16 school administrators and 80 public secondary school teachers from 16 public secondary schools in Biliran Division. The extent of School-Based Management program has been implemented to a large extent in Biliran Division, with no serious implementation problems. The extent of SBM implementation was highest among married school heads, implying the need to develop a high sense of personal commitment and responsibility in SBM implementation for it to be successful. There was no significant relationship between school heads' profile and the level of seriousness of problems met on SBM implementation. Similarly, there was no significant relationship between the level of empowerment of school heads and: extent of SBM implementation, and b. the seriousness of problems met in SBM implementation.

Keywords: school-based management, empowerment of school heads, secondary school heads and SBM problems met

Introduction

Education is a means by which an individual achieves changes for progress, stability and prosperity. It is a vital weapon towards economic emancipation, political independence and employment. Education, in order to attain and realize its significant value, must attain a level of quality that contributes to progress and development of a nation. Thus, it has been the goal of educators to uplift the low and poor quality of Philippine education. However, it seems that this has been very difficult to achieve. Several factors are believed to be hindering achievement of quality education.

The school system has a policy requiring principals to assume an active role in supervising classroom instruction. Principals are trained on how to observe and counsel teachers. However, problems on morale and complaints have begun to surface in recent years. The effect of changes in principals’ duties on teachers and existing agreements about authority have never been questioned. Most importantly, no one had ever asked who would handle administrative duties for which principals no longer had the time. As a result, supplies were often delayed, parents felt neglected, and discipline deteriorated.

Nowadays, various activities and programs of the Department of Education (DepEd) are designed to further promote a positive learning climate, professional growth, self efficacy, strong leadership and decision-making for all the members of the school community. The DepEd has exerted efforts to sustain this situation. The provision of allowing all the members of the school to decide on different issues arising in the workplace and making themselves influential and significant is just one of the many such effort that have been successfully accomplished in establishing and building a collaborative climate within the school premises. But is there really a breed of empowered school heads, teachers and staff in secondary high school in our province? Can

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we confidently say that all the members of the school have the privilege and opportunity to decide on the issues of the school and make themselves leaders in their own way? For sure, we cannot. Thus, in order to generate empirical evidence to address these questions, this research was conducted.

This research sought to investigate the problems and situation in the implementation of School-Based Management (SBM) and the level of empowerment in public secondary schools in the province of Biliran. The findings from this study would be of great help to promote cooperation, unity, commitment, and dedication among all the members of the school population.

Specifically, the study sought to shed light on the following concerns:

1. Determine the profile of the heads of public secondary schools in Biliran Division in terms of:
   1.1 Socio-demographic characteristics;
   1.2 Academic professional achievement; and
   1.3 Administrative competence

2. Find out the extent of implementation of the SBM program of the Department of Education in the public secondary schools in Biliran Division;

3. Determine the level of seriousness of problems in SBM implementation;

4. Ascertain the level of empowerment of the school heads; and

5. Find out whether significant relationship exist between:
   5.1 school heads’ profile and extent of SBM implementation
   5.2 school heads’ profile and level of seriousness of problems,
   5.3 extent of SBM implementation and level of empowerment of school heads, and
   5.4 level of seriousness of problems and level of empowerment of school heads.

The conceptualization of this research basically revolve around establishing correlation between the degree to which SBM program initiatives have been implemented and level of empowerment of the school heads. The study aims to improve equitable access to quality secondary education in the Division of Biliran.

The key role in implementing the program and projects in the school undoubtedly belongs to the school manager. Section 1.2 under Rule 1 (Principles) of the Implementing Rules and Regulations (IRR) of Republic Act (RA) 9155 defines School Managers as follows: “The principals, school administrators and teacher-in-charge (hereinafter collectively referred to as school heads) must exercise instructional leadership and sound administrative management of the school”.

Methodology

The descriptive-correlational method of research with survey and personal interview as technique was used in this study. The main data gathering instrument used in this research was a survey questionnaire on the extent of implementation of SBM for the secondary school teachers and personal interview guide for the school heads. After data collection, responses were coded, tabulated, and analyzed using SPSS. Descriptive statistics such as frequency counts and central tendency were also used. Relationships between variables were tested using Pearson Product Moment correlation and Chi-square tests.

Results and Discussion

Profile of the respondents

The respondents considered in this study included the Public Secondary School
Teachers and School Heads.

Majority of the public secondary school heads in Biliran District were females. They were generally old with an average age of 48.8 years. Almost all of the school heads were married. Most of the school heads have official designations as Principal 1. School heads salaries ranged from Php14,000 to Php21,168. More than one-third (37.5%) of the school heads had earned BS degree and more than one third (31.3%) of the respondents were English majors. Three-fourths (75.0%) of the school heads had attended the Basic Seminar in SBM.

The public secondary school supervised by a Head Teacher as school head had no department heads, while school heads at the principal level supervised one or two department head/s. School achievement rating were generally highest in SY 2007 – 2008, with the increasing trend during the three school years from SY 2005 – 2008. Since the school heads have been in office for an average of three years, this indicates their improved management as they gained more experience in their jobs.

The average distance of the schools from the Division Office was 26.12 kilometers. Results further show that the average performance rating of the school heads in Biliran Division was “very satisfactory” during the period 2005 – 2008. Moreover, performance of the school heads appeared to be improving as well across time. In SY 2007 – 2008, the number of school heads achieving an “outstanding” performance rating increased to two from that of the previous school year.

Extent of implementation of SBM has been “to a large extent” in the 16 public secondary school in the Division of Biliran.

Level of empowerment of school heads. The level of empowerment were mostly rated always. No school head perceived himself/herself to be “less empowered”. The over-all weighted mean of the level of empowerment of school heads is 2.37 (sometimes”), meaning the public secondary school heads in the Province of Biliran were moderately empowered.

Problems met in SBM implementation. Results revealed that problems met on SBM implementation were only “slightly felt”. No measure was rated above “slightly felt problem” and below SFP. The over-all weighted mean of the level seriousness of problems met in SBM implementation is 2.22 (slightly felt problem). Therefore, the problems met in SBM implementation were not considered serious.

Relationship of variables. The tests of relationships among variables studied showed that the extent of SBM implementation was found to be significantly affected by civil status, official designation, educational attainment, field of specialization, and performance rating. There were no significant relationships found between profiles variables considered, and the seriousness of problems met in implementing SBM. Thus, the problems are not affected by personal characteristics of the school heads, but rather, of other factors.

There is no significant relationship between the level of empowerment of school heads and the extent of SBM implementation. There is also no significant relationship between the level of empowerment of school heads and the seriousness of problems met in SBM implementation.

Conclusions and Recommendations

Conclusions

As gleaned from the findings of the study, the following conclusions are drawn.

1. School heads perceived a moderate level of SBM implementation in their schools.

2. School heads do not consider the problems met on SBM implementation to be serious, and are only slightly felt.

3. The extent of SBM implementation was found to be significantly affected by civil
status. SBM implementation was most extensive among married school heads, who are assumed to have developed a higher sense of responsibility.

4. The extent of SBM implementation is not significantly affected by the level of empowerment of school heads.

5. The seriousness of problems met in SBM implementation is not significantly affected by level of empowerment of school heads.

Based on the findings of the study, the following are recommended:

1. The school managers and teachers should formulate innovations and other effective strategies to sustain and institutionalize SBM implementation program.

2. At the Division level, monitoring and evaluation of learning by teachers attending the different SBM training programs and its effect on SBM implementation.

3. Monitoring and evaluations of SBM implementation should consider impacts on teachers’ performance and outcomes of the learners.

4. Stakeholders in the community should be encouraged to be actively involved in all school undertakings, thereby attaining the goal of SBM program in Biliran Division.

5. Institutionalization and sustainability of effective practices along the implementation of the School-Based Management (SBM) should be further employed in schools in order to reach the goal of attaining quality and excellence in education for the Division of Biliran.

6. A follow-up research and study may be conducted focused on other components of the program covering other provinces to compare the results of SBM implementation.

7. Another follow-up study can also assess other relationships and other variables that have not been covered in the study.

References


