



# Level of Stakeholders' Participation and Implementation of School-Based Management Among Public Elementary Schools

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## Abstract

This study aimed to assess stakeholders' participation in school-initiated activities and the practice of school-based management (SBM) in public elementary schools in the District of Sibalom South, Schools Division of Antique. The participants included 29 school heads, SBM teacher coordinators, PTA presidents, and SPG presidents. Descriptive-correlational methodology was used, and t-test and ANOVA were employed. Stakeholders' participation was measured using a researcher-designed survey-checklist, while data on SBM practice were obtained from the SBM ratings of participating schools. The findings indicated that stakeholders' participation did not significantly influence the practice of SBM in public elementary schools. Higher stakeholder participation did not necessarily correlate with a higher level of SBM practice. Collaborative efforts and a positive school-stakeholder relationship were found to significantly impact all aspects of SBM, including leadership, governance, curriculum, accountability, and resource management. To enhance stakeholder engagement, schools should actively involve parents, teachers, and students in decision-making through regular meetings, workshops, and open forums. Comprehensive SBM training programs should be provided to school heads, teacher coordinators, PTA presidents, and SPG presidents, focusing on leadership, governance, curriculum development, accountability, and resource management. Schools should also foster open communication, trust, and respect to establish a positive school-stakeholder relationship. Regular monitoring and evaluation of SBM practices and stakeholder participation should be conducted using feedback and data-driven decision-making.

**Keywords:** *School-based Management, stakeholders, participation, school-initiated activities*

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## **Introduction**

This study aimed to assess stakeholders' participation in school-initiated activities and the practice of school-based management (SBM) in public elementary schools in the District of Sibalom South, Schools Division of Antique. School-based management has been institutionalized among public elementary schools in the District of Sibalom South for almost two decades already but there has not been an extensive investigation on its level of implementation particularly in the aspect of stakeholders' participation. It is for the purpose of coming up with a clear picture of the school-based management implementation in the said schools district that the researcher was highly interested in.

## **Methodology**

This study was conducted in 29 public elementary schools in the District of Sibalom South, Schools Division of Antique. The participants included 29 school heads, 29 SBM teacher coordinators, 29 PTA presidents, and 29 SPG presidents. Descriptive-correlational methodology was used, and t-test and ANOVA were employed. Stakeholders' participation was measured using a researcher-designed Survey-Checklist, while data on SBM practice were obtained from the SBM ratings of participating schools for the 2021-2022 school year. Permission to conduct the study was secured from the Office of the Schools Division Superintendent, Department of Education (DepEd), Division of Antique and from the Office of the District Supervisor, the District of Supervisor as well as school heads of the District of Sibalom South. The researcher also secured the validity of the questionnaire signed by the two school heads in the District of Sibalom South using the Eight Point Criteria for Content Validation by Good and Scates. Survey Checklist for School Heads and School SBM Coordinator were in English term while the Survey Checklist for SPG President and PTA President were in Filipino term. The researcher distributed the questionnaires by visiting the respondents in their schools, strictly following the minimum health protocols. During the conduct of the study, all ethical guidelines applicable to the treatment of human subjects in research were observed. The retrieval of the questionnaires and documents for analysis was done personally by the researcher after they were completely accomplished by the respondents. The researcher assured the respondents of the confidentiality of the information and data in the questionnaire as well as in the collected documents.

## Findings

Out of the 29 public elementary schools that participated in this study, 12 or 41.38% are multi-grade schools, 16 or 55.18% are mono-grade and 1 or 3.34% is a central school. As to school size, 11 or 37.94% are large, 15 or 51.72% are medium while 3 or 10.34% are small schools. Finally, as to school location, 18 or 61.86% are upland schools and 11 or 37.94% are lowland schools.

The level of stakeholders' participation in school-initiated activities of public elementary schools in terms of shared governance, resource generation, monitoring and evaluation and sustainability as assessed by respondents when taken as a whole group and when classified according to type of respondents, except for SPG presidents, type of school, school size and school location is "high".

The level of school-based management practice of public elementary schools in terms of leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources, when grouped as a whole and when classified according to type of respondents, type of school, school size and school location is "developing".

No differences existed in the level of stakeholders' participation in school-initiated activities of public elementary school when classified according to type of respondents, type of school, school size and school location.

No differences existed in the level of school-based management practice of public elementary schools in terms of leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources, when grouped as a whole and when classified according to type of respondents, type of school, school size and school location.

No differences in relationship existed between the level of stakeholders' participation in school-initiated activities and school-based management practice of public elementary schools. The findings indicated that stakeholders' participation did not significantly influence the practice of SBM in public elementary schools. Higher stakeholder participation did not necessarily correlate with a higher level of SBM practice. However, collaborative efforts and a positive school-stakeholder relationship were found to significantly impact all aspects of SBM, including leadership, governance, curriculum, accountability, and resource management.

## Conclusion

Majority of public elementary schools in the District of Sibalom South are mono-grade, medium in size and located in upland areas. This means that most of the schools have an allocation of one classroom and once teacher adviser per grade level, have total population of 100-200 pupils and are located in barangays in the mountainous portion of the Municipality of Sibalom, Province of Antique.

The high level of stakeholders' participation in school-initiated activities of public elementary schools means that they are aware of their roles as well as the significance of these roles towards the delivery of quality basic education. The stakeholders are cognizant of the fact that their participation in school projects and programs are important to create effective education systems and effective learning environments. This becomes possible if all stakeholders come together in a meaningful way, through collaboration and creation of partnerships and linkages.

The developing level of school-based management practice of public elementary schools is indicative of the fact that the schools are still in the preliminary stages of implementation of the standards set by the SBM assessment tool. This can also be attributed to the fact that the SBM tool requires complete presentation of the Mode of Verifications (MOVs) before being granted the points in a given indicator.

The respondents in this study have similar assessment of the level of stakeholders' participation in school-initiated activities of public elementary school regardless of the type of respondents, type of school, school size or school location.

Public elementary schools have identical level of school-based management practice as assessed by respondents whether as school head, SBM teacher-coordinator, PTA president, SPG president and regardless of their type of school, school size and school location.

The level of stakeholders' participation in school-initiated activities of public elementary schools does not influence their level of school-based management practice. This means that even if the level of stakeholders' participation is high, it does not follow that their level of SBM practice is also high, or "maturing" as prescribed in the revised SBM Assessment tool.

To enhance stakeholder engagement, schools should actively involve parents, teachers, and students in decision-making through regular meetings, workshops, and open forums. Comprehensive SBM training programs should be provided to school heads, teacher coordinators, PTA presidents, and SPG presidents, focusing on leadership, governance, curriculum

development, accountability, and resource management. Schools should also foster open communication, trust, and mutual respect to establish a positive school-stakeholder relationship. Regular monitoring and evaluation of SBM practices and stakeholder participation should be conducted using feedback and data-driven decision-making. This aims to create an environment conducive to effective SBM practices and active stakeholder participation and improved educational outcomes and the holistic development of students in public elementary schools.

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