Management of School System and School-Based Management Level of Practice:
Basis for a School Development Plan

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Abstract - The impact of the COVID-19 pandemic on school performance indicators has been significant, prompting a reevaluation of School-Based Management and School System Management approaches to address grassroots problem-solving and maintain the delivery of relevant education. This study employed quantitative methods to assess both School System Management and School-Based Management practices, aiming to develop a comprehensive Developmental Plan. The findings underscore the importance of benchmarking, educational summits, and gap analysis to identify and adopt best practices related to access, governance, and educational quality. Furthermore, it is recommended that efforts be made to enhance management skills through initiatives such as management training, fostering open communication, and providing developmental coaching. The alignment of personnel expertise with designated roles is also emphasized as crucial for effective management. Additionally, a sustained commitment to fostering social responsibility and promoting shared leadership is identified as essential for advancing practices. Ultimately, the formulation of a Developmental Plan based on identified gaps is proposed as a means to guide curriculum development, foster collaboration, and enhance administrative structures, thereby facilitating effective problem-solving and decision-making processes within educational institutions.

Keywords - School-Based Management, Management of School System, shared governance, SBM Coordinator, School Head, School Governing Council, learners, teachers

Introduction

Every educational institution in the world has its own fair share of problems that need to be addressed to further improve its service delivery. In the light of school management system, overcoming a wide array of thematic areas such as Access, Efficiency and Quality seemed to be a great challenge. It includes high enrolment rate, high drop-out rate, low cohort-survival rate, low completion rate, and limited holding capacity of the schools.

Over the past decades, many initiatives and reform efforts have been implemented to address these problems. As mentioned in the School-based Management - Education Policy Journal Series of International Academy of Education together with United Nations Educational, Scientific and Cultural Organization (UNESDOC) their findings revealed that many governments and agencies from developing countries become increasingly interested in school-based management approach as they seek to discover alternative ways and means on how educational resources, decision-making, and responsibilities be delivered in the school level efficiently.

In Southeast Asia, School-Based Management had been viewed to deepen local participation in relevant and responsive decision-making that that can directly address the needs of Southeast Asian Schools that leads to expanded access to education and improve its service delivery. Many countries also focused their lens on improving school system where they set systematized strategies in terms of educational management, governance and financing that contribute to overcoming inequalities in education. The shared leadership and shared accountability as one of the main strategies demonstrate how a stronger voice and strengthened accountability can play a critical role in raising access, improving learning outcomes, and empowering people to secure a responsive and relevant education for children.

In the Philippine setting, one key response was the adoption and implementation of the School-Based Management (SBM) anchored on the Department of Education's decentralization trend. Whereas the activities are delegated on the school level where the school improvement planning, and decision making are involved. School-Based Management, described to be a framework of governance that transfers the power and authority as well as the resources to the school level on the belief that the school heads, teachers, key leaders in the community, parents and learners are the key

contributor in finding the root cause of the problems faced by the school and so as the best fit solution to the school's priority improvement areas.

The concept of School-Based Management (SBM) empowers the local school and its community to increase the decision-making autonomy of each school in crafting, implementing, and supervising developmental School-Based Management plans aligning with the strategies and best practices of the School System itself. The term "School-Based Management" envisioned to have a shared decision making, shared governance, shared leadership, shared commitment, school improvement program, school curricular and non-curricular project, management processes, school-based budgeting, and administrative decentralization.

Materials and Methods

The study integrates Desmond Cook's Systems Analysis on Education with the School-Based Management Conceptual Framework, aiming to evaluate the utilization and implementation of these frameworks in school management. Anchored to DepEd Order No. 36, series of 2013, which emphasizes quality and equitable education, the study envisions a school learning community where all learners thrive. Cook's System Analysis of Education offers a structured approach to problem-solving and decision-making in school management, while the School-based Management framework fosters a self-managing, self-renewing environment where stakeholders share responsibility for education.

The study's research paradigm defines independent variables as components of the School Management System Analysis, such as project management, instructional systems, and planning, among others. These variables are investigated to determine their impact on the dependent variable, the School-Based Management Level of Practice, which includes leadership, curriculum, accountability, and resource management. The arrows in the research paradigm indicate feedback loops between the variables, facilitating a comprehensive understanding of their interactions.

The model establishes correlation rather than causation between the independent and dependent variables, providing a clear and objective framework for analysis. This approach helps ensure the reliability of the study's findings and guides the development of a responsive school-based management developmental plan tailored to local contexts and challenges.

Results and Discussions

Table 1 presents the correlation between School-Based Management Level of Practice and School System Management Practices in terms of Leadership and Governance. The study reveals correlations between School-Based Management Level of Practice and various aspects of School System Management Practices. For instance, a low negative correlation is observed between School-Based Management Level of Practice and School System Management Practices regarding Project Management System and Instructional System. This indicates that as one variable decreases, the other tends to increase, and vice versa. Similarly, a negligible negative correlation is found between School-Based Management Level of Practice and Management Information System, and Planning-Programming-Budgeting System, implying a similar inverse relationship. Furthermore, a high negative correlation is noted between School-Based Management Level of Practice and Operation Research, indicating that a decrease in analytical problem-solving and decision-making processes within the school system management practices can negatively impact School-Based Management Level of Practice. The study's analysis of School Management System variables reveals significant relationships, with indicators such as Project Management System, Instructional System, Management Information System, Planning-Programming-Budgeting System, and Operation Research failing to reject the null hypothesis, suggesting no significant relationship between School-Based Management and School Management System. Moreover, the research suggests that while leadership and governance play crucial roles in providing direction and structure within the school, the focus of School-Based Management and School Management System lies more on internal processes rather than external involvement. The involvement of stakeholders such as School Head, SBM Coordinator and Team, Teachers and Learners, and the School Governing Council is emphasized in crafting and implementing processes. This is consistent with Mattaquin's (2016) findings, highlighting School-Based Management as a strategy for improving educational decision-making by engaging those closest to the action. However, the success of School-Based Management ultimately depends on the capability and political will of the school government, with the model not being a universal solution but offering flexibility in education management and finance.

Table 1. Correlation Between School-Based Management Level of Practice and School System Management Practices in terms of Leadership and Governance

School Management System Practices	Pearson Correlation	Degree of Correlation	Sig-value (2-tailed)	Decision	Remarks
Project Management System	-.031	Low negative correlation	.682	Failed to Reject H0	Not Significant
Instructional System	-.50	Low negative correlation	.503	Failed to Reject H0	Not Significant
Management Information System	-.010	Negligible negative correlation	.892	Failed to Reject H0	Not Significant
Planning-Programming-Budgeting System	-0.27	Negligible negative correlation	.720	Failed to Reject H0	Not Significant
Operation Research	-.089	High negative correlation	.234	Failed to Reject H0	Not Significant

Table 2 discussed Correlation Between School-Based Management Level of Practice and School Management System Practices in terms of Curriculum and Learning. The data analysis reveals low positive correlations between variables such as Project Management System, Instructional System, Management Information System, Planning-Programming-Budgeting System, and Operation Research, indicating that while both variables tend to increase together, the relationship is not very strong. However, the significance of these correlations suggests that each variable plays a crucial role in the broader context of Curriculum and Learning, which serves as the focal point of efforts within the School-Based Management System and School System Management. These efforts are community-driven and aim to continuously improve education based on current needs.

The study also finds significant relationships between School-Based Management and School Management System practices, particularly in terms of Curriculum and Learning. This highlights the collaborative efforts between the two frameworks in ensuring effective delivery of education services, which includes enhancing pedagogical techniques and instructional materials to meet diverse student needs.

These findings align with research by Villanueva et al. (2019) on the praxis of School-Based Management, emphasizing the importance of collaborative curriculum development anchored in community and learner contexts. Benchmarking educational practices allows organizations to assess their performance and strive for continuous improvement, ultimately enhancing school performance and addressing the needs of stakeholders. By identifying areas for improvement, organizations can bridge the gap between performance standards and desired outcomes in terms of access, governance, and quality, ensuring relevance and responsiveness to the educational community.

Table 2. Correlation Between School-Based Management Level of Practice and School Management System Practices in terms of Curriculum and Learning

School Management System Practices	Pearson Correlation	Degree of Correlation	Sig-value (2-tailed)	Decision	Remarks
Project Management System	.425[**]	Low positive correlation	0.000	Reject H0	Significant
Instructional Material	.448[**]	Low positive correlation	0.000	Reject H0	Significant
Management Information System	.430[**]	Low positive correlation	0.000	Reject H0	Significant

Planning-Programming- Budgeting System	.423**	Low positive correlation	0.000	Reject H0	Significant
Operation Research	.440**	Low positive correlation	0.000	Reject H0	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the Correlation Between School-Based Management Level of Practice and School Management System Practices in terms of Accountability and Continuous Improvement. The data analysis in Table 3 reveals a moderate positive correlation between the School-Based Management (SBM) level of practice and its system practices concerning Accountability and Continuous Improvement. Variables such as Project Management System, Instructional System, Management Information System, Planning-Programming-Budgeting System, and Operation Research show moderately strong correlations, indicating that as one variable increases, the other tends to increase as well.

This finding underscores the importance of Accountability and Continuous Improvement within the framework of School-Based Management and School System Management. These aspects involve the monitoring and evaluation of various programs, projects, and activities, with a focus on transparency, accountability, and performance improvement. Collaboration among community stakeholders is essential in continuously developing and refining learner contexts and aspirations based on current educational needs.

The significant relationship between School-Based Management and School Management System practices in terms of Accountability and Continuous Improvement suggests alignment in providing clear, transparent, inclusive, and responsive accountability systems. Stakeholder collaboration facilitates ongoing performance monitoring, with the goal of achieving positive outcomes and addressing gaps effectively. These findings are supported by Retnaningsih et al. (2020), who highlight the flexibility and autonomy afforded to schools through the implementation of School-Based Management. In this context, community support and involvement are crucial, with stakeholders playing a significant role in supporting school activities and providing oversight. Shared responsibility and accountability foster strong linkages with parents, reinforcing the importance of collaborative efforts within the community. Overall, the study emphasizes the importance of Accountability and Continuous Improvement within School-Based Management, highlighting the collaborative nature of stakeholder engagement and its impact on school performance and effectiveness.

Table 3. Correlation Between School-Based Management Level of Practice and School Management System Practices in terms of Accountability and Continuous Improvement

School Management System Practices	Pearson Correlation	Degree of Correlation	Sig-value (2-tailed)	Decision	Remarks
Project Management System	.614**	Moderate positive correlation	0.000	Reject H0	Significant
Instructional Material	.590**	Moderate positive correlation	0.000	Reject H0	Significant
Management Information System	.562**	Moderate positive correlation	0.000	Reject H0	Significant
Planning-Programming- Budgeting System	.563**	Moderate positive correlation	0.000	Reject H0	Significant
Operation Research	.632**	Moderate positive correlation	0.000	Reject H0	Significant

Table 4 presents the Correlation Between School-Based Management Level of Practice and School Management System Practices in terms of Management of Resources. The findings highlight the importance of effective Management of Resources within the context of School-Based Management System and School System Management.

This involves the collective and judicious mobilization and management of resources with transparency, effectiveness, and efficiency. The establishment of partnerships among school administrators, teachers, and stakeholders is crucial for maintaining a system of monitoring, evaluation, and reporting, which fosters accountability and engagement in the implementation of school programs, projects, and activities.

The study emphasizes the interdependence of variables within the School Management System, particularly in relation to Management of Resources. It suggests that the quality of understanding and commitment among school administrators, teachers, and stakeholders significantly impacts the implementation of resource management systems. The analysis reveals significant relationships between School-Based Management and School Management System practices, specifically concerning Management of Resources. This underscores the importance of good resource management, which can lead to higher productivity and utilization of supplies and funds. Public funds are considered a public trust, necessitating their proper allocation and utilization to prevent wastage and promote transparent, ethical, and accountable governance within organizations.

These assertions are supported by Bucud (2017), who notes that decentralization in the Philippines has provided a legal framework for community participation in education management. However, there have been limited changes in community participation patterns following the enactment of relevant legislation, suggesting a need for further development and harnessing of school-community partnerships for mutual benefit. Overall, the study underscores the importance of effective resource management within the framework of School-Based Management, emphasizing collaboration among stakeholders to maximize the potential benefits for both schools and communities.

Table 4. Correlation Between School-Based Management Level of Practice and School Management System Practices in terms of Management of Resources

School Management System Practices	Pearson Correlation	Degree of Correlation	Sig-value (2-tailed)	Decision	Remarks
Project Management System	.614**	Moderate positive correlation	0.000	Reject H0	Significant
Instructional Material	.590**	Moderate positive correlation	0.000	Reject H0	Significant
Management Information System	.562**	Moderate positive correlation	0.000	Reject H0	Significant
Planning-Programming-Budgeting System	.563**	Moderate positive correlation	0.000	Reject H0	Significant
Operation Research	.632**	Moderate positive correlation	0.000	Reject H0	Significant

Conclusion

The study highlights that various factor such as learning modality, teacher count, demographics, SBM Level of Practice, Child-Friendly School Survey Results, literacy rate, and promotion rate contribute to the diversity of the educational landscape. Effective implementation of SBM, focusing on leadership, governance, curriculum, instruction, accountability, continuous improvement, and resource management, significantly impacts school performance indicators. Continuous capacity building activities are recommended to strengthen SBM and management system practices. Emphasizing school management system practices, including project management, instructional strategies, information management, planning, programming, budgeting, and operation research, is crucial. Enhancing the management skills of school heads and stakeholders through proper training, communication, role delegation, and developmental coaching is essential.

Significant correlations exist between school profiles (designation, enrollment, child-friendly survey results) and SBM Level of Practice and School System Management Level of Practice, although years in service do not show significant relationships. There is a significant relationship between the level of SBM practice and school system management,

particularly concerning curriculum and instruction, accountability and continuous improvement, and resource management.

Further Recommendations:

1. Conduct benchmarking, educational summits, and student exchange programs to capture best practices and innovations in access, governance, and quality within education.
2. Perform gap analysis to identify areas for improvement and implement reiteration and capacity building activities to enhance SBM Level of Practice and management system practices.
3. Provide management training, workshops, and coaching to enhance the management skills of school heads and stakeholders, fostering open communication and proper delegation of responsibilities.
4. Consider personnel's interests, capabilities, dedication, and passion when assigning non-teaching-related tasks within the school.
5. Periodically visit and recalibrate school heads and stakeholders' commitments to promote shared leadership, governance, and accountability within the school community.
6. Develop and implement a School-Based Management and Management of School System Developmental Plan to provide guidance, anchor curriculum learning systems, and strengthen administrative structures for improved educational outcomes.
7. Encourage additional research to monitor the decentralization process by the Department of Education and evaluate the effectiveness of SBM and management system practices in school development planning.

Acknowledgement

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