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SCHOOL-BASED MANGEMENT AND INSTRUCTIONAL TASK OF PUBLIC SECONDARY SCHOOL TEACHERS

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ABSTRACT

The study aimed to determine the extent of school-based management and the extent of instructional task of public secondary school teachers. This study employed a non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. One hundred twenty (120) public secondary school teachers were the respondents of the study. Using mean, Pearson-r, and regression analysis, the findings revealed that the extent of school-based management was extensive while the extent of instructional task of public secondary school teacher was also extensive. Moreover, the overall results disclosed that indicators for the school-based management were positively correlated to the instructional task of public secondary teachers. Further, results from the regression analysis revealed the following have a strong influence of school-based management on the instructional task of public secondary teachers: leadership and governance and curriculum and planning. On the other hand, accountability and continuous improvement and management of resources are not related to the instructional task of public secondary school teachers. It is recommended that teachers are prone to commit lapses on the school-based management, every school should devise an improved Developmental Plan on School-Based Management or enhance it if there is already a program to ensure that the school management is promptly addressed and given utmost attention.

KEYWORDS: *School-based management, instructional task*

INTRODUCTION

The method of assessing how well teachers and schools is managed has evolved over time, as it has the criteria of good teaching and administration. This is partly because classroom and school accountability has become more focused on student learning. As one of the main managerial responsibilities of public schools, education is essential to the management of the curriculum, instruction, classroom supervision, tracking and evaluating student progress and achievement, establishing and supporting continuous development, and acquiring instructional materials for use in the classroom. The development of each person's mental capacity and character for further study and contributing to society is the aim of public education. There has been a growing concern about the realization of public education on the objectives due to the doubt of many principals who had paid little attention to the supervision of instructional activities in public schools, despite the societal demand for school managerial strategies in education and the need for thorough inspections on the instructional and managerial decisions in schools.

Globally, the school-based management concept has many descriptions in different countries. Some of these terms are included school-based management, school-site management, site-based management, school-site decision making, self-managing school, self-determined school, school-based budgeting, school-shared governance, and participatory management (Abu-Duhou, 2017). Also, school-based management is a worldwide education reform strategy (Bandur, 2021). Further, school-based management can shortly be described as school management that focuses on making the mission of the school clear, defining the goals, running, and managing the instructional program, and promoting appositive learning climate (Hallinger, 2019). Moreover, the issue of how school-based management can be beneficial needs to specify the required conditions to inspire and empower the schools for making use of their decision-making power and adopting proper and developing innovations in school's operation (Vali & Dutad, 2015).

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innovations in school's operation (Vali & Dutad, 2015). The principals should always be open to encourage parents and teachers to express their opinions when deciding. The stronger is the leadership, the higher will be the teachers' morale. However, it is poor leadership that hampers the achievement of school management effectiveness and the greatest barrier to effective schooling can be found in administrators themselves.

In the Philippines, school-based management is the decentralization of decision-making authority from central, regional, and division levels to the individual schools, with the intent of bringing together the school heads, teachers, learners as well as parents, the local government units, and the community at large in producing improved learning outcomes through effective schools (DepEd Order No. 45, s. 2015). It is through the school-based management system that principals, teachers, learners, and parents have greater freedom and responsibility for school decision-making about budgets, personnel, and the curriculum in that they can create more effective learning environments for learners (Ng & Chan, 2018). Principals traditionally prefer to spend less time on managerial responsibilities in favor of educational leadership opportunities (Williams, 2017).

On the contrary, under decentralization, elementary school principals will now have to spend more time and depend on new skills in their managerial role of personnel, financial planning, consultation with stakeholders and vendors, curriculum implementation, and selecting and assessing programs (Busch, 2018).
The administrator must possess a wide array of competencies to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do (Nkwoh, 2017).

METHODOLOGY

Research Design

This study was a non-experimental quantitative research design utilizing correlational method. According to Broce (2021), descriptive correlational method is used to determine the relationship between two or more variables and to ascertain their relationship. More to the point, Ayeni (2018) emphasizes that this method is used since the study provides a description of individuals and aims to explain the nature of the data.

On the other hand, this study is descriptive in nature since it assesses the school-based management of public secondary school teachers in Cluster VI, Division of Davao City. This is correlational since school-based management and instructional task of public secondary school teachers.

Respondents and Sampling

The respondents of the study were the junior high school students in Labangal District, General Santos City. In this study, the 200 respondents was selected through stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study was to choose respondents who could provide information to achieve the purpose of this study. Hence, only those bonafied enrolled junior high school students in Labangal District in General Santos City, those who do not have back subjects or failing grades, and those who voluntarily signed the ICF were given the survey questionnaires. Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider the performance rating of the teachers.

Research Instruments

This study utilized an adapted and patented questionnaire divided into two (2) parts, namely: School-based management with the following: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources, and instructional task of public secondary school teachers with the following: pedagogy, learner performance assessment, classroom management and professional development.

Items were modified to suit to the needs of the present investigation, from the adapted questionnaire on the school-based management which was patterned and adapted by the researcher from Charismatic Theory of Cheng (1995) as cited by Broce (2021). The study followed a Five-point Likert rating scales on both School-based management and

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instructional task of public-school teachers namely: Always evident, oftentimes evident, sometimes evident, rarely evident, is not evident. Respondents rated the items ranging from Not Extensive to Very Extensive.

The questionnaire was modified, refined, and contextualized to the local setting. For construct validity, there are expert validators who evaluated the contents of the questionnaires.

Data Analysis
For a more comprehensive interpretation and analysis of the data, the following statistical tools were utilized:

Mean- It was used to determine the extent of school-based management of public secondary school teachers.

Pearson Product Moment Correlation Coefficient (Pearson-r)- This statistical tool was used in determining the significant of school-based management and instructional task of public secondary school teachers.

Multiple Linear Regression- This was utilized to determine the significant of school-based management influence on instructional task of public secondary school.

RESULTS AND DISCUSSION

Presented in this chapter are the results of the data gathered, the conclusions drawn from the findings and the recommendations for considerations.

Findings
This study aimed to determine the extent of school-based management, and the extent of instructional task of public secondary school teachers. Specifically, to determine the extent of school-based management in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Moreover, this also identified the extent of instructional task of public secondary school teachers in terms of pedagogy, learner performance assessment, classroom management, and professional development. Finally, this study determined the significant relationship between the extent of school-based management and the extent of instructional task of public secondary school teachers. The respondents of the study were the 120-public secondary school teachers in Cluster VI, Division of Davao City. Furthermore, a modified teacher-made survey questionnaire was adapted and utilized as the main instrument

The major findings of the study were the following: the extent of school-based management in terms of leadership and governance, curriculum and learning, classroom management, and management of resources was extensive.

The extent of instructional task of public secondary school heads in terms of pedagogy, learner performance assessment, classroom management, and professional development was extensive which means that it was oftentimes manifested. Hence, the extent of school-based management as demonstrated by public secondary school teachers was also extensive.

Results for the statistical analysis on the significant relationship between the extent of school-based management and instructional task of public secondary school teachers of Cluster VI, Division of Davao City. Based on the analysis, the overall p-value is equal to 0.000 with an R-value equal to 0.683. This means that there is a strong significant positive association between the extent of school-based management and instructional task of public secondary school teachers of Cluster VI, Division of Davao City. Hence, this study rejects its set null hypothesis. The analysis further implies if there is an increase in the extent of school-based management then it will lead to an increase of instructional task of public secondary school teachers of Cluster VI, Division of Davao City.

Results of the test of relationship between the variables of interest in this research. The overall regression analysis obtained p-value of 0.000 and F-value equal to 43.796 stating that the level of school-based management has a significant influence on the instructional task of public secondary school teachers of Cluster VI, Division of Davao City. This also implies that the regression model used in the analysis of the study is useful and that there is validity in

the interpretation on the assumption of the said influences. Relatively, the regression analysis as presented in the same table shows two (2) out of the four (4) factors of the extent of school-based management which significantly influence the instructional task of public secondary school teachers of Cluster VI, Division of Davao City. Hence, the set null hypothesis of this study that there are no factors of the extent of school-based management that significantly influence the instructional task of public secondary school teachers of Cluster VI, Division of Davao City is rejected.

Finally, indicators of school-based management such as *Leadership and Governance* and *Curriculum Planning* have significant influence of instructional task of public secondary school teachers of Cluster VI, Division of Davao City.

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of school-based management was extensive. Furthermore, the extent of instructional task of public secondary school teachers was also extensive. Finally, indicators of school-based management such as *Leadership and Governance* and *Curriculum Planning* have significant influence of instructional task of public secondary school teachers of Cluster VI, Division of Davao City.

There was a positive correlation in the extent of school-based management and the extent of instructional task of public secondary school teachers based on the indicators.
Based on the results, the following indicators have a strong influence of school-based management on the instructional supervision of public secondary school teachers: Leadership and Governance and Curriculum and Planning.

Recommendations

The following interventions were offered based on the conclusions of the study:
The Department of Education should strengthen the conduct of the school-based management that emphasizes leadership and governance and curriculum learning. Also, continuously work in the progresses on the accountability and improvement of schools and managing their resources. Every school must have a functional school-based management principles developmental program to be headed by Department Education officials, supervisors, or school administrators.

Moreover, school heads should be sent to relevant pieces of training on proper handling and management, specifically on the school-based management, instructional and administrative management.

On the other hand, Teachers are prone to commit lapses on the school-based management, every school should devise an improved Developmental Plan on School-Based Management or enhance it if there is already a program to ensure that the school management is promptly addressed and given utmost attention.

Lastly, future researchers may use the findings of this as springboard to conduct a study with a similar subject but with a larger scope to explore other dimensions of the study.

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