

*Original Article*

# Teachers and Parents' Level of Awareness and Level of Implementation of School Based Management System in the Elementary Schools in La Trinidad, Benguet

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**Abstract:** School-Based Management (SBM) is an approach that boosts education by designating necessary decision-making authority from the central administration and district offices to individual schools or delegation of authority are from higher to lower levels. This study aimed determined and investigated the school-based management (SBM) system of elementary schools in La Trinidad, Banquet. Based on the data gathered, it was found that the respondents' level of awareness is in (VA) very aware with the mean of 3.70. Moreover, the level of implementation on the different programs, projects or activities of school-based management system mean is 3.68 with description (VMI) very much implemented. This implies that respondents were aware and implements the different components of school based management in respective schools of the respondents. It was further concluded that between the level of awareness and the level of implementation of stakeholders is not significant to each other. The level of awareness and level of implementation do not affect each other. The result shows no significant differences in the level of awareness to that of the level of implementation of school-based management of elementary schools in La Trinidad, Banquet.

**Keywords:** school-based management, implementation, awareness

## 1. INTRODUCTION

School-Based Management (SBM) is an approach that boosts education by designating necessary decision-making authority from the central administration and district offices to individual schools or delegation of authority are from higher to lower levels Moreover [1], it identifies essential aspects to augment performance by using different indicators such as the participation of stakeholders, school improvement process, school-based resources, and school performance accountability And according to Maguire.it is an alternative means of restructuring a traditional school organization to one that transfers decision-making authority from the central office to the school site, providing those who are ultimately accountable for implementing school decisions an opportunity to participate in the decision-making process [2]. Primarily the objectives of SBM are those "Empower the school heads to lead their teachers and students through reforms that lead to higher learning outcomes". "Bring resources, including funds, down to the control of the school to spur change in line with decentralization" [3]. "Strengthen partnerships with communities to invest time, money, and effort in making the school a better place to learn" [4]. Rationale behind SBM is that those closest to the primary business of schools will make the best-informed decisions. The essential purpose of redistributing decision-making authority to increase the autonomy of the critical stakeholders is to

improve the instructional process and, although rarely stated, student outcomes [5]. SBM is being used as an advocate because it increases the accountability of school-site personnel. Schools are more responsive and supportive to local needs or changes made by including parents and community members on decision-making committees [6]. In exchange for increased autonomy, schools report the results of SBM efforts to the central administration. The term "school-based management" has many variations school-site management, site-based management, school-site or shared decision-making, self-managing school, self-determined school, school-based budgeting, school-shared governance, participatory management, and decentralized management based [7]. In part, because school-based management intends to enable schools to respond to local needs, it can vary significantly from school to school in three fundamental characteristics: the authority delegation, the resources or inputs devoted to the implementation of SBM, and the stated objectives in introducing SBM [8]. Overall, this allows the school community stakeholders to work together to achieve a good result. As quoted in the National Committee for Citizens in Education cited in the Sustaining Reading First "the degree of parent and community interest in high-quality education is the critical factor in the impact of the school environment on the achievement and educational aspirations of students"[9] Furthermore, Henderson and Map stated that families, schools, and community groups all contribute to student achievement and the best results come when all three work together. In this case, the stakeholder is an individual, group, or organization that may affect, be affected by, or perceive itself to be affected by the decision, activity, or outcome Eden & Ackermann & Freeman [10]. Stakeholders divide into inside and outside stakeholders or they may also be called internal and external stakeholders where internal stakeholders include the faculty, the students, and the higher education teachers' community, while external stakeholders refer to the higher education policy and the labour market [11]. This research specifically identified limited respondents to the inside or internal stakeholders of the school. These are the teachers or administrators and parents whom most of the evidence of the effectiveness of decision involvement focus are since they are the most affected by the outcome of the decision made by the school-based management body based on research findings with the implementation of SBM, the school stakeholders have been empowered in decision-making, leading to creating high levels of parental and community participation cited Based on research on the level of participation of the school stakeholders in the different school-initiated activities can be significantly affected by the level of SBM implementation, it has revealed a variety of barriers and challenges to the implementation of SBM, which are the following: insufficient resources in schools, lack of professional development in leadership for school leaders, confusion on the part of school councils about new roles and responsibilities, difficulties of coordination or lack of proper communication, lack of decision-making authority, lack of knowledge, lack of commitment, low parental participation, and underfunding of education by governments or , inabilities of central governments to organize or finance public services, economic problem that influences political problem in the country, inadequate parental participation, shortage of power to make a decision, adjustment difficulties, overlapping of roles school principals and school boards, limitation of appropriate professional development for school leaders, lack of school tools, illiterate of knowledge, corruption Foremost of these identified needs is the school heads' lack of competency in the full implementation of the SBM, which they discerned to have resulted from the lack of orientation and comprehensive training on the entire SBM program [12]. Thus they have limited working knowledge to apply in various emerging situations while implementing the SBM system. Leaders should first 'get the knowledge that they need' (Drucker, 2011) to proceed to succeed steps smoothly and achieve desired present goals; experts ask the question, what are we going to do. Banking on the same principle, the principals' or school heads' thorough orientation and training on the SBM system appears to be an objective basic need, because the principals' or school heads' important person in improving school onto brings school to its best performance [13]. With adequate exposure and

education on SBM, school heads would respond appropriately to other emerging problems, particularly those that encourage and empower teachers, students, and community members to cooperate in any SBM implementation-related activity. 'Leaders working all by themselves is not of SBM because SBM is about stakeholders working together harmoniously to achieve school goals and objectives [14]. Additional barriers that may prevent SBM from being implemented successfully include the following: lack of knowledge by stakeholders of what SBM is and how it works; lack of decision-making skills, communication, and trust among stakeholders; statutes, regulations, and union contracts that restrict decision-making authority and teachers' time involvement; and the reluctance of some administrators and teachers to allow others to take over decision-making authority. When stakeholders are informed beforehand, they can avoid barriers before implementing SBM [15]. Two essential elements are adequate training about SBM and clarification of roles and responsibilities and expected outcomes to stakeholders. Also, it advises the NSBA that all involved must understand "which decisions should be shared, by whom, and at what level in the organization" [16] Additional recommendations are extensive training, retraining, and education so that all school and central office personnel and community members understand and have a sense of ownership of SBM. Insufficient studies conducted in School Based Management System particularly on the awareness correlated to the level of implementation in the district or even in region is the gap of this study [17]. During the Banquet Division's first SBM summit in December it was reported that only 21% of the school or five elementary in La Trinidad Banquet were able to attain level 2. Whether stakeholders in La Trinidad are aware of and implement School Based Management is currently proposed in this research [18]. It is then that this study aspired to use La Trinidad District, with its 23 elementary schools as the proponent respondent. Ten percent of the teachers and 10 percent of the parents will be the population of this study. Drawn by the awareness of the school stakeholders as related to school-based management is also a concern of this research. Also, the level of School Based Management (SBM) implementation will be considered in the study. Once School-based management is in place, school heads always carry with them the excellence that they desire. The program's underlying goal and principles are that the people directly involved and affected by school operations are the best persons to plan, manage and improve the school [19]. This highly agrees that the better projects, programs, and activities implemented in the school would intertwine on the stakeholder's level of awareness and thus creating a high level of school based management. This research focuses on investigating the level of implementation of the SBM program, projects, and activities. This study also fixates on the stakeholders' awareness in the School-Based Management (SBM) System, especially internal stakeholders like teachers and the parents. Moreover, the study anticipates if each of the variables, the stakeholder's awareness and School-Based Management (SBM) level of implementation would rather have a significant relationship with one another [20].

## 2. MATERIALS AND METHODS

The research design, population/ sampling, data collection, plan for data analysis, and ethical issues of this study. The study used Descriptive research that can be either quantitative or qualitative. It involves collections of quantitative information that and be tabulated along a continuum in numerical form, or it can describe categories of information such as gender or patterns of interaction. Descriptive research involves gathering data that describe events and then organize, tabulate, depict, and describe the data collection Glass and Hopkins. Specifically, the researcher used a social survey using the Liker scale, which involves collecting numerical data from the respondents to answer specific problems. According to Lusby and Wetmore a Liker scale is an ordered scale from which respondents choose one option that best aligns with their view. The survey respondents were the 23 public elementary schools of La Trinidad, Banquet. The researcher used stratified sampling. In this method, the population is first divided into subgroups (or strata) who shares a similar characteristic.

Then we reasonably expect the measurement of interest to vary between the different subgroups, and we want to ensure representation from all the subgroups. Each school provides 10% of the teacher's population and 10% parents' population as the respondents of the research. The researcher used Likert scale survey. The researcher provides the data using questionnaires. Then ask permission from the PSDS through a letter and distribute the questionnaire to teachers or parents. She then contacted the school head for possible retrieval of the questionnaires. When the school head confirms, the researcher retrieves the questionnaires. The researcher then tabulates or tally the data. This study used a questionnaire survey, a technique for gathering statistical information about a population's attributes, attitudes, or actions by a structured set of questions (International Encyclopaedia. It comprises three parts. Part I of the research instrument inquiries about the demographic profile of the respondents. Part II is a questionnaire assessing the respondents' level of awareness of the SBM. Part III is the level of implementation of the SBM projects, programs, and activities. Public record like the school SBM assessment form were used, and some personal documents or accounts of an individual's experiences relevant to the School Based Management was also considered as important notes of the said research.

### 3. RESULTS AND DISCUSSION

The data implies that the stakeholders in all dimensions of the school-based management system were very aware. Leadership and Governance garnered the highest mean with 3.77 with descriptive as (VA) Very Aware. Followed by Curriculum and Instruction with descriptive as (VA) Very Aware. On the contrary, Management of Resources and Learning Outcomes got 3.64 with descriptive as (VA) Very Aware. The findings imply that stakeholders or respondents are overall very aware of the different dimensions of the school-based management system. Thus, the elementary schools in La Trinidad, Banquet responding to the Department of Education mandate and support the dissemination of the dimensions or principles of each component of the school-based management system. However, regarding the management of resources and learning outcomes, this probes that fewer stakeholders get involved if it concerns financial or money matters. Learning outcomes rank low because most of the data are only gathered and monitored mostly by the school principal or appointed person. This implies a lack of information dissemination to the stakeholders in less position like teachers 1, 2, and 3 and much acknowledged by stakeholders in a higher position like Master Teachers, School Heads, or Principals. The study also discovers that technicalities and know-how were not usually disseminated or discussed, which sometimes causes misunderstanding or not enough knowledge on parents on the matter.

**Table 01:** Summary of the Level of Awareness of Stakeholders on the School-Based Management (SBM) System

| Dimensions                                   | Mean | Descriptive Equivalent |
|--|------|------------------------|
| 1. Leadership and Governance                 | 3.77 | Very Aware             |
| 2. Curriculum and Instruction                | 3.74 | Very Aware             |
| 3. Accountability and Continuous Improvement | 3.73 | Very Aware             |
| 4. Management of Resources                   | 3.64 | Very Aware             |
| 5. Learning Outcomes                         | 3.64 | Very Aware             |
| Overall                                      | 3.70 | Very Aware             |

Table 2 presents the level of implementation of school-based management of stakeholders of the elementary schools in La Trinidad, Banquet. The data shows a mean total of 3.68, with a descriptive as

(VMA) Very Much Implemented. The school-based management system's components or dimension were highly being implemented by the school in La Trinidad, Banquet. Accountability and Continuous Improvement got the highest mean, 3.68 with descriptive (VMI) Very Much Implemented, followed by the Learning Outcomes with a mean of 3.67 with descriptive (VMI) Very Much Aware. However, Leadership and Governance got the lowest mean 3.65, and Curriculum and Instruction with 3.66 means, both with descriptive equivalent as (VMI) Very Much Implemented. The finding shows that La Trinidad Banquet is very much implementing the different components or dimensions of the school-based management system. Stakeholders agreed that being accountable and the continuity of projects, programs, and activities comes naturally and is being implemented as planned. Together with the resource mobilization on the different programs, projects, or activities, the study also implies that it's implemented religiously. However, Leadership and Governance were less implemented. The study discovers that a common cause is the leadership. Ineffective leaders can quickly impact the morale of the school. Vis-à-vis it can significantly impact the curriculum and instruction of the DipEd programs. School leaders such as the Principal, School Head, and Teacher compose the school leaders. This also indicates that the study agrees that school leaders and governance are less likely to be implemented in the system. Implementing projects, programs, and activities is hand in hand with school governance.

**Table 02:** Summary of the Level of Implementation of the School-Based Management (SBM) System

| Dimensions                                   | Mean | Descriptive Equivalent |
|--|------|------------------------|
| 1. Leadership and Governance                 | 3.65 | Very Much Implemented  |
| 2. Curriculum and Instruction                | 3.66 | Very Much Implemented  |
| 3. Accountability and Continuous Improvement | 3.68 | Very Much Implemented  |
| 4. Management of Resources                   | 3.67 | Very Much Implemented  |
| 5. Learning Outcomes                         | 3.75 | Very Much Implemented  |
| Overall                                      | 3.68 | Very Much Implemented  |

Table 3 shows the significant difference between the Level of Awareness of Stakeholders and the Level of Implementation of the School-Based Management (SBM) System of Elementary Schools in La Trinidad, Banquet. As reflected in the table, that the computed p-value for correlation at a 0.05 level of significance was 0.71, and the null hypothesis is accepted. Therefore, there is no significant relationship between the Level of Awareness of Stakeholders and the Level of Implementation of the School-Based Management (SBM) System of Elementary Schools in La Trinidad, Banquet. It is then implied that the level of awareness is independent of that of the level of implementation of school-based management both perform independently to each other. The level of awareness of stakeholders does not affect the level of implementation of programs, projects, or activities of school-based management system. The study observed that it is not necessary that with high knowledge of the different components or dimensions of school-based management, it does not also indicate high implementation of the school-based management system.

**Table 03:** Significant Difference between the Level of Awareness of Stakeholders and Level of Implementation of the School-Based Management (SBM) System

| Variables                      | Mean | t - value | p-value | Remark          |
|--------------------------------|------|-----------|---------|-----------------|
| Level of Awareness on SBM      | 3.70 | 0.37      | 0.71    | Not Significant |
| Level of Implementation of SBM | 3.68 |           |         |                 |

## Discussion

This chapter also includes the analysis, interpretation, and implications of the study's data. Table 1 presents the level of awareness of teachers and parents on the school-based management system in the elementary schools in La Trinidad, Banquet [21]. The data shows a mean of 3.70, with a descriptive as (VA) Very Aware. School-Based Management (SBM) is one such institutional reform where decision making is transferred to the school level. Funds are transferred directly to the school and parents, along with teachers and the principal, allocate and oversee the use of program funds [22]. By increasing parental and community involvement in schools, SBM is expected to improve education because it is expected to increase accountability and monitoring of school personnel, align incentives and match resource allocation to school needs. Additionally, SBM seeks to increase school autonomy and implement assessments and evaluations [23]. With these ideas in mind, the Mexican Ministry has implemented SBM programs in over 30% of elementary public schools in the country. Study in the United Kingdom says the same, the prevalence of exclusion and its adverse correlated consequences have caught the attention of policymakers and program developers. As a result, a range of interventions has been designed and implemented to improve school discipline. These interventions include those targeting individual risk factors or school-related factors and those using a more comprehensive strategy that provides for parents, teachers, school administrators, and the community [24]. Additionally, researcher Lujan in Colorado, Texas confirms that the most popular reform initiatives of the 20th century were the decentralization of administrative services and decision making in public schools. The implementation of site-based decision making (SBDM) or school-based management (SBM) was an effort to delegate decision making authority to the schools' sites. The hope was that those working closest to the students would be able to make the best decision to improve student achievement [25].

## 4. CONCLUSION

The conclusion and recommendation of the study are presented in this. The following conclusion was drawn from the result and findings of the study. It is found out that the level of awareness of teachers and parents on the school-based management system gained a mean of 3.70 with a descriptive as (VA) very aware. The findings imply that respondents are very aware of the different dimensions of the school-based management system. However, regarding the management of resources and learning outcomes they rank last, this probes that fewer stakeholders get involved if it concerns financial or money matters. This implies a lack of information dissemination. The study also discovers that technicalities and know-how were not usually disseminated or discussed, which sometimes causes misunderstanding or not enough knowledge on the matter. The study also reveals that the level of implementation of school-based management shows a mean total of 3.68, with descriptive (VMI) is very much implemented. Component or dimension Accountability and Continuous Improvement ranks first with 3.68, followed by Learning Outcome with 3.67. However, Leadership and Governance got the lowest mean 3.65, and Curriculum and Instruction with 3.66 mean. This reflects highly implemented programs, projects, and activities related to the school-based management system. The finding shows that respondents agreed that being accountable and the continuity of PPAs together with the resource mobilization on the different programs, projects, or activities, are implemented religiously. However, this also indicates that the study agrees that school leaders and governance are less likely not implemented mutually in the system. Suppose the implementation of projects, programs, and activities (PPA) is hand in hand with school governance systems and must be clear to the schools' stakeholders. The study also concludes that there is no significant difference between the level of awareness of stakeholders to the level of implementation of school-based management systems in elementary schools in La Trinidad, Banquet reflected in the

data computed p-value for correlation at a 0.05 level of significance was 0.71, and the null hypothesis is accepted. It is then implied that the level of stakeholders' awareness does not affect the level of implementation of school-based management system programs, projects, or activities. The study observed that programs, projects, and activities (PPAs) are religiously being implemented and accomplished in the school. However, when asked if stakeholders know the said programs, projects, and activities (PPAs) some they would often reply that they are not aware of it. Either parents or teachers somehow do not link or tie up when disseminating the projects, programs, or activities (PPAs).

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