

Technical Assistance Scheme in Enhancing School Based Management Level of Practice of Public Schools

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Abstract: 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. A decision as to where and into what aspect of school management and processes a school and its stakeholders may start to build upon, as prescribed in the SBM Scale of Practice, makes assessment imperative. Assessment is also important to determine the directions of improvements to attain the mature level of SBM practice. For this reason, the Assessment of Level for three years was conducted to attain the real essence of the School Based Management in the school. The research is descriptive wherein the responses of the participants were collected through a research-made questionnaire. Data gathered were properly tabulated, computed and interpreted. Follow-up unstructured interview was conducted to validate responses. The researcher identified the varied schema of the participants regarding the School Based Management Practices. The participants considered technical assistance framework as very important scheme in enhancing the SBM Level of Practice of various in the district. The proposed Technical Assistance Framework may be of great help in continuously assisting the school heads in terms of School Based Management Practice. Majority of the schools are in the maturing phase of SBM level. The schools experienced various challenges and difficulties such as confusion about the implementation of school programs and projects, ineffective learning approaches, lack of learning materials, confusion about new roles and responsibilities of GPTA officers, an increased need for classroom due to the increasing population of the learners, lack of stakeholder's participation in the implementation of school programs and projects and inappropriate assessment tools for teaching and learning. The study will be of great help to Public Schools District Supervisors who augmented to enhance their implementation of TA to build capacity of school heads in managing the schools thru adhering the principles of the school based management practice. This is an overture to the development of scheme in assisting schools meet the advancing level of SBM practice.

Keywords: School-Based Management (SBM), Technical assistance scheme.

1. Introduction

School-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. 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 children.

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The school – based management (SBM) thrusts are based on Republic Act.7160 also known as an Act Providing for Local Government Code of 1991 and Republic Act. 9155 also known as “Governance of Basic Education Act of 2001” whose primary purpose is to implement the decentralization of decision – making process from the central or state to individual schools to promote effective schools through empowering the managerial expertise of school heads. “A key to a successful school or educational institution is the presence of an official school head that can sharpen the school towards continuous improvement.” (DepEd, 2007) Section 2 of R.A. 9155 states that it is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all

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Filipino children a free and compulsory education in the elementary level and free education in the high school level. Such education shall also include alternative learning systems for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.

With the introduction of school-based management, the Government devolves more responsibilities to the schools and provides them with greater autonomy and flexibility in their daily operations, resources management and planning for school development. 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.

It is essential to introduce a participatory governance framework involving the school sponsoring body, the principal, teacher(s), parent(s), alumni and independent community member(s), as direct participation in school decision-making and different input of these key stakeholders help enhance transparency and accountability of school governance and contribute to more effective school operation.

To promote quality education, a school should adopt a model of teaching and learning and a management framework that best suit the needs of the students and the community. Through school-based management, the school develops its own characteristics, establishes its culture and identity, seeks self-improvement and pursues excellence.

To ensure key stakeholders of aided schools have direct participation in school management, the Government has introduced legislation to lay down rules and regulations governing its implementation. Under the Education Ordinance (Ordinance), every aided school is required to set up an incorporated management committee (IMC) to manage the school. To protect managers from civil liabilities, the Ordinance also provides that a manager shall not incur any civil liability in respect of anything done by him in good faith in the performance of any function of office as the manager of an IMC school. Moreover, the Education Bureau has offered support measures to help schools put in place this new model of governance.

Participation of stakeholders in school management and policy-making is a world-wide trend. The implementation of school-based management brings the education system of Hong Kong into a new era to tie in with global developments, with the aims to contribute to the personal growth of students; build a competent workforce to sustain the social, economic and cultural development of Hong Kong; and further enhance our competitiveness on the world stage.

Meanwhile, as a school head who directs the planning, implementation and evaluation of various projects/activities, he/she is also privileged to manage its funds and other financial resources by means of establishing the Parent-Teachers and Community Association (PTCA), an organization specifically intended for the school's over-all projects and other renovation

projects. (Abrugar, 2001) noted that teachers and parents should cooperatively work together in developing pupil excellence. The community should provide an atmosphere that is conducive to learning – a community that is free from negative factors for learning like gambling, drinking and other vices. The teachers, parents and the barangay officials should actively participate in the development of pupil excellence for the improvement of its inhabitants or the community as a whole. Also noted in SBM are the decentralization functions and responsibilities of school heads namely: the administrative management and the instructional leadership. The administrative management refers to setting up of school vision, mission and goals; developing and implementing school improvement, planning and mobilizing community participation for improvement of educational outcome. On the contrary, instructional leadership refers to creating school environment conducive to learning and being accountable for learning outcomes.

This research is an initiative to strengthen among the school leaders and teachers through the public school district supervisor in attaining the ultimate goal of DepEd which is quality education through the School Based Management. Thus, this study dwells into mapping of the School Based Management Level of Practice through the head ship of the school heads, teachers and stakeholders. It aims also to find out the implementation challenge that are encountered by the school necessary in developing SBM TA scheme in Sto. Tomas South District.

The research is limited to the platform to tailor fit technical assistance framework implementation scheme for public schools. The study will be of great help to Public Schools

2. Innovation, Intervention, Strategy

The research innovation is a crafting of School Based Management Technical Assistance Scheme with the purpose to lessen the challenges encountered among the schools and assist them toward gearing the advancement SBM level of Practice at Sto. Tomas South District.

3. Action Research Questions

The researcher seeks to answer the following questions:

1. What is the SBM level of practice among the schools in the district?
2. What implementation challenges were encountered by schools in advancing their SBM level of practice?
3. Based on the findings of the study, what SBM TA scheme may be proposed?

4. Action Research Methods

A. Participants and/or other sources of data

The participants of the study are the schools in Malvar District. The researchers used total population sampling is a type of purposive sampling where the whole population of interest such as a group whose members all share a given characteristic is studied. It is most practical when the total population is of manageable size, such as a well-defined subgroup of a larger population. In this sense, the researcher

included the entire schools o the district to closely identify the SBM implementation level as well as the challenges each school encountered to

B. Data Gathering Methods

The researchers utilized survey as research method. The questionnaire used in this research is a two-part survey questionnaire, the first part includes the students assess their behavior inside the classroom which is with predetermined criterion and the second part includes discipline practices preferred by the learners is open ended. Unstructured interviews were also conducted to gather additional data.

5. Discussion of Results and Recommendations

A. SBM level of practice among the schools in the district

The researcher did not reveal the name of schools for ethical issues adherence. Data show that majority of the schools for the three consecutive school years fall under the maturing level. For school year 2016-2017 ten (10) out of 12 were in the developing level, seven (7) were maturing while one (1) is in the advance level. For school year 2017-2018 seventeen (17) were maturing while one (1) is in the advance level. On the last school year covered by this study, school year 2018-2019 two (2) were in the developing level, fifteen (15) were maturing while one (1) is in the advance level.

In this sense, the scheme of assisting the school in advancing or enhancing their SBM level is necessary.

B. Implementation challenges

The following challenges were listed based on the school heads’ responses. These responses were clustered into four main constructs namely anchored to SBM phases namely leadership and governance, curriculum and instruction accountability and continuous improvement and management of resources.

1) Leadership and Governance

- Limited community linkages and involvement of stakeholders about the school improvement.
- Low academic performance of the learners.
- Inquiries on financial support system.
- Periodical assessment on the implemented programs /projects.

- Less communication between internal and external stakeholders.
- Maintaining respect from community despite factors involving political intervention and leadership style.
- Lack of trainings which evolves in teacher-behavior issues and stakeholders’ different political views.

2) Curriculum and Instruction

- Confusion about the implementation of school programs and projects.
- Ineffective learning approaches.
- Lack of learning materials.
- Confusion about new roles and responsibilities of GPTA officers.
- An increased need for classroom due to the increasing population of the learners.
- Lack of stakeholder’s participation in the implementation of school programs and projects.
- Inappropriate assessment tools for teaching and learning.
- Shortage of textbooks and equipment.
- Reducing if not totally eradicate the number of non-readers.
- Maintaining a 0% drop-out rate.

3) Accountability and Continuous Improvement

- Not fully aware of Transparency (EXTERNAL).
- Confusion about the roles and responsibilities of the school accountable person/s.
- Adaptation to ICT-integrated learning hinders by the lack of computers.

4) Management of Resources

- Minimal participation of stakeholders/community linkages.
- Poor communication between school and community.
- Allocating budget to a more functional and priority project without others being compromise

C. SBM TA scheme

Scheme 2GL2B aims at sustaining the teacher and school heads love for the implementation of technical assistance.

Table 1

Key Task	Activity
Gather	Collect and interpret performance data and segment employees by performance. Identify unique performance gaps for the individual employees who will be coached, then drill into the root cause behaviors behind each gap ⁴ . Prioritize the highest impact opportunities for improvement. Ensure that the organization is using the best metrics, ones closely aligned to the desired behaviors – they’re essential for measuring change.
Get Organized	Before a session, set the coaching session objective, focusing on one or two behaviors per meeting. Plan the interaction, anticipating objections and preparing to overcome them. Consider what feedback to deliver – for example, employees believe corrective feedback does more to improve their performance than positive feedback, by a three-to-one margin – and be respectful of individual characteristics or needs ⁵ . Coach to behaviors, rather than metrics: Helping an employee learn to show empathy during a customer interaction is far more effective than simply telling him to improve his Customer Satisfaction score by five points.
Key Task	Activity
Lead the Way	During the session, ask questions to open the dialogue, share perspectives and insight and determine options to move forward. Coaching is a two-way communication process that requires that the supervisor and the employee both be fully engaged and motivated
Be Adept	Set specific measurable goals, agree on next steps in terms of actions and timing, and gain a commitment. Follow the employee’s progress. Over time, create a list, wiki or library of best practices and learning tips based on experience and employee input.
Begin the Process Again	Wash, rinse, repeat. Technical Assistance is a process, not a one-time evaluation. Repeat the procedures when necessary.

6. Conclusion

This paper presented an overview on technical assistance scheme in enhancing school based management level of practice of public schools.

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