

Implementation of School-Based Management of School Administrators and Teachers-Directed Instructional Practices in Selected Public Schools in Rizal



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ABSTRACT: This study investigates the level of implementation of School-Based Management (SBM) practices among school administrators and evaluates the instructional practices of teachers. The research was conducted using a mixed-methods approach, combining quantitative data from surveys and qualitative insights from interviews. The respondents included school administrators and teachers from various educational institutions.

The study's findings reveal that the implementation of SBM practices is highly effective, with curriculum and instructional management, human resource management, financial planning and budgeting, facilities management, and community engagement all being rated as highly implemented. The overall mean score for SBM implementation was 3.688, indicating a strong adherence to SBM principles across the board. The highest-rated individual practices included the provision of professional development opportunities, efficient financial resource allocation, and the establishment of clear safety protocols.

In assessing instructional practices, teachers reported a high level of practice in areas such as dissemination of content, procedural instruction, practice and repetition, teacher monitoring and assistance, and focus on procedural fluency. The overall mean score for instructional practices was 3.608, highlighting a generally effective teaching environment. However, performance orientation was identified as an area needing improvement, with a mean score of 3.380.

The study also explored differences in SBM implementation and instructional practices based on demographic variables such as sex, age, years in service, and highest educational attainment. The results indicated no significant differences in SBM implementation across these variables, suggesting consistent application of SBM practices. However, there were notable differences in instructional practices based on years in service and highest educational attainment, with less experienced teachers and those with bachelor's degrees placing greater emphasis on procedural fluency.

The study concludes with a comprehensive SBM Educational Model designed to enhance school management and instructional practices. The model integrates the highest-ranked indicators from the study, emphasizing continuous improvement, professional development, community engagement, and effective resource management. This model provides a structured framework for schools to implement SBM practices more effectively, ultimately leading to improved educational outcomes for students.

KEYWORDS: School-based management, School administrators, Teachers-directed instructional practices, Public school

I. INTRODUCTION

School-Based Management (SBM) has emerged as a prominent approach to educational governance, emphasizing decentralized decision-making and greater autonomy for school administrators and teachers. Within the context of SBM, the role of school leaders and educators in shaping instructional practices becomes paramount, as they play a central role in driving educational quality and student outcomes. The implementation of SBM has allowed school leaders and educators to have a more active role in shaping the curriculum, teaching methods, and assessment strategies. This shift in responsibility has enabled them to tailor instruction to meet the specific needs and abilities of their students, leading to improved academic performance. Additionally, with greater autonomy, school administrators and teachers can collaborate more effectively and make timely decisions to address any challenges or changes in the educational landscape. Overall, SBM has empowered school leaders and educators to have a direct impact on the educational experiences and achievements of their students.

Drawing on insights from existing literature, this research investigates how key components of SBM, including curriculum and instructional management, human resource management, and community engagement, intersect with teacher-directed instructional practices in terms of Dissemination of Content, Procedural Instruction, Practice and Repetition, Teacher Monitoring and Assistance, Focus on Procedural Fluency, and Performance Orientation. The theoretical framework guiding this study underscores

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the importance of strong leadership, teacher empowerment, and supportive policy frameworks in facilitating the implementation of teacher-directed instructional strategies (Valliamah and Daud, 2015; Blimpo and Evans, 2013).

To contextualize this investigation, it is essential to delve into the components of teacher-directed instructional practices. These practices encompass the dissemination of content, procedural instruction, practice and repetition, teacher monitoring and assistance, focus on procedural fluency, and performance orientation. By examining how these components manifest within the framework of SBM, this study aims to shed light on the dynamics of instructional leadership and teaching practices in the selected public school setting.

Research Question

This paper aims to examine if there is a significant correlation between the level of implementation of School-Based Management of School administrators and Teacher – Instructional Practices.

II. RESEARCH METHODOLOGY

In this study, a quantitative comparative correlational research design was employed in investigating the relationship between the level of implementation of school-based management (SBM) among school administrators and the assessment of teacher instructional practices within a selected public school in Schools Division of Rizal. To ensure the questionnaire's validity and reliability, rigorous testings were conducted, including content validation, construct validation through factor analysis, and reliability assessment using measures such as Cronbach's alpha coefficient. Piloting the questionnaire with a small sample also helped identify and address any issues before administering it to the full sample of teachers.

III. RESULTS AND DISCUSSION

Table 1. Correlation between the Level of Implementation of School-Based Management of School Administrators and Assessment on Teacher- Instructional Practices

Indicator	Mean	SD	Pearson Correlation	Sig. (2-tailed)	Decision	Interpretation
School-based management	3.688	0.140	-.008	0.894	Accepted	Not Significant
Teacher-instructional practices	3.608	0.116				

The table presents a correlation analysis between the level of implementation of School-Based Management (SBM) by school administrators and their impact on Teacher Instructional Practices. The mean scores indicate that both indicators are rated fairly high by respondents, with SBM at 3.688 and Teacher Instructional Practices at 3.608. However, the Pearson Correlation coefficient is -0.008, suggesting a very weak, inverse relationship between the two variables. The significance value (Sig. 2-tailed) is 0.894, which is much higher than the typical significance level (e.g., 0.05), indicating that the correlation is not statistically significant. Therefore, the study accepts the null hypothesis that there is no significant relationship between the levels of SBM implementation and the effectiveness of teacher instructional practices, as indicated by the decision "Accepted" and interpretation "Not Significant" indicating that SBM implementation does not broadly influence teachers' instructional practices in a substantial way. This suggests that while SBM may impact certain areas, its overall effect on instructional practices may be limited or mediated by other factors. Further research is needed to explore these potential factors and better understand how they may be influencing the relationship between SBM implementation and instructional practices. It is possible that individual teacher characteristics, school culture, or external policies and mandates could be playing a role in shaping the impact of SBM on teaching practices. By delving deeper into these factors, educators can gain a more comprehensive understanding of how to effectively leverage SBM to enhance their teaching strategies and ultimately improve student outcomes. Finally, this investigation underscores the necessity of a comprehensive approach to the implementation of SBM in educational institutions, underscoring the intricacy of the relationship between SBM and instructional practices.

To support the result, the research by Harris et al. (2015) explores school-based interventions for asthma but touches on the broader implications of SBM in facilitating school-level initiatives. Additionally, the work by Lee and Chiu (2017) provides insights into how SBM influences professional development for teachers, which can indirectly impact instructional practices. These studies can provide a deeper understanding of the conditions under which SBM may affect teaching strategies and student outcomes.

IV. CONCLUSION

The relationship between SBM implementation and instructional practices is complex. While there are some clear correlations between certain aspects of SBM and instructional practices, it is clear that further research is needed to fully understand the impact of SBM on teaching and learning outcomes. Additionally, it is important for educators and policymakers to consider the broader context in which SBM is implemented, as well as the unique needs and challenges of individual schools and communities. Ultimately, a nuanced and comprehensive approach to SBM implementation is necessary to ensure that it effectively supports and

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enhances instructional practices in schools. Ongoing professional development and collaboration among teachers of varying experience levels and educational backgrounds are essential. Mentorship programs pairing less experienced teachers with veterans can foster knowledge sharing and continuous improvement in instructional practices. Conduct further research to explore the complex relationship between SBM implementation and instructional practices. This research should consider the broader context and unique needs of individual schools and communities. Policymakers and educators should adopt a nuanced approach to SBM implementation, ensuring it supports and enhances instructional practices effectively.

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