

## Challenges and Complexities of School Based Management: Level of Perception of the Pre-Service Teachers of Bulsu Hagonoy Campus



Maria Cecilia E. De Luna

**ABSTRACT:** Quality Education is the primary objective of School Based Management and its goal is to help educators in managing their schools efficiently and effectively. SBM requires all members of the school community to partake in the decision-making processes concerning budget, curriculum and personnel. Thus, the role of teachers starts with the student learning as the core and extends up to their involvement to SBM as member of the school community. In consonance with, the Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School Based Management was determined to establish a plan of action for the assessed needs of students readiness on SBM.

**KEYWORDS:** School Based Management, Pre-Service Teachers, Quality Education

### INTRODUCTION

It is mandated on the Philippine Constitution that the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all (Article XIV, Section 1 of the 1987 Philippine Constitution). In 2015, the Department of Education was pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA), to achieve the Education for All (EFA) objective. BESRA's Key Reform Thrust 1 (KRT1) is School-Based Management (SBM). SBM enables key stakeholders of school communities to actively participate in the continuous improvement of schools. By means of this empowerment the attainment of higher student learning outcomes could be achieved.

Principals, teachers, students as well as parents are given the responsibility for decisions concerning budget, personnel, and curriculum, which provides them greater control over the education process. With the involvement of teachers, parents and other stakeholders in the key decision-making processes, it is envisioned that a more effective learning environment for learners can be created.

Soon to be teachers are taught with various styles of management which are focused on classroom settings. Their managerial and people skills could be developed upon their direct experience to schools as they get hired. Hence, during their practice teaching they are exposed to the actual and real life scenarios of schools and have little encounter with the challenges and complexities of School Based Management which then leads to the study of their perception about SBM.

### STATEMENT OF THE PROBLEM

The general problem of the study is "To determine the Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus to the Challenges and Complexities of School Based Management".

Specifically, the study sought answers to the following questions:

1. How may the profile of the Pre-Service Teachers of BulSU Hagonoy Campus Bulacan be described in terms of:
  - 1.1 Age;
  - 1.2 Gender;
  - 1.3 Length of practice teaching experience; and
  - 1.4 Level of school where practice teaching was conducted.
2. To what extent is the Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School Based Management can be determined?
3. What plan of action shall be developed to address the Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School Based Management?

# Challenges and Complexities of School Based Management: Level of Perception of the Pre-Service Teachers of Bulsu Hagonoy Campus

## SIGNIFICANCE OF THE STUDY

With the implementation of SBM, the Department of Education is doing its very effort to create an environment where all the people involved in the decision-making process will be committed to make change happen under a decentralized setup. Specifically, the aforementioned change should be ultimately geared towards the learners enjoyment of their right to quality education and other equally imperative rights such as the right to be protected from harm and abuse, to be safe and healthy, to play and to have leisure, to freely express their views, and to participate in decision-making processes in accordance to their evolving capacities. Thus, the level of perception of pre-service teachers of BulSU Hagonoy Campus on the challenges and complexities of the school based management will play a vital role on their readiness to the teaching profession.

The results of this study shall have a great impact on the following stakeholders:

**Pre-Service Teachers.** Graduating Teacher Education students will have an advantage of having a broader understanding of the school based management making them prepared on their future employment as teachers.

**Teacher Education Program of BulSU Hagooy Campus.** The top managers of the Teacher Education Program will have insights of how prepared are the Pre-Service Teachers after they graduate. Needs assesment can be done to fill in the blank holes on the mental and emotional readiness of soon to be teachers when it comes to school based management.

**BulSU Hagonoy Campus.** The administration of BulSU Hagonoy Campus can formulate and implement a plan of action through various interventions that will offer additional learning and understanding to Pre-Service Teachers about School Based Management.

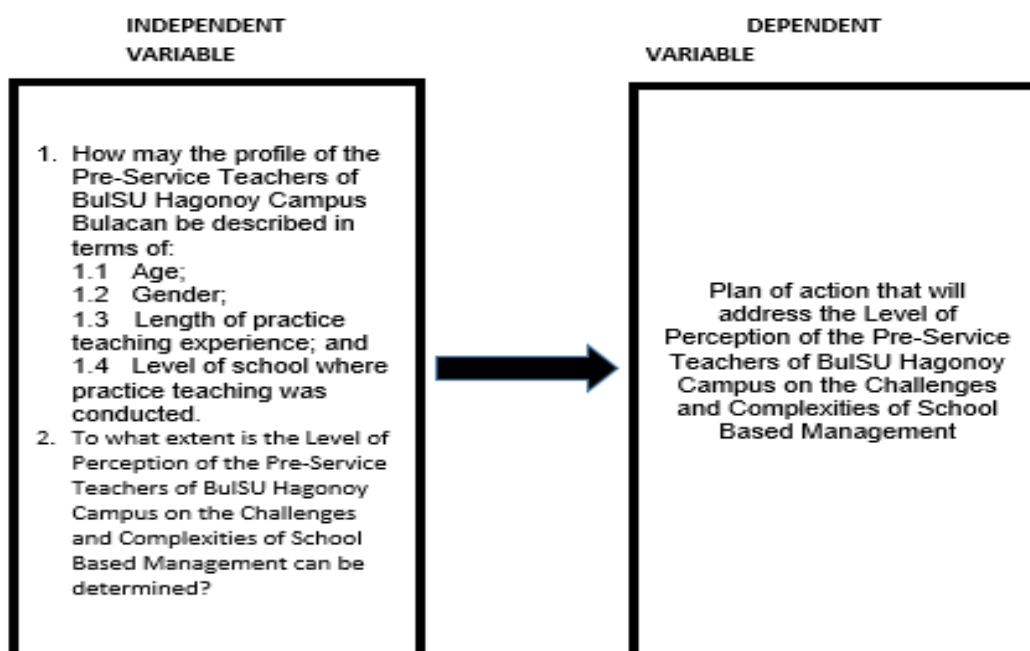
**Future Researchers.** The study can be considered to further examine challenges and complexities of School Based Management as well as its effect on the country's education landscape.

## SCOPE AND DELIMITATIONS

The study was only intended for the benefit of BulSU Hagonoy Campus Pre-Service Teachers since Teacher Education Program is one of its priority courses. The researcher have utilized mixed research methodologies to determine the level of perception of pre-service teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School Based Management. Also, the researcher used purposive sampling since only graduating students of the teacher education program will be the target respondents of the study.

The researcher used survey questionnaires in gathering the necessary information that have realized the objectives of this study. Moreover, the answers of the respondents on the survey questionnaires was based on their own perceptio and understanding about their practice teaching experiences. However, a time frame of 2 weeks (March 16 to March 30, 2019) was given to finish this undertaking.

### CONCEPTUAL FRAMEWORK OF THE STUDY



# Challenges and Complexities of School Based Management: Level of Perception of the Pre-Service Teachers of Bulsu Hagonoy Campus

## METHODOLOGY

This study have utilized Action Research that describes a broad diversity of analytical and evaluative research methods which intends to identify the problem in an organization and develop practical solutions to address them as soon as possible. The research instrument that was used in this study is divided into three parts, The profile of the respondents (Part I), Level of Perception of of the Pre-Service Teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School BaseManagement (Part II) and questions leading to the qualitative data (Part III). Purposive Sampling was utilized for the gathering of data, a written letter of request to conduct the study was prepared and then dessiminated to the target respondents of the study. The distribution and retrieval of the questionnaires was done by the researcher.

Frequency and percentage was used for descriptive presentation of data such as respondent's age, gender, length of practice teaching experience, and the level of school where the practice teaching was conducted. For the presentation of the level of perception, the researcher have used mean as the measure of central tendency, qualitative data are consolidated and was used for interpretation of results.

For the distribution of the respondents, there are 20% respondents from Bachelor of Elementary Education and 80% from Bachelor of Secondary Education.

## DISCUSSION

Management of schools and other education institutions are different from the management of other organizations. Their primary service is to deliver quality education to the learners. Education was classified to as both professional and mutual service at the same time.

It is considered to be a professional service for it requires intensive labor, client-orientation as well as good interaction. Also, active cooperation of the clients was vital to the delivery of quality education which then makes it a mutual service.

As key provider of education, the school will be equipped to empower its key officials with SBM, by making informed and localized decisions based on their peculiar needs towards the improvement of the educational system. The decision-making authority of state and district offices of the education system is being transferred to individual schools. However, the members of the school community should be aware of the high expectations on school based management and it includes their accountability.

In relation to this, principals, teachers and parents should be equipped in the dealings of SBM. For the teachers who are already in the service, various trainings and seminars on SBM are provided by the Department of Education.

Hence, the ideas of SBM are not included in the teacher education curriculum. A primer on management of schools was considered by the researcher as vital for the pre-service teachers to have, giving them grasps of the world they are about to live and serve with.

The researcher points a needs assessment on this matter and the consideration on the level of perception of pre-service teachers on the challenges and complexities of School Based Management was considered to be a good kick off.

## SUMMARY OF FINDINGS

The purpose of this undertaking is to determine the level of perception of pre- service teachers of BulSU Hagonoy Campus on the challenges and complexities of School Based Management. The findings of this study are summarized herewith;

Ninety percent (90%) of the respondents are from the ages 18-21 years old and the other 10% ages from 22 up to 30 years old. Seventy five percent (75%) of the repondents are female and 25 % are male. All of the respondents have four months of practice teaching experience. Twenty perpcnt (20%) of them have conducted their practice teaching at elementary school level, 70% at junior high school level and 10% at senior high school level.

To measure and interpret the evaluation results of the study, the following Likert scale was used;

## Challenges and Complexities of School Based Management: Level of Perception of the Pre-Service Teachers of Bulsu Hagonoy Campus

Rating	Descriptive Interpretation	Range of Weighted Mean	Description
5	Strongly Agree	4.51 – 5.00	The respondent strongly agrees that the challenges and complexities of school based management be measured in that corresponding criterion.
4	Agree	3.51 – 4.50	The respondent agrees that the challenges and complexities of school based management can be described with regards to that criterion.
3	Slightly Agree	2.51 – 3.50	The respondent slightly agree in that criterion and believes that some other factors must be considered for.
2	Disagree	1.51 – 2.50	The respondent is skeptical in the challenges and complexities of school based management in that particular criterion.
1	Strongly Disagree	1.0 – 1.50	The respondent believes that the challenges and complexities of school based management cannot be described in that corresponding criterion.

The Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School Based Management are measured based on the evaluation criteria presented on the table below:

### Frequency Distribution and Descriptive Measures of the Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School Based Management

Evaluation Criteria	Frequency					Mean	Descriptive Interpretation
	5	4	3	2	1		
1. School Based Management can allow competent individuals in the schools to make decisions that will improve learning;	33	56	9	2		4.20	Agree
2. School Based Management can give the entire school community a voice in key decisions;	21	57	19	3		3.96	Agree
3. School Based Management can focus accountability for decisions;	26	52	20	2		4.02	Agree
4. School Based Mangement can lead to greater creativity in the design of programs;	36	43	19	2		4.13	Agree
5. School Managemnet Based can redirect resources to support the goals developed in each school;	25	51	19	5		3.96	Agree
6. School Based Management can lead to realistic budgeting as parents and teachers become more	32	45	18	5		4.04	Agree

## Challenges and Complexities of School Based Management: Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus

aware of the school's financial status, spending limitations, and the cost of its programs;							
7. School Based Management can improve morale of teachers and nurture new leadership at all levels	34	44	16	6		4.06	Agree
8. School based Management can affect the roles of the school board and the superintendent and district office;	26	47	20	7		3.92	Agree
9. School Based Management includes budgetary decision;	23	43	26	8		3.81	Agree
10. School Based Management includes needs assessment and plan of action.	35	43	18	4		4.09	Agree
11. School Based Management must have the strong support of school staff.	33	44	17	6		4.04	Agree
12. School Based Management is more successful if it is implemented gradually.	34	44	13	9		4.03	Agree
13. School and district staff must be given administrative training, but also must learn how to adjust to new roles and channels of communication.	36	47	13	4		4.15	Agree
14. Financial support must be provided to make training and time for regular staff meetings available.	47	41	12	0		4.35	Agree
15. Central office administrators must transfer authority to principals, and principals in turn must share this authority with teachers and parents.	37	48	14	1		4.21	Agree
<b>Overall Mean</b>						<b>4.06</b>	<b>Agree</b>

The results of the evaluation showed that the measure of central tendencies of the responses of the respondents in all of the criterion have a range of weighted mean equal to 3.51 – 4.50 whose descriptive interpretation was “agree”. The highest mean was 4.35, which shows the level of perception of the pre-service teachers on the criteria that financial support must be provided to make training and time for regular staff meetings available. The lowest mean was 3.81 which shows the level of perception of pre-service teachers on the criteria that School Based Management includes budgetary decision. The overall mean of the evaluation was 4.06 which descriptive interpretation was “agree”. Based from the results the respondents have all agreed that the challenges and complexities of school based management can be described with regards to the criterion that was used.

For the qualitative data, the following questions were asked to the respondents; (1) What is your idea about school based management?, (2) From your personal view, what are the possible challenges and complexities of school based management?, and (3) What additional knowledge you have gained about school based management from your practice teaching experience?

About 75% of the respondents have responded that their ideas about SBM was basically the rules and regulations that are implemented for the concern of students, teachers and staff as well as how they dealt with classroom management during their practice teaching experience, how they interact with their cooperating teachers and how they responded to the behavior of their students. Nineteen percent (19%) of the respondents answered that SBM was all about the participation of all stakeholders in the decision-making processes of the schools. The remaining 16% have no answer on part three., some of them stated that they do not have any idea about SBM.

### CONCLUSION

Through the conduct of this study, the researcher had determined that the Level of Perception of the Pre-Service Teachers of BulSU Hagonoy Campus on the Challenges and Complexities of School Based Management varies on the quantitative vis a vis qualitative data. This establishes the fact that augmentation should be considered in the Teacher Education Program to realize the success of SBM and that soon to be teachers should be empowered to be the catalysts of change and their managerial and people skills should be developed.

## Challenges and Complexities of School Based Management: Level of Perception of the Pre-Service Teachers of Bulsu Hagonoy Campus

### RECOMMENDATIONS

In view of the findings and conclusion of the study, the following recommendations are drawn:

1. The Teacher Education Program of BulSU Hagonoy Campus may conduct a follow-up study on this action research to further establish the need assessment on Pre-Service Teachers readiness on SBM.
2. The Teacher Education Program of BulSU Hagonoy Campus may consider the following plan of action as its take-off on SBM primer;
  - 2.1 Conduct of Pre-test on SBM readiness of Pre-Service Teachers.
  - 2.2 Revisit on the curriculum to locate to which subject (i.e. Special Topics) SBM primer could be incorporated.
  - 2.3 Identification of SBM pertinent topics to be considered for the conduct of seminar for Pre-Service Teachers.
  - 2.4 Proper scheduling of seminars on SBM primer.
  - 2.5 Conduct of post-test after SBM primer.

### REFERENCES

- 1) Keczer, Gabriella (2014). *Management and Organizational Characteristics of Educational Institutions*. Education Practice and Innovation. ISSN-2372-3092 [https://www.academia.edu/30161370/Management\\_and\\_Organizational\\_Characteristics\\_of\\_Educational\\_Institutions](https://www.academia.edu/30161370/Management_and_Organizational_Characteristics_of_Educational_Institutions)
- 2) Myers, D. and Stonehill, R (1993). *Education Research Consumer Guide*, Office of Research, Office of Educational Research and Improvement (OERI) of the U.S. Department of Education. <https://www2.ed.gov/pubs/OR/ConsumerGuides/baseman.html>
- 3) Department of Education (2009), A Manual on the Assessment of School-Based Management Practices, Basic education Sector Reform Agenda (BESRA) <https://www.coursehero.com/file/27447257/DepED-SBM-Manualpdf/>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.