# BIBLIOGRAPHY

FRANCISCO M. CONTERO, November 2006. <u>Evaluation of School-Based Management Program in Kapangan District, Benguet.</u> Benguet State University, La Trinidad Benguet.

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# ABSTRACT

The study determined the processes, key actors, and resources involved in the Program's inputs, milestones, innovations or changes introduced to the school by the Program, and the learnings gained from the Program.
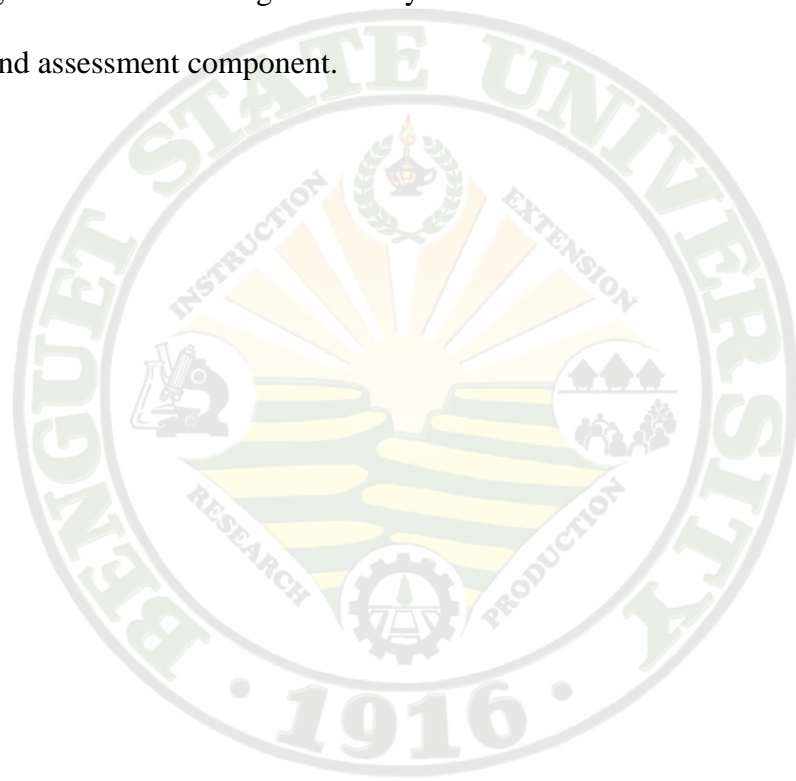
The Program inputs, which include school building program, school innovation improvement facility, curriculum instructional materials and textbooks and school-based procurement of furniture, are provided in some selected schools. The rest of the inputs, which include student assessment, staff development, in-service trainings and monitoring and evaluation are provided in the rest of the schools.

The implemented milestones include the school improvement plan, annual implementation plan, the plan implementation, managements of funds, monitoring and evaluation and reporting to stakeholders.

The practices that have emerged during the Program's implementation are community consultative conference, stakeholders' assemblies, and strong community support. The learning derived from its implementation relates to the involvement of the

parents-teachers and community association. With the Program, opportunities are given to school heads and teachers to propose their own budget.

Recommendations include urging the local government unit and the parents-teacher community association to work harmoniously toward the improvement of learning; providing trainings on instructional management and administrative management; giving schools the authority over their budget, personnel and curriculum; and creating an instructional guidance system that includes standards, curriculum framework and assessment component.
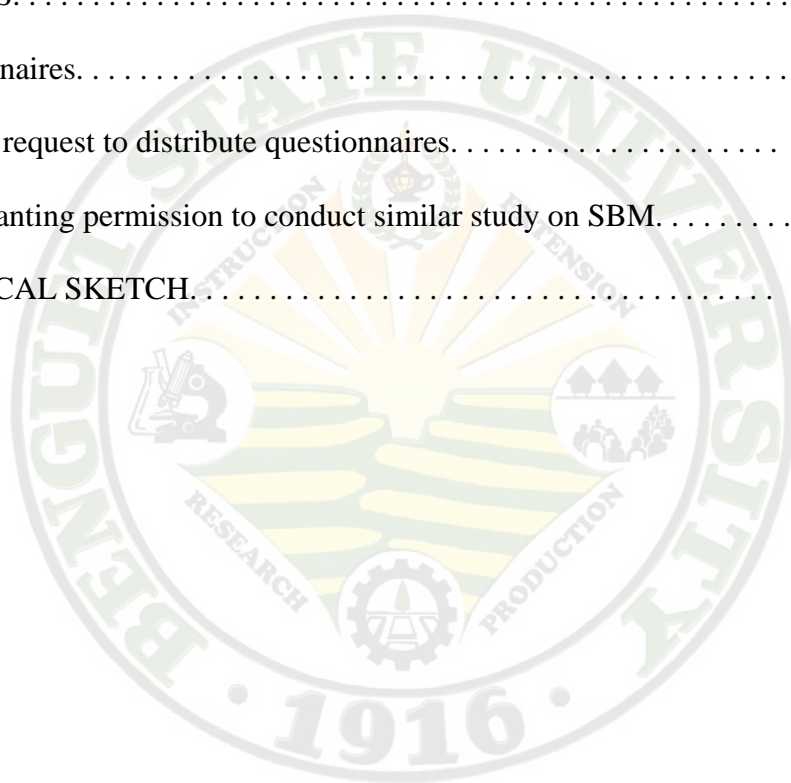
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**INTRODUCTION**

Background of the Study

      The long-standing problems of the Philippine education relate to the attainment of educational quality and equity in schools. They are rooted in colonial experience, geography; social, economic and political structure; psychological factors; and value systems. Thus the search for the solution to these problems must go beyond educational considerations to include social, economic, political, psychological and cultural dimensions of these problem as well (Cortes,1993).

      The Education Commission reported that universal and quality education at the elementary level in the Philippines is in accessible to children in rural, depressed and far-flung communities and to children from relatively poor families throughout the country. The problems regarding unequal access to quality education which are likewise attributable to school and non-school factors include the following: (1) reduced instruction time partly due to teachers who, because their permanent residence is in a community far from the school, habitually arrived late for class on Monday mornings and left school on early Friday afternoons. As a result class days are held only three days a week in remote communities; (2) the practice of deploying less qualified teachers to rural and depressed areas; (3) the lack or absence of textbooks and instructional materials; (4) the very poor physical facilities; (5) the absence of electricity and running

water in school; and (6) the irrelevance of the content of education to the needs of children and the resources in the community. Obviously, these problems of access to educational opportunities are beyond the schools and power to rectify.

With the implementation of the Governance of Basic Education Act of 2001 or R.A. 9155 and with the project inception in 1998, Third Elementary Education Project has decentralized basic education planning and implementation, administration and fund management to the division level through the DPISU (Division Project Implementation Unit). The second and final stage is decentralizing these processes down to school level through School-Based Management. The basic underlying model of the Program is a change in the formal governance and management of the school by increasing the level of involvement and participation of multiple stakeholders. The Philippine SBM-model, developed under Third Elementary Education Project was based on a careful study of existing practices and institutions on the field. It has evolved through a model of school-community participation, led by the school heads but involving the Parents-teachers community association, the local government unit, teachers, parents, students, non-government and civic organizations (http://help.yahoo.com.).

The immediate leaders in the public schools are the principals, head teachers, and teachers-in-charge. The school leaders or administrators have daily contacts with the schoolteachers and are responsible for the implementation and

execution of the policies. They take charge of the school buildings and other performances of teachers. In short they oversee the strengths, weaknesses, opportunities and threats of the educative machinery within their respective school. Since the school heads and teachers are the ones most familiar with life, activities and problems and their school, they are in the best position to solve their problems. They are the partners in the achievement of educational goals. How they run and what they do in their schools, are the determining factors in making the educative machinery work smoothly. Their leadership counts very much. Their performance within their jurisdictions hinges on such leadership. Their behavior as administrators may either construct or destroy the zeal, enthusiasm and morale of teachers. The organizational climate within the school depends on the leadership behavior of school administrators. It cannot be gainsaid that the existing school climate is an important factor in the working condition of the school organizations (Dobinto, 2001).

Based on the foregoing the researcher conducted a research to evaluate the implementation of the school-based management.

Statement of the Problem

This study aimed to determine the implementation of School Based Management (SBM) in Kapangan District, Benguet Division. It sought to answers the following questions:

1. What are the processes, key actors, resources involved in the introduction of the following inputs for the School-Based   Management?

2. What are the status, key actors, and processes involved in the School-Based Management milestones?

3. What are the innovations or changes introduced in the school as a result of the implementation School-Based Management Program?

4. What are the learnings derived from the implementation of School-Based Management?

Objectives of the Study

This study aimed to evaluate the implementation of the school-based management in Kapangan District, Benguet Division.

Specifically this research was conducted to:

1. Determine the processes, key actors, resources involved in the introduction of the following inputs for the school-based   management:

    a.  School building program (SBP)

    b.  Curriculum instructional materials and textbooks (CIMTEXT)

    c.  In-service training (INSET)

    d.  School improvement and innovation Facility (SIIF)

    e.  Student Assessment (SA)

    f.  Monitoring and Evaluation (M&E)

    g.  School based Procurement of Furniture (SBPF)

h. School Head and Staff Development

2. Determine the status, key actors, and processes used involving the SBM milestones.

    a. Plan

    b. School Based Fund

    c. Plan implementation

    d. Managing the SBM Fund

    e. Monitoring and Evaluation

    f. Reporting to Stakeholders

3. Determine the innovations or changes introduced to the school as a result of the School-Based Management Program.

4. Determine the positive and negative learnings from the implementation of School-Based Management.

Importance of the Study

The result of the study will provide teachers and school heads the basic understanding of the principles inscribed in School-Based Management. Findings will also serve as a guide for school heads in making decisions and formulating of activities or programs for better performance in teaching-learning process. It will also enable the administrators, teachers and stakeholders to evaluate their strengths and weaknesses in the implementation of the SBM program.

Through school-based management the principles of subsidiarity and collegiality could be carried out. The principle of subsidiarity espouses the idea that problem must be solved and decision made at the lowest organizational level. Since the school heads, teachers, students, parents, local government units, and community members are the ones most familiar with life, activities and problems and their school, they are in the best position to solve their problems.

The principle of collegiality, on the other hand, demands that the stakeholders work as a team in the improvement of the school. The school head exercise collegiality at school by encouraging the participation of teachers, parents, local leaders and students in making decision about what is best for the school. Consequently, the school heads become truly empowered to work for their school's best. Ideally, higher ups should be supportive of and comfortable with school heads increased authority and accountability as decision makers. (.http//www.seameo-innotech.org/ic/papers/ Irene/)

Scope and Delimitation of the Study

The study was delimited to the evaluation of School-based Management Program in Kapangan District, Benguet Division.

The main focus of the study was to determine the processes the key actors and resources involved in the inputs of the Program, milestones the Programs, innovation introduced and learnings gained from the implementation of the Program.

**REVIEW OF LITERATURE**

<u>Historical Background of School-based</u>
<u>Management Program</u>

School based management Program is the institutional expression of the decentralization of education at the grassroots level. It is based on the national policy of the decentralization originally set by the Philippine Local Government Code of 1991 (RA 7160) in response to the new challenges for sustainable human development that enables local communities to become self-reliant and more effective partners in the attainment of national goals.

Consistent with this policy, the Department of Education intended to realize decentralization through its 10-year Master Plan (1995-2005) by giving more decision-making powers to local school officials in terms of school repairs and maintenance; and the procurement of textbooks, school supplies, and equipment to improve its nationwide operation and delivery of services.

Subsequently, DECS Order No. 230 in 1999 further defined decentralization to mean; (1) promotion of School-Based Management; (2) transfer of authority and decision-making from central and regional offices to the division and schools; (3) sharing education management responsibilities with other stakeholders such as the local government units parent-teacher-community associations, and non-governmental organizations; and (4) devolution of education functions.

With the approval of the five-year Medium Term Development Plan for Basic Education (1999-2004), the goals of education are stated as follows: enhancing school holding power; improving school learning outcomes and raising quality and academic excellence; enhancing the relevance of the curriculum; and establishing administrative and management improvement to gear the bureaucracy for decentralization and modernization. Its mission is to decentralize educational management so that the school becomes the focus for enhancing initiative, creativity innovation and effectiveness. Its efforts at educational quality improvement shall originate from the school and redound to its benefit and that of the community.

With the enactment on August 11,2002 of Republic Act 9155 ( an act instituting a framework of governance for basic education and for other purposes), the legal mandate for decentralization of governance in basic education was finally articulated. Its Declaration of Policy under Section 2 sets the direction of basic education in the Philippines, as follows:

> It is hereby declared that the policy of the state to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education at the elementary level and free education at the high school level. Such education shall include alternative learning system for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge, and values they need to become caring, self-reliant, productive and patriotic citizens.
> The school shall be the heart of the formal education system. It is where children learn. Schools shall have single aim of providing best possible basic education for all the learners.

Governance of basic education shall begin at the national level. It is at the regions, divisions, school, and learning centers herein referred to as field offices where the policy and principles for the governance of basic education shall be translated into programs, projects and services developed, adopted, and offered to fit local needs.

Upon his assumption of office in 2004, Secretary of Education Florencio Abad proposed a major policy direction through the School First Initiative, It is a movement based on the ideas and principles of the Global Movement Education for All. It has three components, namely, enhancement of learning; more resources for learning; and focused organization for learning.

It is clear from this declaration of Policy that the most important change in the government of basic education must occur at the level of the school, "the heart of formal education system" School Based Management (SBM) is the institutional expression of such change.

The Third Elementary Education Project (TEEP) is a nine-year public investment program (1998-2006) of the Department of Education with external financing from the World Bank and Japan Bank for International Cooperation. The project supports the goal of improving the quality of elementary education through decentralization. Specifically, it aims to (1) improve learning achievement, completion rates and access to quality elementary education in 23 of the poorest provinces; (2) build the institutional capacity of DepEd to manage change through teacher effectiveness and better management at all levels; and (3) actively involves the community and the local government in a large scale effort

to attain quality education. Moreover, TEEP is intended to be a laboratory for reforms that involve planning by the stakeholders, social targeting, decentralization, and school-focused and information-based decision making.

SBM Implementation Process

According to the school-based management primer (2005), The Philippine public school system is characterized by great diversity and unevenness- whether in terms of school size, resources, community types, administrative efficiency, professional competencies or local support and participation. There are many excellent and effective schools, but so many are more marginal and need comprehensive improvement. The mentality "one size fits all" will not work on school-based management and will be unfair to those schools, which have to start from the lower base.

SBM is expected to enable schools to directly address the differences especially in compensating for gaps and weaknesses.

In these diverse conditions, the definition of SBM Process is kept simple enough to allow for maximum flexibility of school heads and other stakeholders in designing intervention programs and strategies which met their own challenges and which they are capable of doing.

Figure 1 shows the SBM milestones.

| *Education Quality | | | |
|---|---|---|---|

| School Head Training for SBM | Implementation of School Based Management | Support System |
|---|---|---|

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                    Plan
                     │
                     ▼
                    Fund
                     │
          ┌──────────┴──────────┐
          ▼                     ▼
    Implement         Manage
    the Plan    ◄──►  the SBM
                      Fund
          └──────────┬──────────┘
                     ▼
            Monitor and Evaluate
                     │
                     ▼
               Show Result
                     │
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          Report to stake holders
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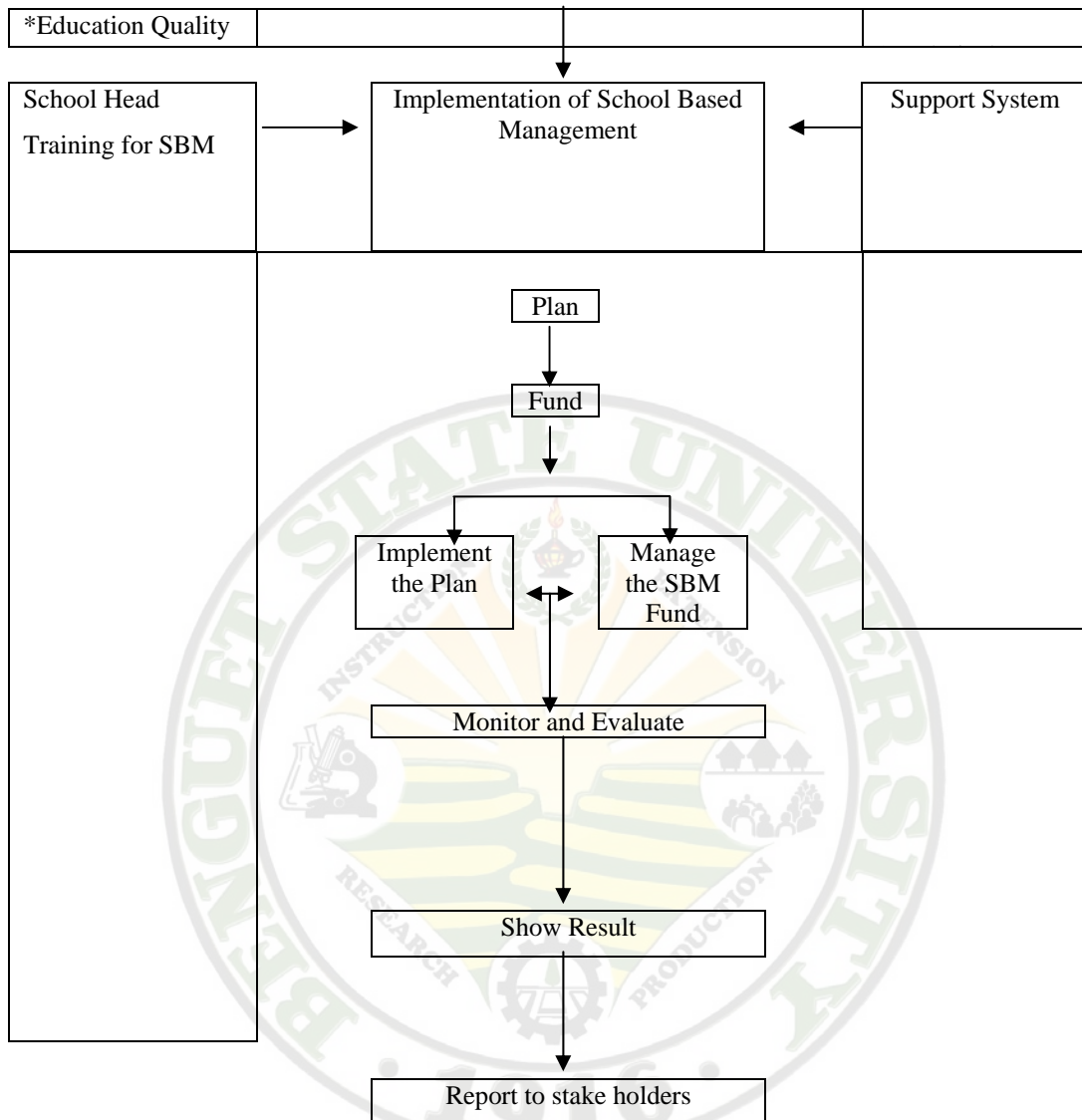
Figure 1. SBM milestones

There are only six milestones in the implementation of SBM, with preparatory and on-going training for the school head as a prerequisite in its implementation. This training could be made available by the divisions, regions, central office and other institutions. Likewise, SBM requires the setting up of

support system at the cluster and division levels to assist and support the school head and its implementation.

Figure shows the SBM milestones or indicators that demonstrate how SBM is being practiced in the school, as well as the provisions on school head training and SBM support system. Each milestone is explained below.

1. Plan**.** There is school improvement Plan (SIP),  which is a three or five-year development plan and an annual implementation plan (AIP) developed and confirmed by all the stakeholders and approved by the schools division superintendent. This plan contains the school vision-mission; profile of the school and the community; problem and need assessment; objectives, standards, and targets; implementation plan; monitoring and evaluation plan; communication and advocacy plan; documentation and reporting to stakeholders; and signatories.

2. Fund**.** There is a lump sum fund coming from various sources (project funds, regular DepEd allocation, PTCA, LGU donations) which can be allotted by the school head, in consultation with the stakeholders, according to the priorities set in the SIP and AIP. The schools division superintendent must duly approve the budget.

3. Plan implementation**.** All stakeholders participate in the processes of implementing the plan and managing the SBMF. The activities focus on resolving the problems of instruction and improving the student achievement along with the

support services that the parents, local government units and community could offer.

Management of the SBM Fund**.** Since the SBMF is public money, it must be managed according to the rules set by the Department of Budget  and Management and Commission on Audit. Guidelines on allocation, utilization and liquidation of funds are available at the division and with the school themselves.

4. Monitoring and Evaluation is the collection of data on schools actual performance in programs and projects against the targets set in the AIP, the identification of problems and issues based on the data, and the formulation of possible solution and technical assistance from the district and division. In the M&E System develop under Third Elementary Education Project, schools are provided with SBM monitoring form on tracking non-readers and non-numerates, mean percentage score in pre-post test of five learning areas under the basic education curriculum, teacher effectiveness and school effectiveness. The rating system for school head puts emphasis on pupils' achievement as an indicator of teacher performance. Likewise, the teacher observation checklist which is the main basis for teacher rating puts the highest percentage on instruction and pupils achievement.

5. Show of results**.** The expected outcomes of effective school-based management are improved learning achievement of students; improved participation and completion rates, and decreased drop-out rates.

6. Report to school's stakeholders.  At the end of every school year during a public assembly, the school head presents  the school report card on the implementation of the AIP, the management of the SBM fund and learning outcomes of the students. This report becomes the basis of annual review and revision of the SIP and the development of the AIP for the next school year which immediately follows the annual reporting.

School Head as a Lead implementer

New roles, functions and competencies (Figure 2). As the lead implementer of SBM, the school head is defined by section 7E of R.A. 9155 as follows having the authority, accountability and responsibility to set the mission, goals and targets of the school by developing a school improvement plan; to be accountable for higher learning outcomes by implementing the curriculum and develop the school educational program, creating an environment conducive to higher learning, introduce new and innovative modes of instruction to achieve higher learning outcomes; administer and manage personnel, physical and fiscal resources of the school by recommending  staff complement, encouraging staff development, and accepting donations; and to establish school community networks in support of school targets and contribute to community development.

| Roles | Functions | Knowledge/ Skills/ Attitude (KSA) Required |
|---|---|---|
| *Visionary, Principal, Motivator advocate and planner<br>*Builder of net works and support system | -Lead in the setting the mission, vision and goals of the school<br>-Organize/expand school, community and local government networks and group who will actively participate in school improvement<br>-Lead in developing and implementing the school improvement plan with the participation of the school constituency and the community<br>Lead in developing and maintaining the school MIS | -Change and future orientation<br>-Networking, organizing, social mobilization advocacy<br>- development of teamwork, building consensus, and skills in negotiation and conflict resolution<br>- Participatory planning and administrative management<br>Generation and use of data and information as the basis for planning and management. |
| *Curriculum Developer and Instructional Leader | -Create a physical and psychological climate conducive to teaching and learning<br>-Localize and implement school curriculum<br>-Encourage development and use of innovative instructional methods focused on improvement of learning outcomes, increasing access to basic education, improving the holding power of the schools, and addressing specific local problems. | -Development of collective accountability for school and student performance<br>-Designing of the curriculum to address both national and local needs and aspirations<br>-Creation of an open learning system based on several resource materials<br>-Participatory and peer-based instructional supervision |
| Personnel Manager | -Recommend personnel appointment to the division superintendent | -Proper staffing: identifying and improving personnel |

| | after consultation with the PTCA, from a pool of qualified applicants selected for eligibility by the division -Plan and implement a continuing staff development program based on ongoing need analysis. | capacities trough a capacity building program for staff -Leadership by example |
|---|---|---|
| *Fiscal Resource Manager | -Administer and manage all personnel, physical and fiscal resources of the school -Encourage and accept donations, gifts, bequest and grants for educational purposes and report all such donations to appropriate offices | -Fund management -Serving as model for transparency and accountability especially in financial management. |

Figure 2. New roles, functions and competencies of school heads in SBM

The specific provisions of the above legal mandate include the new roles and functions of school heads in their practice of SBM as well as the new knowledge, skills and attitudes that they need to develop as the leaders in the change process of decentralization at the school level.

Administrative Management R.A. 9155 defines the school head's exercise of administrative management to include setting the school mission and vision, goals and targets; developing and implementing the school improvement pl an; and mobilizing community participation for improvement of education outcomes.

| Plan/Mobilize | Program | Budget |
|---|---|---|

| | | Implement |
|---|---|---|

| Report/ Modify | Evaluate | Monitor |
|---|---|---|
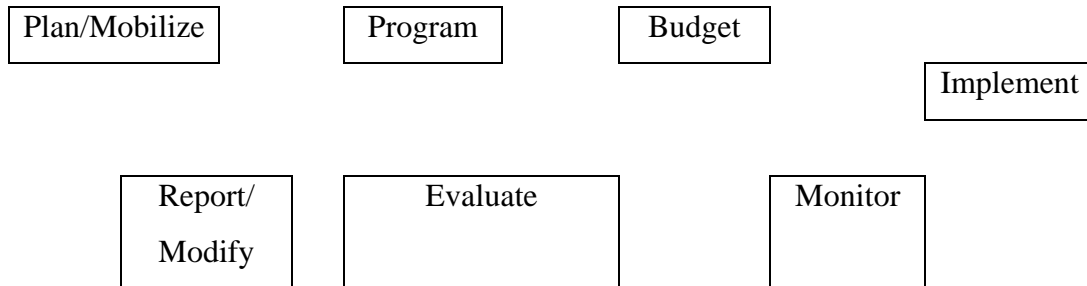
Figure 3.  The administrative management cycle

The first step towards effective management is to understand the management process. This process follows the cycle of planning/mobilizing , programming, budgeting, implementation, monitoring, evaluation and reporting to local stakeholders. The phases in the cycle are interrelated.

Planning or plan formulation involves the following phases: situation analysis, goal determination, objectives and target setting, strategy /policy formulation, and program project identification.

Programming involves the formulation and prioritization of development and investment program designed to operationalize the SIP/AIP. The programs specify the target clientele beneficiaries, locations, implementation schedules, funding requirements and sources of finance.

Budgeting translate development programs into resource/financial requirements.  Financing of prioritized program and projects in the development programs  may come from the DepEd budget; The SEF (Special Education Fund) of the LGU; and the 20 percent Social Development fund from the barangay,

school canteen operations and other school income generating projects; donations and contributions in cash or in kind, foreign financial assistance and other resources of funds.

Implementation is the execution of the project or delivery of services in support of the development plan or SIP/AIP, and utilization of resources allocated for these purposes to achieve the agreed improvements.

Monitoring is the collection of the data on the school's actual performance in programs and projects against the targets set in the school's development plans identification of problems and issues encountered by the programs and project; and formulation of possible solutions to improve or correct program and project implementation.

Evaluation looks at the result. It involves the identification and measurement of the overall teaching-learning outcomes of the school's programs and projects against stated goals and targets on the student achievement and participation / completion rates.

Reporting to constituencies is the end-of-year reporting of the targets accomplished based on the AIP, the strengths and weaknesses of the school, targets/goals for the next school year. This is done during public assembly called for this purpose. Figure 4 shows major functions and responsibilities that the school head must exercise as administrative manager

| Functions | Responsibilities |
| --- | --- |
| PLAN/ MOBILIZE/ PROGRAM | -Confers with teachers, parents, PTCA, Students local leaders and other stake holders on school planning and development activities, reflecting the needs of the school and community in the schools Vision and Mission<br>-Facilitates systematic collection of data on the strengths and areas for development of the school, student and teachers as bases for preparing and refining the SIP/AIP<br>-Mobilizes teachers, students, parents, community, local government and NGO for school improvement.<br>-Organizes expand school, community and local government networks and groups who will actively participate in the school improvement through PTCA.<br>-Develop commitment to the SIP/AIP and collective accountability among stakeholders for the school and student performance.<br>- Plans and implements a continuing staff development program based on ongoing need analysis.<br>- Administer and manages all personnel, physical and fiscal resources of the school<br>- Collaborates with the community in the resource generation project for the school. |
| BUDGET/GENERATE AND MANAGE RESOURCES | -Allocates and helps to generate financial resources according to the priorities of the SIP/ AIP.<br>-Accepts donations, gifts, bequests and grants for educational purposes and reports all such donations to appropriate offices. |
| IMPLEMENT | - Formulates school-based policies, rules procedures and norms with teachers and stakeholders who will facilitate SIP/AIP implementation.<br>- Involves school and community stakeholders in the implementation of the agreed programs.<br>- Introduces appropriate provisions for learning of pupils with special needs. |

| | |
|---|---|
| MONITOR | - Leads the development and the maintenance of the school integrated Monitoring and Evaluation System (IMES) Uses data and information from the school (IMES) to correct, assist, improve and modify programs.<br>- Encourage all school constituencies to use the school IMES |
| EVALUATE | - Measures and evaluates school outputs and outcomes against SIP/AIP standards and targets.<br>- Rate teachers based on their performance and their student learning out comes. |
| REPORT OUTCOMES REVIEW/MODIFY SIP | - Documents gain successes and weaknesses in AIP implementation.<br>- Report all this at a public assembly of all stakeholders.<br>- Uses the report to modify/ plan for the next school year with the participation of all stakeholders. |
| OVERALL ADMINISTRATIVE MANAGEMENT:<br>- SET MISSION GOALS AND TARGET OF THE SCHOOL<br>- DEVELOP AND IMPLEMENT THE SCHOOL EDUCATIONAL PROGRAM<br>- ADMINISTER AND MANAGE PERSONNEL, PHYSICAL AND FISCAL RESOURCES | - Design School-based mechanism for teachers and parents in managing change in:<br>   School culture to realize the school mission and goals<br>   Curriculum in terms of time, content and strategies<br>   Expectation in relation to opportunities and targets<br>   School -based policies and procedures supporting school-based management initiative. |

Figure 4. Major functions and responsibilities that the school head must exercise as administrative manager

School Building Program

According to SBP Primer (2005) in TEEP two important programs were piloted under the school head function as administrative manager: the principal-led school building (SBP) and the school-based procurement of furniture (SBPF).

The principal-led SBP designates school heads as the principal implementers, they take the lead in planning and execution of construction and repair works in their respective schools. In addition, they bear the accompanying financial responsibilities. The school heads are directly responsible for the entire SBP implementation process from planning execution, to turn-over/acceptance of completed works in their school.

The role of the division offices and central project management is to provide the necessary support, guidance and direction, including technical assistance, funding ready to use plans, drawings tendering of documents and support documentations

Instructional Leadership

R.A. 9155 mandates that in the exercise of instructional leadership, the school head must create a school environment conducive to learning, and must be accountable for learning outcomes. As instructional leaders, the SBM school heads have the over-all responsibility of ensuring that an effective instructional system operates in their school.

The process shown in the Figure 5 shows the main components of an efficient and effective instructional system at the school and classroom level.

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┌──────────────┐        ┌──────────┐      ┌──────────────┐
│ Plan /Modify │        │          │      │ Assess       │
│ Improve      │───────▶│  Teach   │─────▶│ (Formative)  │────┐
│ Instruction  │        │          │      │              │    │
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       ▲                                                       ▼
┌──────────────┐                                      ┌──────────────┐
│              │                                      │ Modify       │
│ Diagnose/Set │                                      │ Improve      │
│ Targets      │                                      │ Instruction  │
│              │                                      │              │
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       │         │ Report (to   │◀──│ Assess       │◀────────┘
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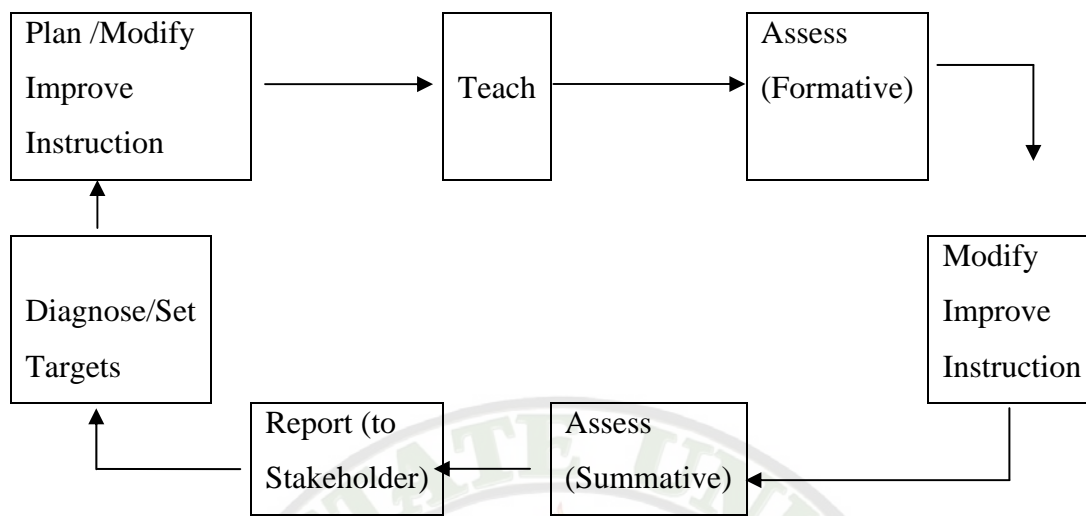
Figure 5. The instructional system

As instructional leaders, school heads have to develop and implement programs that focus on student assessment, curriculum, instructional materials and textbooks, in-service training school improvement innovation project with the end in view of improving school performance and pupil achievement. Figure 6 shows the responsibilities of school heads.

| Functions | Responsibilities |
|---|---|
| Diagnose | ▪ Collaboratively analyze the data on students and set certain levels of expectations with the teacher's vis-à-vis student performance and instructional goals/targets.<br>▪ Periodically assess teachers and students progress |
| Plan /Modify Improve Instruction | ▪ Organize teachers into working committees to handle specific program( e.g. reading, numeracy, science, health, feeding)<br>▪ Make use of expertise of Master teachers in school.<br>▪ Demonstrate high degree of trust and confidence in teachers' strengths as well as concern for their development through maximum support, in-service training and professional/personal development opportunities. |

| | |
|---|---|
| | ▪ Provide teachers with adequate information and risk taking opportunities that will encourage them to create, produce, innovate or modify teaching learning material, methods and techniques to improve instruction and enrich the curriculum.<br>▪ Localize the curriculum to make it relevant to children's needs, community life and development. |
| Teach | ▪ Monitor the implementation of agreed programs/projects and interventions |
| Assess (Formative | ▪ Ensure that formative assessment or continuous diagnosis of pupil learning is done by the teachers. |
| Modify Improve Instruction | ▪ Assist teachers in modifying or improving instruction using new strategies developed under the School improvement and innovation Project (SIIP)<br>▪ Design with the teachers school-based or cluster based programs /projects that will assist pupils including disadvantaged children and those with special needs. |
| Assess (Summative | ▪ Introduce and encourage teachers to use varied assessment method that will generate authentic data/information on student achievement. |
| Report (to Stakeholder) | ▪ Develop school-based mechanism that will report progress and motivate teachers' and pupils' exemplary behavior and academic performance. |
| Over all Instructional Leadership Create a school environment conducive to learning and be accountable for learning outcomes | ▪ Protect and support classroom instructional time , encourage professional risk taking and experimentation, develop need based curriculum content and positive learning environment.<br>▪ Demonstrate a high degree of school participation in establishing and maintaining right-based child friendly school environment.<br>▪ Demonstrate an understanding of instructional system and process.<br>▪ Accept responsibility as effective instructional leader and accountability for school and student performance. |

Figure 6.  Responsibilities of school heads

Student Assessment

In the SBM context, assessment is no longer confined to just testing and examination. Rather it now includes other methods, like classroom based assessment, and authentic and portfolio assessment. The primary purpose of

assessment is to support the teaching and learning process at the classroom level. Students are also assessed for other purposes: to obtain information about pupils, teachers and school; to support teaching and learning; to serve as the basis in modifying curriculum and teaching, to make them responsible to pupils needs and interests; to act as selection and certification device; and to function as an accountability mechanism.

School Wide Assessment

Under the SBM, the school needs to start of the school year assessment of nonreaders, non-numerates, entry-level skills in the different subject areas and student with special needs, among others; apply suitable intervention to address different learning difficulties and corresponding formative test or authentic portfolio assessment; set up a regular program to support teaching and learning; have an end-of-school year evaluation; and provide of information to students, teachers, parents, community, government and other stakeholders, regarding student and school performance.

Assessment Driven Instruction

Test results are used to classify pupils according to their level of mastery of the skills and competency taught, after which, appropriate adjustments are made during instruction to improve achievement. Pupils who did not learn the skills are given remedial instruction. Those who learned but did not master the

skills are provided with reinforcement exercises; those who achieved are given challenging activities for their optimum development.

The guidelines on student assessment include developing continuing school-wide assessment program where students with learning difficulties/problems are identified through appropriate instruments; suitable interventions are applied to improve learning achievement; a regular testing program is in place to support teaching and learning and progress is regularly tracked down; and information about performance of students, teachers, and school is provided to the stakeholders. Also included are ensuring improvement of student achievement through the implementation of the assessment driven instruction; monitoring regularly and closely the implementation of the assessment-driven instruction. results are reported to the teachers, and solutions/instructions are work out to address the problems; and provide support to the teacher through mentoring and coaching of the following: test construction and utilization of test result, collaborative development of formative and associated teaching activities, and use of portfolio assessment and other non-traditional assessment techniques.

Curriculum, Instructional Materials and Textbooks

Shane and Mc Swain (1958) states that curriculum is commonly referred to as the " heart and soul" of the school system. It gives meaning and direction to all educational effort. National development goals can be achieved to one potent

instrument. It is a means for developing the child's coping abilities and values supportive of humanism, nationhood and development. Thus it is expected that the development of the literacy, numeracy thinking and work skills will enhance not only learning capabilities but also values that will enable the learners to become productive, self-reliant versatile and holistic individual.

The Parameters of Curriculum

The demand of the environment, the society and the learner defines the parameters governing the elements of the curriculum: objectives, content, materials, teaching learning process, and evaluation.

Objectives are expressed in terms of competencies, which are knowledge, skills and attitudes that the learner is expected to acquire. They determine the content and the focus of processes and skills of learning how to learn, in addition to the substantive content or the ground coverage of facts and information.

Content is delivered using a variety of media resources. Deviating from purely textbook-driven content, schools are encouraged to use, where available, information and communication technology (ICT) and community resources to widen access to knowledge and enrich learning. Content should be contextualized and localized to be sensitive to the learner's situation and local culture.

Materials and resources may be in the form of textbooks, printed material, and equipment; information and communication technology; and resource person from the community.

The teaching and learning process considers the learner an active partner rather than an object of pedagogy. The learner takes on the role of constructor of meanings, while teacher serves as facilitator, enabler and manager of learning.

Assessment of learning involves the use of variety of instruments to measure students' progress. Schools are encouraged to conduct their own assessment evaluation so that they can address their students' learning needs immediately and appropriately. Likewise, the result of evaluation shall determine what adjustments might need to be made on the objectives, content, the materials and teaching learning process in order to achieve the desired learning outcomes.

The guidelines on the curriculum implementation and instruction making sure the intended curriculum is implemented; modifying the curriculum to address all types of learners; providing intervention to address learning problems of the student or setting up a special program for the development of special abilities and interests; providing integration of local/indigenous culture across learning areas; providing differentiated instruction to address needs, abilities and interests of all types of all learners; encouraging teacher to use activities that actively engage pupils. focusing on more least learned skills like the higher order thinking skills; providing application of school learning to real life situations ensuring effective utilization of various instructional materials for both teachers and pupils maximizing the use of local resources; and ensuring that the instructional support materials are developmentally appropriate.

School-Based In-service Training

Anon. (2005) SBM Manual stated that in-service training is the process of upgrading instructional and managerial competencies of a teacher and other school personnel serving in the school. It may be done at National, Regional, division or school/cluster level. However under SBM, school or cluster based INSET is encouraged.

School-based In-service training is initiated by the school. The school head and the teacher plan and implement their training program after the conduct of training need assessment. Assessment is crucial in determining students least learned skills. Alternatively, the school cluster composed of neighboring schools may cooperate in developing and implementing their staff development activities.

School Improvement and Innovation Project

According to SIIF Primer (2005), school improvement innovative project is a research-based intervention designed to address specific learning problems whether actual or anticipated. It can be done by the school or by the individual teacher. It is intended to compliment other interventions such as textbooks, in-service training and other support materials.

Its main objective is to improve instruction and learning outcomes through action research. Interventions which can be tried out include new learning approaches or strategies in teaching, development of print and non-print instructional materials, new ways of assessing student performance, improving

learning environment, use of new technology and equipment, curriculum modifications, and others with the end in view of addressing the most common learning problems and thereby improving pupils' performance. These common problems must be identified in the school improvement plan School improvement plan or Annual implementation plan.

Conceptual Framework

Education plays a very essential role in responding to the present challenges. Aquino (1988) restated one of the four national aims, saying that the educational system must respond effectively to the challenging needs and conditions of the nation through a system of educational planning and evaluation, and pointing out that one vital area that can and must be improved is the area of teacher education. The process of curriculum preparation is equally important, and the success or failure of the curriculum lies on the hand of teachers.

Facing this challenges educators need to adapt the educational system to the demands of changing times. To be able to come up to the standards of relevance and quality in education there is a need for schools to evaluate their programs and activities in all the different areas of their institutions. It is generally accepted that quality education must have sound purposes and objectives, good teachers, adequate instruction, well-equipped laboratories and libraries, good physical plant, adequate student and personal services, sound orientation and community involvement, and good organization and administration (Figure 7).

| Independent Variable | Dependent Variable | Intervening Variable |
|---|---|---|

Assessment of School Based Management (Kapangan District)
1. SBM In-puts
-School building program (SBP)
-Curriculum instructional materials and textbooks (CIMTEXT)
-In-service training (INSET)
-School improvement and innovation Facility (SIIF)
-Student Assessment (SA)
-Monitoring and Evaluation (M&E)
-School based
-Procurement of Furniture (SBPF)
-School Head and Staff Development
2. SBM Milestones Plan
School Based Fund
Plan implementation
Managing the SBM Fund
Monitoring and Evaluation
Reporting to Stakeholders

Status of the implementation of SBM in Kapangan District

Innovations or changes introduced to the school as a result of the SBM Program

learning's from the implementation of SBM, which could be categorized into positive or negative in all aspects

Figure 7. Paradigm of the study

The independent variable for this study are the following inputs of SBM (1) school building program; (2) curriculum instructional materials and textbooks; (3) in-service training ; (4) School improvement and innovation facility; (5) Student assessment; (6) Monitoring and Evaluation; (7) School-based procurement of furniture; SBM milestones, innovations or changes introduced to the school as a result of the SBM Program, and learnings from the

implementation of SBM. After evaluating the following independent variables the outcome would be the status of implementation of the SBM program in Kapangan District.

Definition of Terms

The following were defined to give the readers a better insight into the various points of emphasis in this study:

Evaluation. As used in the study is the process in determining the extent of implementation of the school-based management program.

School-Based Management (SBM). It is defined as decentralization of decision-making authority from central, regional and division levels down to individual school sites, with the intent of uniting school heads, teachers, students as well as parents, the local government units and the community at large in promoting effective schools.

Processes. These are actions that have taken place in the implementation of the school-based management.

Key actors. As used in the study are the persons involved in the implementation of the school-based management.

Resources. Are the financial resources that were utilized in the implementation of the school-based management.

Inputs are the following programs implemented to support school-based management: school building program, curriculum instructional materials and text

books, school innovation improvement facility, student assessment, monitoring and evaluation, school-based procurement of furniture and school head and staff development.

School-based in-service training (INSET). It is the process of upgrading instructional and managerial competencies of a teacher and other school personnel serving in the school. INSET may be done at National, Regional, division or school/cluster level. However under SBM, school or cluster based INSET is encouraged

School Building program SBP. It designates school heads as its principal implementers. They take the lead in the planning and execution of construction and repair works in their respective schools. In addition, they bear the accompanying financial responsibilities. The school heads are directly responsible for the entire SBP implementation process from planning execution, to turn over/acceptance of completed works in their school.

School Innovation Improvement Facility SIIF. It is a research-based intervention designed to address specific learning problems whether actual or anticipated. It can be done by the school or by the individual teacher. It is intended to compliment other intervention like textbooks, in-service training and other support materials.

Curriculum. This is the course offerings of an educational institution. Decisions about what a school should teach are usually made by school administrators and faculty.

Student Assessment. This  includes methods, like classroom based assessment, and authentic and portfolio assessment. The primary purpose of assessment is to support the teaching and learning process at the classroom level.

Annual implementation plan (AIP). These are development plans translated from the school improvement plan (SIP)

SBM Milestones. These are indicators that demonstrate SBM is being practiced in a school.

Stakeholders. These persons or group with a direct interest, involvement, or investment in something, for example, the employees, shareholders, and customers of a business concern

School Improvement Plan. It is a three to five-year education development plan that embodies the vision and mission of the school. It also contains the profile and mission of the school and the community, problems and needs assessments, goals, objectives standards and targets, implementation plan, monitoring and evaluation plan communication and advocacy plan, documentation and reporting to stakeholders and signatories.

<u>Hypotheses of the Study</u>

The following the hypotheses were put forward for testing:

1. There are significant differences on the processes, key actors, resources involved in the introduction of the following inputs for the school-based management.

2. There are significant differences on the status, key actors, and processes used involving the SBM milestones.

3. There are significant differences on the innovations or changes introduced to the school as a result of the SBM Program.

4. There are significant differences on the learning's from the implementation of  SBM, that could be categorized as positive or negative in all aspects.

**METHODOLOGY**

Location of the Study

The study was conducted at Kapangan District Kapangan, Benguet, during the first semester of school Year 2006 –2007.

Kapangan is located at the western portion of the province of Benguet. It is approximately located at 16º 33min to 16º 41 min latitude and 120º 2.29 min to 120º 40 min longitude. The municipality of Kibungan bound Kapangan on the north, of Atok on the east, La Union on the west, and the municipality of Sablan and Tublay on the south.

Kapangan is 35 kilometers from the City of Baguio and 29 kilometers from the Provincial Capitol of Benguet. The municipality is accessible via air and land transportation. The common means of transportation are jeeps and buses.

The total land area of Kapangan is 17,327 hectares or 6.68 percent of the total land area of Benguet. It has 15 barangays with each barangay having an elementary schools .Ten barangays have complete Elementary school except for Paykek, which has two complete elementary schools. The rest of the barangays have barrio or multi-grade schools. There are 27 school heads, including teacher in-charge and 124 teachers.
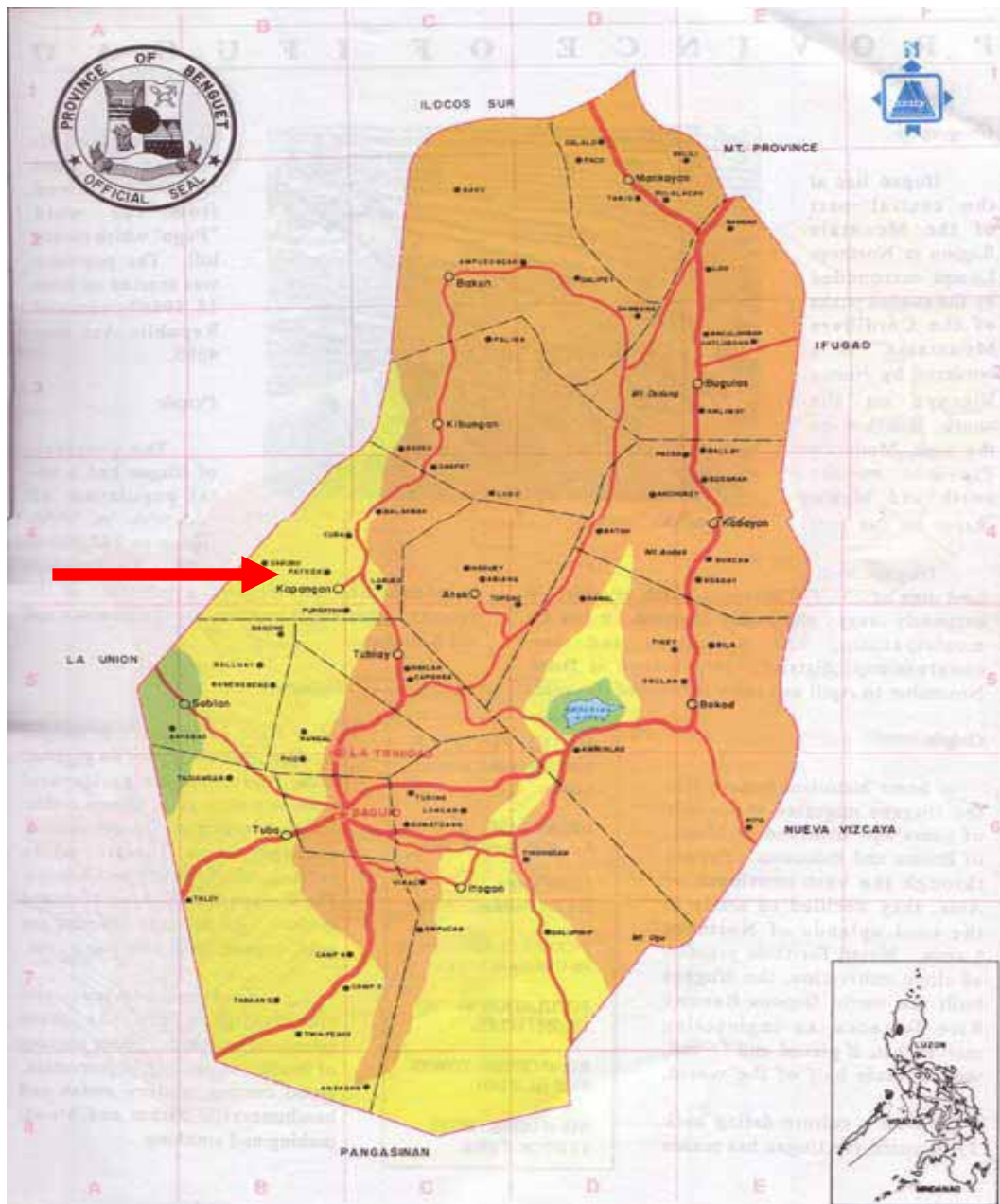
Figure 8. Location of Kapangan in the map of Benguet
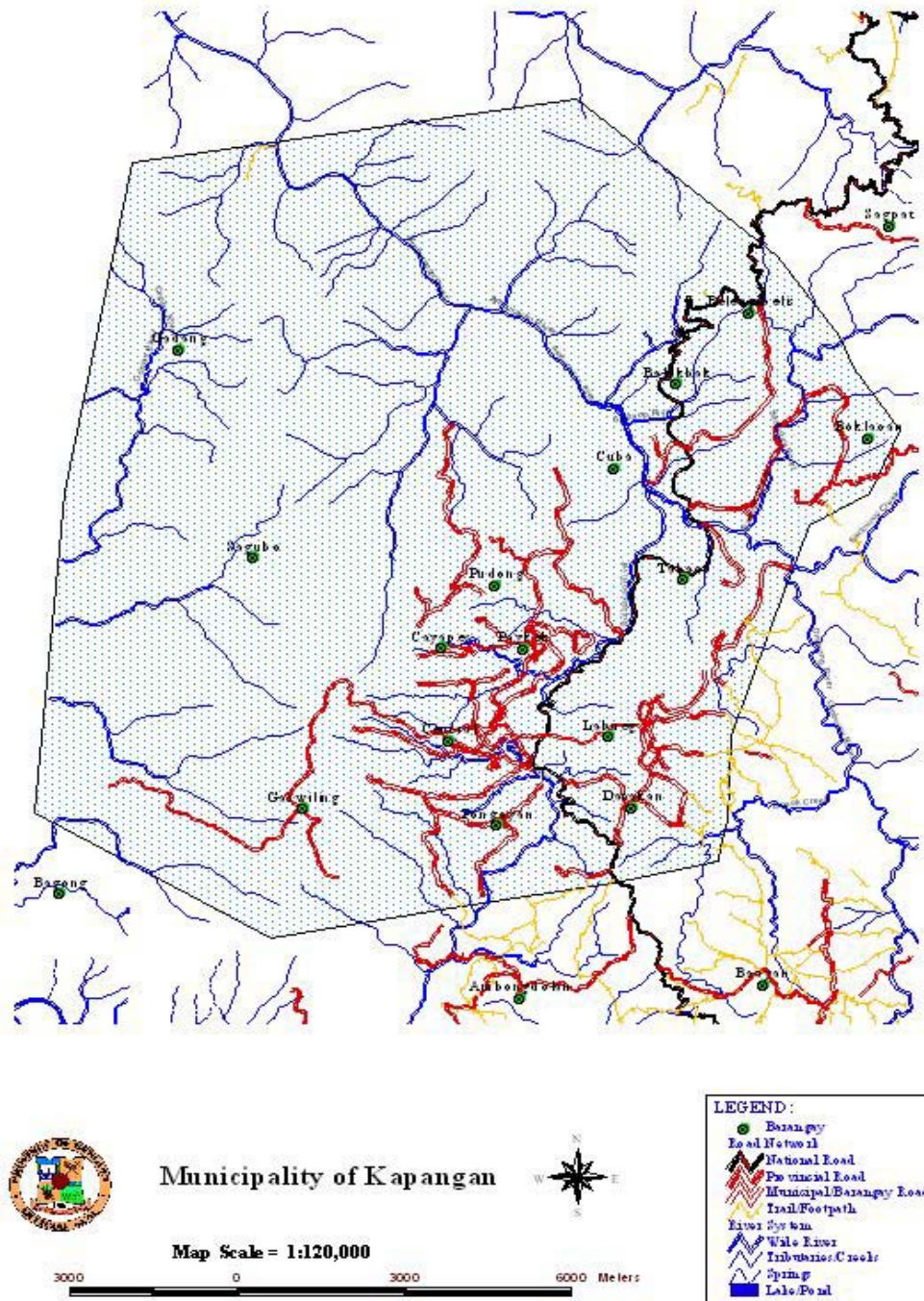
Figure 9. Map of Kapangan showing the location of the study

Some schools in Kapangan had been practicing Third Elementary Education Project school-based management model since its inception but in 2003, all the school heads had been trained for the construction of their school improvement plan and annual implementation plan as part of full implementation of the school-based management program in the district.

Respondents of the Study

Table 1 shows the respondents of the study, composed of school heads some teachers, parents-teachers community association officials and representative from local government unit of Kapangan district. There were 27 heads of schools including teachers in-charge, 27 teachers, 27 parents-teachers community association officials and 3 representatives from LGU.

Instrumentation

The researcher used a survey questionnaire used by the Development Academy of the Philippines in evaluating the SBM in all TEEP- covered provinces. The questionnaire is composed of the following: introduction of the inputs for the school-based management, the status key actors and processes used involving SBM milestones, the innovations or changes introduced to the school as a result of the SBM program.

The questionnaire was reliable and valid because it was already used by the Development Academy of the Philippines.

Table 1.  Respondent of the study

| NAME OF SCHOOLS IN KAPANGAN DISTRICT | SCHOOL HEAD | TEACHER | PTCA | TOTAL |
|---|---|---|---|---|
| 1.Ampongot Bo. School | 1 | 1 | 1 | 3 |
| 2.Balakbak Elementary School | 1 | 1 | 1 | 3 |
| 3. Baguionas Bo. School | 1 | 1 | 1 | 3 |
| 4. Beling-Belis Bo. School | 1 | 1 | 1 | 3 |
| 5. Boklaoan Elementary School | 1 | 1 | 1 | 3 |
| 6. Catiaoan Bo. School | 1 | 1 | 1 | 3 |
| 7. Cayapes Bo. School | 1 | 1 | 1 | 3 |
| 8. Central Elementary School | 1 | 1 | 1 | 3 |
| 9. Cuba Bo. School | 1 | 1 | 1 | 3 |
| 10. Datakan Elementary School | 1 | 1 | 1 | 3 |
| 11. Gadang Elementary School | 1 | 1 | 1 | 3 |
| 12 Gaswiling Bo. School | 1 | 1 | 1 | 3 |
| 13. Kaliwaga Bo. School | 1 | 1 | 1 | 3 |
| 14. Laoangan Bo. School | 1 | 1 | 1 | 3 |
| 15. Liblibeng Bo. School | 1 | 1 | 1 | 3 |
| 16. Lomon Elementary School | 1 | 1 | 1 | 3 |
| 17. Longboy Elementary School | 1 | 1 | 1 | 3 |
| 18. Pakawan Bo. School | 1 | 1 | 1 | 3 |
| 19. Paykek Elementary School | 1 | 1 | 1 | 3 |
| 20. Pongayan Bo. School | 1 | 1 | 1 | 3 |
| 21. Pudong Elementary School | 1 | 1 | 1 | 3 |
| 22. Sagubo Elementary School | 1 | 1 | 1 | 3 |
| 23. Taba-ao Elementary School | 1 | 1 | 1 | 3 |
| 24. Tadayan Bo. School | 1 | 1 | 1 | 3 |
| 25. Tawang Bo. School | 1 | 1 | 1 | 3 |
| 26. Toplac Bo. School | 1 | 1 | 1 | 3 |
| 27 Ubod Bo. School | 1 | 1 | 1 | 3 |
| 28 Local Government Unit | 3 representatives | | | 3 |
| Grand Total | | | | 84 |

Data Gathering

The data were gathered through the use of a survey questionnaire. The researcher asked permission from the Division Office through the District supervisor to float it. The endorsement of the District Supervisor was given to every school head concerned. To ensure high percentage return of answered questionnaires, the researcher personally distributed the survey questionnaire to the school heads, teachers, local officials and (Parents Teachers and Community Association) PTCA officials. The researcher made them understand its contents to ensure that reliable data would be gathered. The researcher collected the survey questionnaires just after the respondents answered them.

Statistical Treatment

The gathered data were organized, tabulated and illustrated in a series of tables. The descriptive statistics used to address the problems and objectives were frequency count, percentage and ranking. The frequency count operation reported the mean, median, standard deviation, and sample size in the results log and then allowed users to specify the binning parameters 'from minimum', 'to maximum', and 'step size'. The frequency count then binned the selected data and reported bin centers, frequency counts, bin end points, and cumulative frequency counts.

The inferential statistics used to test the hypotheses was the Friedman analysis of variance. The Friedman ANOVA was used to compare three or more groups. It is to determine if true differences exist among the groups or not. The

research hypotheses is accepted if true differences exist among the groups but rejected if the differences are too small and considered negligible.

Formula for Friedman ANOVA:

$$X^2_r = \frac{12}{N\,c(c+1)} \sum \left( \sum R_j \quad 2 \right) - 3N\sum \left( c+1 \right)$$

Where:

– $X^2_r$ Symbol for fried man ANOVA

12,3,1- are constants

c –column

N- rows/ number of cases
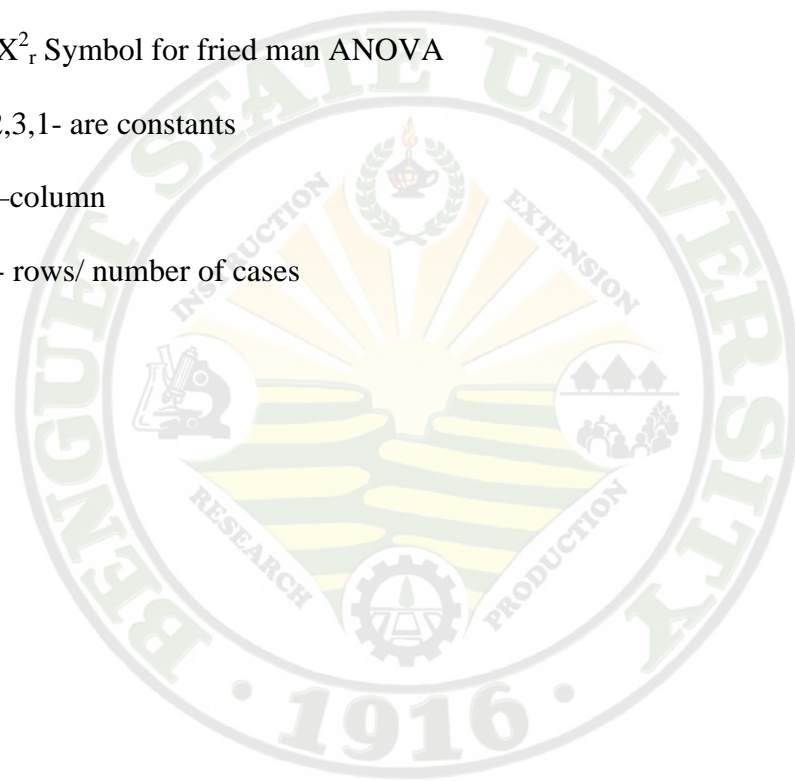
**RESULTS AND DISCUSSION**

<u>The Processes, Key Actors and Resources</u>
<u>Involved in the School Building Program</u>

Table 2 presents the processes, key actors and resources involved in the school building program as one of the inputs of the school-based management.

Representing the school are the school heads, teachers, and (Parents Teachers and Community Association) PTCA, the local government unit and the whole district.

Out of the 27 schools of Kapangan District, only three have buildings each of which have been constructed under the LGU-led school building program, and eight schools have their buildings repaired under the program. In the process of school building, the school heads are the principal implementers. The local government unit allocated some funds for the construction of buildings as their share in the Program. The (Parents Teachers and Community Association) PTCA officials of the assist school heads in looking for contractors.

One problem encountered by one school is the non-fulfillment of the requirements in the Program.

On the other hand, the factors that facilitated the Program are supervision during construction and timely submission of work accomplished and progress billing by contractors.

Table 2. The processes, key actors, and resources involved in the school building program.

| PROCESSES KEYACTORS AND RESOURCES | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| A. Processes | | | | | | |
| a. Building constructed under SBP | 3 | 3 | 3 | 3 | 12 | 14 |
| b. Building repaired under SBP | 8 | 8 | 8 | 3 | 27 | 32 |
| c. Role in the SBP | | | | | | |
| 1.Principal implementer | 10 | | | 3 | 3 | 4 |
| 2. Contributed some funds for the construction of the building | | | 3 | | 3 | 4 |
| 3. Assisted school heads in looking for contractors. | | | 3 | | 3 | 4 |
| d. Problems encountered in the construction or repair of school building under the SBP | | | | | | |
| 1. Fulfillment of the requirements | 1 | 1 | 1 | 1 | 4 | 5 |
| e. Factors which facilitated in the construction or repair under the SBP. | | | | | | |
| 1.Supervision during Construction | 10 | 10 | 10 | 3 | 33 | 39 |
| 2.Timely submission of work accomplished and progress billing by contractors | 10 | 10 | 10 | 3 | 33 | 39 |
| B. Key actors | | | | | | |
| Persons involved in the decision making on the side of SBP. | | | | | | |
| 1. School head | | | 10 | 3 | 13 | 15 |
| C. Resources | | | | | | |
| Source of SBP funding | | | | | | |
| 1. Local Government Unit | 10 | 10 | 10 | 3 | 33 | 39 |
| 2. TEEP | 10 | 10 | 10 | 3 | 33 | 39 |

$X^2_r = 3.63$         $X^2 0.05 = 7.815$         *Not Significant

The school heads were identified as the key actors involved in the decision-making on the side of (School Building Program) SBP. This was the result from questions asked from the (Parents Teachers and Community Association) PTCA and (Local Government Unit) LGU representatives.

The resources from the School Building Program have come from the (Third Elementary Education Program) TEEP fund and a part counter from the local government unit.

During the first years of the (Third Elementary Education Program) TEEP (School Based Management) SBM Model Kapangan MLGU did not participate in the counterpart or equity of the first principal-led (School Building Program) SBP. In the latter part after the part counter was decreased from 25 percent to 10 percent the MLGU participated and had eight buildings repaired and three classrooms constructed under the (Local Government Unit) LGU-led (School Building Program) SBP.

There was no significant difference on the process key actors and resources on the implementation of SBP. Thus, the research hypothesis was not accepted. The respondents do their parts in their respective roles in the implementation of SBP. This was a plus factor for the successful implementation of the program in Kapangan district.

Table 3. Processes involved in the curriculum, instructional materials and
textbooks

| PROCESS | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| a. Instructional Materials designed or produce to meet specific requirements of teachers and students | 17 | 17 | | | 34 | 40 |
| b. Locally produced instructional materials | | | | | | |
|   1. Printed materials | 15 | 15 | | | 30 | 36 |
|   2.Computer aided instructions | 2 | 2 | | | 4 | 5 |
| c. Introduced modifications or changes in the curriculum to address type of learners | 5 | 5 | 5 | | 15 | 18 |

$X^2_r = 7.20$ $\quad X^2 0.05 = 7.815$ $\quad$ *Not Significant

The Processes Involved in the CIMTEX

Seventeen schools have designed or produced instructional materials to meet the specific requirements of teachers and students and they have used printed materials and computer-aided instruction.

Klorh and Frymier (1963) stated that the learners' needs, the culture the society, and the teachers are other factors to be considered in the curriculum planning. Curriculum planning should be made by those most directly involved in the carrying out of the learning activities for pupils: teachers, school administrators, boards of education and parents. These participants in curriculum planning should acquaint themselves with the great body of literature available and with the views of national and international educators and leaders who have

established themselves as insightful and scholarly authorities in education. They should study researches, evaluate experiments, judge innovations, read reports of organization, listen to comments and criticism, examine projects sponsored by the government or foundations, and any other feasible ways to become highly knowledgeable of educational matters, but those directly involved in the operation of the s school in the country should make the decisions necessary for the education of the learners.

There is no significant difference in the processes involved in the CIMTEXT. The research hypothesis is not accepted since the respondents who are involved in the processes in CIMTEXT do their respective roles. For instance, the school head and teachers provide instructional materials to meet the specific requirements of the learners.

The Processes Involved in the School-
based In-service Training

Table 4 shows the processes involved in the school-based (In-Service Training) IN-SET Eleven out of 27 schools have a system/mechanism to determine the teachers who go to training as perceived by the school heads. Having the authority vested upon them by the implementation of Republic Act 9155 the school heads as perceived by the teachers and school heads themselves has the final decision on matters involving school-based (In-service training) In-set.

Table 4. Process involved in the school–based in-set

| PROCESS | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| a. No. of schools having a system/ mechanism to determine the teachers who will go to what type of training | 11 | | | | 11 | 13 |
| b. Makes the final decision on matters involving the INSET | | | | | | |
|   1. School head | 27 | 27 | | | 54 | 64 |
|   2. Teachers | 20 | | | | 20 | |
|   3. Division Office | 27 | 27 | | | 54 | 64 |
| c. Personnel who attended any INSET | 27 | 27 | | | 54 | 64 |
| d. Mode of selection | | | | | | |
|   1. Personal application | | 4 | | | 4 | 5 |
|   2. Went trough selection process | | 6 | | | 6 | 7 |
|   3.Did not apply but was nominate/ selected by principal, district or division | | 17 | | | 17 | 20 |
| e. Manner of knowing about the In-set | | | | | | |
| 1. By official communication/ invitation | | 27 | | | 27 | 32 |
| f. Bases on choosing the kind of training attended | | | | | | |
|   1. Result of the TNA | | 20 | | | 20 | 24 |
|   2. Based on new assignment | | 7 | | | 7 | 8 |

$X^2_r = 10.56$      $X^2 0.05 = 7.815$      * Significant

According to Gregorio (1961), the success of any in-service training program in school is dependent largely upon the principal. Morale enthusiasm and desire of the personnel to grow most likely stem from the inspiration and stimulation by the principal. The principal, who promotes growths among his teachers, recognizes first the need of his profession and accepts the responsibility for his self-improvement.

Given the role of technical support and assistance, teachers and school head perceived that the division office has some final say in the school based In-set, and due to the fact that the teachers are concerned and to undergo the training they are also included to make decisions on the matter involving school-based In-service training.

Franco (1991) defined training as learning to change performance of people doing the job. It is important then that one must know the required behavior and means to measure the behavioral change. The only valid result of training is a measurable increase or improvement in an individual's contribution to the goals of an organization. Thus, trained behavior must not only be observable and measurable but must be transferred to the job. The end is an improvement in the organization is ability to meet its goals. The basic purpose of training is to shape or reshape the behavior pattern of an individual. The desired behavior is brought about through learning particularly through in-service training.

On the mode of selection, four teacher respondents claim that they have been selected due to their application or desire to attend the training conducted: six claim that they have gone through the selection process; and 17 that they have been nominated or selected by the principal.

On the manner of knowing about the in-service training all the respondents are informed through official communications and in choosing the

kind of training to attend is based on training assessment needs and teacher's new assignment.

The result of the Friedman's test indicates that significantly difference in the process they employ sending to attend as shown by the computed value of 10.56 being higher which exceed the tabular value of 7.815. Hence the acceptance of the hypothesis indicates that the parents-teachers community association and the local government unit don not have participations in the process of selecting school-based In-set and that the teachers and administrators determine the type of In-service training that are to be conducted and implemented.

The Processes Involved in School
Improvement Innovative Facility

Table 5 shows the process involved in school improvement innovative facility in Kapangan, eight schools have availed of the school improvement innovative facility program.

The main task of the school head are that of being the principal implementer, monitor, evaluator and community mobilizer. The teachers help in monitoring, evaluating and mobilizing the community, and the parents-teachers community association acts a as participant in the project.

Table 5. Process involved in the school improvement innovative facility

| PROCESS | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| a. Have project under SIIF | 8 | 8 | 8 | 3 | 27 | 32 |
| b. Role in the implementation of SIIF | | | | | | |
|   1. Project implementer | 8 | | | | 8 | 10 |
|   2. Monitor/Evaluator | 8 | 8 | | | 16 | 19 |
|   3. Community mobilizer | 8 | 8 | | | 16 | 19 |
|   4. Participants | | | 8 | | 8 | 10 |
| c. Improvements in school that have been introduce under the School Improvement and Innovation Facility | | | | | | |
|   1.New learning approach or strategies in teaching | | | 5 | 3 | 8 | 10 |
|   2.Developmentofprintandnon-print instructional materials | | | 2 | 3 | 5 | 6 |
|   3. New ways of assessing student performance | | | 5 | 3 | 8 | 10 |
|   4. Improving learning environment | | | 1 | 3 | 4 | 5 |

$X^2_r = 0.24$  $X^2 0.05 = 7.815$  *Not Significant

The parents-teachers community association and local government unit claim that the improvements in the school introduced under the school improvement innovative facility are the new learning approaches or strategies in teaching, development of print and non-print instructional materials, new ways of assessing student performance, and improving learning environment.

They do not significantly differ as indicated by the computed value of 0.24, which is lower than the tabular value of 7.815. Thus the rejection of the hypothesis, it may be inferred that all schools who have school improvement innovative facility project involve their parents-teachers community association

its, teachers, administrators and local government unit in the processes involve in the said project.

Process Involved in Student Assessment

Table 6 shows the process involved in student assessment. All of the schools administer student assessment. The tools used to assess the learners are formative test, national sample-based assessment, national achievement test, and division achievement test. Formative test, national achievement test, and division achievement test are the tools being used since they are always administered in every school. One school had uses national sample-based assessment since, it has been selected to represent the whole district being the lead school of the district.

The school heads give assistance to teachers who need coaching and mentoring to further improve their teaching abilities used the result of the student assessment.

Namuhe (2006) said that Php 776,596 was the total obligated amount in the student assessment component. This was spent mostly for workshops on test item formulation, analysis and interpretation; portfolio assessment; and rubric preparation. School managers, district supervisors, and teachers participated in the said workshops. Samples of rubrics and model test questions were provided by Third Elementary Project. As a result, each school formulates its own rubrics. Likewise, achievement test and school-based test are refined.

Table 6. Processes involved in student assessment

| PROCESS | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| a. Student Assessment administered in your school | 27 | 27 | 27 | 3 | 84 | 100 |
| b. Tools used to assess the students in your class/school | | | | | | |
|   1. Formative Tests | 27 | 27 | 27 | | 81 | 96 |
|   2. National sample-Based Assessment (NSBA) | 1 | 1 | 1 | | 3 | 4 |
|   3. National Achievement Test ( NAT) | 27 | 27 | 27 | | 81 | 96 |
|   4. Division Achievement Test  (DAT) | 27 | 27 | 27 | | 81 | 96 |
| c. Use the result of SA to help  teacher improve instruction | 27 | 27 | 27 | | 81 | 96 |
| d. Technical assistance do you receive from the principal | 27 | 27 | | | 54 | 64 |
|   1. Coaching | 27 | 27 | | | 54 | 64 |
|   2. Mentoring | 27 | 27 | | | 54 | 64 |

$X^2_r = 12.90$        $X^2 0.05 = 7.815$       *Significant

The computed indicates that the processes involved in the student assessment significantly differ. Thus, with the acceptance of the hypothesis, it may be inferred that only the teachers and school heads have implemented the assessment; though the parents-teachers association and local government unit know that assessment is being done in the school, they have no direct participation in it.

Table 7. Process involved in the monitoring and evaluation

| PROCESS | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| a. No of schools who conducted monitoring and evaluation | 27 | 27 | | | 54 | 64 |
| b. Monitor the following indicators to ensure that the desired school and student performance are achieved. | | | | | | |
| 1. Zero Non-reader and Non-numerates | 27 | 27 | | | 54 | 64 |
| 2. Mean Percentage Score | 27 | 27 | | | 54 | 64 |
| 3. Teacher Effectiveness | | 10 | | | 10 | 12 |
| 4. School Head Effectiveness | | 11 | | | 11 | 13 |
| c. Tools/instrument/ schemes/mechanism do you use to monitor the indicators stated above. | | | | | | |
| 1. Using the IMES | 17 | 17 | | | 34 | 40 |
| 2. Using the SIP | 10 | | | | 10 | 12 |
| 3. Using AIP | 10 | | | | 10 | 12 |
| 4. Using Key Performance Indicator (KPIs) | 27 | 27 | | | 54 | 64 |
| d. Frequency of monitoring | | | | | | |
| 1. Monthly | | 27 | | | 27 | |
| 2. Quarterly | 27 | 27 | | | 54 | 64 |
| e. Activities done after finding out the result. | | | | | | |
| 1. Discuss with teachers | 27 | 27 | | | 54 | 64 |

$X^2_r = 17.67$        $X^2 0.05 = 7.815$        *Significant

Process Involved in the Monitoring
 and Evaluation

Table 7 shows that 27 schools conduct in the monitoring and evaluation.
They use the following indicators to ensure that the desired school and student
performance are achieved: zero non-reader and non-numerate, mean percentage
score as the main indicator used. Ten respondents use teachers effectiveness and
eleven prefer for the school heads effectiveness.

The indicators are also measured by all schools using the key performance
indicator. Most use the integrated monitoring and evaluation system and ten
schools use the AIP/SIP in monitoring the indicators. Monitoring is done monthly
and quarterly.

The computed value indicates that the processes involved in monitoring
and evaluation significantly differ. Thus, with the acceptance of the hypothesis it
may be inferred that only the teachers and school heads are directly involved in
the implementation of monitoring and evaluation.

The Process Involved in the School-
Based Procurement of Furniture

Eleven schools are given the opportunity to procure furniture for their
school and all of them procure desk wood. The process involved in the
procurement is simple canvass since it allows administrators to contact local
carpenters and let them do all the tasks involving the construction of the furniture
Fianza, (2006).

Table 8. Process involved in the school-based procurement of furniture

| PROCESS | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| a. No. of schools who had SBPF | 11 | 11 | 11 | 3 | 36 | 43 |
| b. Kinds of Furniture procured | | | | | | |
| 1. Desk wood | 11 | 11 | 11 | 3 | 36 | 43 |
| c. Process of furniture procurement | | | | | | |
| 1. Simple canvass | 11 | 11 | 11 | 3 | 36 | 43 |

$X^2_r = 5.40$ $\qquad$ $X^2 0.05 = 7.815$ $\qquad$ *Not Significant

Comparing the value computed 5.4 to 7.815 showed that there is no significant difference in the process involved in the SBPF. The research hypotheses was not accepted. The respondents of the eleven schools who were involved in the processes in the SBPF did their respective roles. The teachers, school heads, PTCA and LGU had help one another in the procurement of the furniture.

According to Luis (2005), the parents-teachers community association initiated the canvassing of who would make the furniture and the local government unit had helped them in the hauling of the furniture from place of where it was constructed. This furniture was delivered to the respective schools.

School Heads and Staff Development

Table 9 shows that all school heads and teachers have attended SBM trainings on preparation of school improvement plan and annual implementation plan.

Table 9. Process involving school head in staff development

| PROCESS | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| a. No of personnel who attended SBM Training | 27 | 27 | | | 54 | 64 |
| b. SBM Training Attended | | | | | | |
| 1. Preparation of School Improvement Plan and Annual Implementation Plan | 27 | 27 | | | 54 | 64 |
| 2. Total Quality management | 11 | 11 | | | 22 | 26 |
| c. Areas where additional training is needed by school heads to manage the school | | | | | | |
| 1. Leadership | | | 10 | 3 | 13 | 15 |
| 2. Personnel Management | | | 10 | 3 | 13 | 15 |
| 3. Curriculum and instructional development | | | 11 | 3 | 14 | 17 |
| 4. Fiscal resource management | | | 12 | 3 | 15 | 18 |
| 5. Project management | | | 12 | 3 | 15 | 18 |

$X^2_r = 7.20$ $X^2 0.05 = 7.815$ *Not Significant

Moreover, 11 school heads have attended seminar on total quality management.

The parents-teachers community association and local government unit perceived additional training is needed for the TIC who are assigned to head a barrio school on the following areas: leadership, personnel management, curriculum and instructional development, fiscal resource management and project management.

The computed value indicates that the roles in the processes by the school heads in the staff development do not significantly differ. Thus, the hypothesis is not accepted. That is to say, the respondents did their respective roles in the staff development.

Status, Key Actors, Resources and Processes
Involving SBM Milestones

Table 10 shows that all the schools of Kapangan district have their AIP/SIP The roles of persons involved in the SIPAIP preparations relate to being idea contributors, convenor facilitators, and documentators. Most of the problems met are financial constraint, identification of school problems and prioritization of school problem. The activities involve in the preparation of school improvement plan and annual implementation plan which are done by most of the schools, are identifying the strengths, weaknesses, opportunities and threats; providing solutions to the problems and threats as identified and prioritized; enhancing strengths and opportunities; managing the school-based management fund; and monitoring and evaluating and reporting to stakeholders the result.

Under the factors that facilitate the preparation of the plan participation of the school head, staff and participation of division staff is perceived to be a great influence on the plan execution followed by the participation of local government unit, barangay official and parents-teachers community association.

Table 10. Status key actors and processes involving SBM milestones

| STATUS, KEY ACTORS, AND PROCESSES | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| A. Status | | | | | | |
| Schools having SIP/AIP | 27 | 27 | 27 | 3 | 84 | 100 |
| B. Processes | | | | | | |
| a. No. of schools involved in the SIP/AIP preparation | 27 | 27 | 27 | 3 | 84 | 100 |
| b. Role in the SIP/AIP preparation | | | | | | |
| 1. Idea contributor | 27 | 27 | 24 | 3 | 84 | 100 |
| 2. Convenor | 21 | 21 | | | 42 | 50 |
| 3. Facilitator | 21 | 21 | | | 42 | 50 |
| 4. Documentator | 27 | 27 | 27 | 3 | 84 | 100 |
| c. Problems or difficulties in the preparation of the AIP | | | | | | |
| 1. Financial constraints (sources of funds) | 21 | 21 | 21 | | 63 | 75 |
| 2. Identification of school problems | 12 | 12 | 12 | | 36 | 43 |
| 3. Prioritization of school problems | 10 | 10 | 10 | | 30 | 36 |
| d. Factors that facilitated the preparation of the plan. | | | | | | |
| 1. Participation of School Head and Staff | 27 | 27 | 27 | 3 | 84 | 100 |
| 2. Participation of PTCA | 20 | 20 | 20 | 3 | 63 | 75 |
| 3. Participation of LGUs and Barangay Official | 20 | 20 | 20 | 3 | 63 | 75 |
| 4. Participation of Division Staff | 27 | 27 | 27 | 3 | 84 | 100 |
| e. Activities done in the preparation of SIP | | | | | | |
| 1. Identify the strengths weaknesses, opportunities and threats | 27 | 27 | 27 | | 81 | 96 |
| 2. Provide solution to the problems and threats as identified and prioritized while strengths and opportunities are enhanced | 27 | 27 | 27 | | 81 | 96 |

Table 10. Continued . . .

| STATUS, KEY ACTORS, AND PROCESSES | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| 3. Manage the SBM Fund | 27 | 27 | 27 | | 81 | 96 |
| 4. Monitor and evaluate | 27 | 27 | 27 | | 81 | 96 |
| 5. Report to stakeholders the result | 27 | 27 | 27 | | 81 | 96 |
| f. Tools/instrument/device used to monitor plan implementation | | | | | | |
| 1. Report/forms | 27 | 27 | | | 54 | 64 |
| 2. Key Performance Indicators (KPIs) | 27 | 27 | | | 54 | 64 |
| g. Frequency of monitoring | | | | | | |
| 1. Quarterly | 27 | 27 | | | 54 | 64 |
| 2. Annually | 27 | 27 | | | 54 | 64 |
| h. No. of schools who holds a public assembly at the end of the school year to report the status of plan implementation and fund utilization to the different stakeholders | 22 | 22 | 22 | | 66 | 79 |
| C. Key actors Persons involved in the preparation of SIP/AIP | | | | | | |
| 1. School Head and Staff | 27 | 27 | 27 | 3 | 84 | 100 |
| 2. PTCA President and representative | 27 | 27 | 27 | 3 | 84 | 100 |
| 3. LGUs and Barangay Official | 27 | 27 | 27 | 3 | 84 | 100 |
| D. Resources Sources of SMF | | | | | | |
| 1. TEEP/ Projects Funds | 10 | 10 | 10 | 3 | 33 | 39 |
| 2. Regular DepEd allocation | 27 | 27 | 27 | 3 | 84 | 100 |
| 3. PTCA | 27 | 27 | 27 | 3 | 84 | 100 |
| 4. LGU | 27 | 27 | 27 | 3 | 84 | 100 |

$X^2_r = 46.06$ $\qquad$ $X^2\ 0.05 = 7.815$ $\qquad$ *Significant.

The tools/instruments/devices used to monitor plan implementation are reports/forms and key performance indicators. Monitoring is done quarterly and monthly.

The key actors involved in the preparation of SIP/AIP are school heads and staff, PTCA president and representative, local government units and barangay officials. The sources of funds are from TEEP/ projects funds, regular DepEd allocation, a parents-teachers community association and local government unit.

The computed value indicates that the processes, key actors and resources involved in the school-based management milestones significantly differ. Thus with the acceptance of the hypothesis, it may be inferred that only the teachers, school heads and parents-teachers association are involved in the implementation of the school improvement plan and annual implementation plan. The school head, teachers and PTCA were involved in the preparation up to the implementation of the school improvement plan and annual implementation plan. The local government unit has no roles in the preparation of the school improvement plan and annual implementation plan but they were involved in the financial resources.

<u>Innovations or Changes Introduced to</u>
<u>the School as a Result of SBM Program</u>

The innovations and changes, as stated by the respondents, are the following: having community consultative conference; conducting stakeholders assemblies-these are opportunities for project implementation review with the stakeholders; enjoining community support –barangay special education fund is given to schools to augment school-based management fund; and establishing support system. The teachers in-charge are assisted by coordinating principals to process school-based management in order not to disrupt classes.

Table 11. Innovation or changes introduce to the school because of SBM program

| INNOVATIONS/CHANGES | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| 1. Community consultative conference | 11 | 11 | 11 | 3 | 36 | 43 |
| 2. Stake holders assemblies, these were opportunities for project implementation review with stake holder | 11 | | | 3 | 14 | 17 |
| 3. Strong Community support, barangay Special education fund was given to school to augment SBMF | 27 | 27 | 27 | 3 | 84 | 100 |
| 4. Established support system, TICs were assisted by coordinating principal to process SBM in order not to disrupt classes | 11 | | | | 11 | 13 |

$X^2_r = 0.075$        $X^2$ 0.05 =7.815        *Not Significant

The computed value indicates that the perceptions of the respondents on the innovations or changes introduce, because of school based management program do not significantly differ. Thus, the hypothesis is not accepted. It may be inferred that all the respondents have observe the innovations and changes introduced by the implementation of school-based management program.

Learning's From SBM

Table 12 are the learnings derived from the school-based management implementation: the parents-teachers community association involvement in monitoring and maintenance of school building; school-based management fund gives opportunities to school heads and teachers to propose their own budget; procurement program gives an opportunity for the school to purchase furniture suited for the pupils; using the school-based management fund delegated by some school managers; the teachers can purchase their own needed instructional supplies and materials.

The computed value indicates that the learnings derived from the implementation of the school-based management significantly differ. Thus, with the acceptance of the hypothesis it may be inferred that only the teachers and school heads perceived that learnings are gained from the school-based management implementation.

Table 12. Learning's from school-based management

| LEARNING | SCHOOL HEAD | TEACHERS | PTCA | LGU | TOTAL | % |
|---|---|---|---|---|---|---|
| 1. PTCA involvement in monitoring and maintenance of school building | 11 | 14 | | | 25 | 30 |
| 2. SBMF gave opportunities to school head and teachers to proposed their own budget. | 12 | 12 | | | 24 | 29 |
| 3. Procurement program gave opportunity for the school to purchase furniture suited for the pupils | 27 | 27 | | | 54 | 64 |
| 4. Using the SBMF delegated by some school managers, teachers purchased their own needed instructional supplies and materials. | 11 | 11 | | | 22 | 26 |

$X^2_r = 9.68$ $\quad X^2 0.05 = 7.815$ $\quad$ *Significant

## SUMMARY, CONCLUSIONS, AND RECCOMENDATIONS

Summary

This research was conducted to evaluate and determine the processes, key actors and resources in the inputs of school-based management, the SBM milestones, the innovation/changes as a result of school-based management program, and the learnings gained from the implementation of school-based management in Kapangan District, Benguet Division.

The questionnaire used by the Development Academy of the Philippines to evaluate TEEP SBM Model covered provinces was adapted to ensure that all inputs and the milestone of the SBM program would be fully evaluated.

The salient findings of the study are as follows:

1. The processes involved are those related to the roles indicated in the implementation of school-based management inputs and milestones. The key actors are the school heads, teachers, parents-teachers community association and the local government unit. The resources involved are the funds utilized to augment the expenses of the Program.

2. The milestones include all schools in Kapangan district implementing school improvement plan and annual implementation with the active participation of parents and other members of the community; managing the funds by the schools; monitoring, evaluating; and reporting result to stakeholders during community assemblies the status of the program.

3. The practices involved in the school-based management implementations are as follows: having community consultative conference, conducting stakeholders assemblies, enjoining strong community support, establishing support system.

4. The leading learnings derived from the SBM implementation are involving the parents-teachers community association involvement in monitoring and maintaining school buildings, giving opportunities for school head and teachers to propose their own budget, and giving the powers to school heads to procure their own needed instructional supplies and materials.

Conclusions

Based on the findings the following conclusions are drawn.

1. The following inputs in the SBM have been implemented well in all the schools of Kapangan District: the school-based in-service training, student assessment, and monitoring and evaluation.

2. The SBM milestones are fully implemented and observed in all the school of Kapangan because that the training on the implementation of the milestones have been introduced before the school-based management implementation.

3. The innovations brought about by the SBM program, such as stakeholders assemblies, strong community support, have established support system

4. The positive learnings gained from the SBM implementation, such as parents-teachers involvement in monitoring in the school building, school-based management fund gives opportunities to school heads and teachers to propose their own budget, procurement program gives opportunity for the school to purchase their own furniture suited for pupils.

Recommendations

Based on the conclusions the following are recommended:

1. The inclusion of LGU and PTCA is a great achievement in the SBM program. Full commitment of parties should also include working harmoniously and attaining the objectives to improve the quality of educating learners.

2. The teacher in-charge of small schools should undergo trainings on instructional management and administrative management since they are given the roles to manage a school.

3. The schools must have the real authority over the budget, personnel and curriculum. That is; the school heads leading the other stakeholders can practice all the milestones of the school-based management. This authority must be used in introducing changes in school functions that actually have impact on teaching and learning outcomes.

4. The new power of school heads or school-clustered leaders must lead to innovative strategies to enhance decentralization.

5. There should be directions for curriculum and instructional reform through the creation of an instructional guidance system that includes standards, curriculum framework and assessment component within which schools may determine how to deliver the curriculum.

6. To further researches, it is recommended that evaluation of school-based management should be conducted.
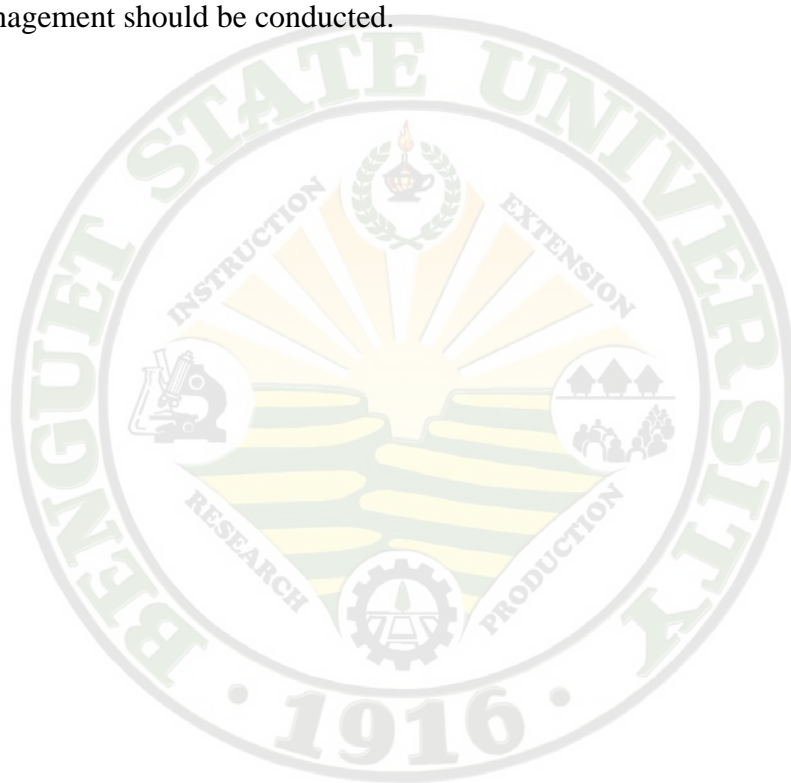
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Appendix A

QUESTIONNAIRE FOR THE SCHOOL HEAD

Name of School head: _____

Name of School: _____

Type of School: ( ) Mono grade  ( ) Multi grade

Length of Stay in school_____

- Please go to the questionnaire and answer each item carefully.
- Use a check mark (/) for answering question items with pre printed responses. You may check as many responses as applicable. If your answer is not on the choices, write it on the space marked "others".

School Building Program (SBP)

1. Do you have building constructed under the SBP?

( ) Yes        ( ) No

2. Do you have building repaired under the SBP?

( ) Yes        ( ) No

3. What was your role in the SBP?

( ) Principal implementer?

( ) Technical project Adviser

( ) Fund Manager

( ) Project Manger

( ) Others,

Specify_____

4. What was the source of the SBP funding?

( ) National Government

( ) Local Government Units

( ) Loans

( ) Donations

( ) Others,

Specify_____

5. Did you encounter problems in the construction or repair of school building under the SBP?

( ) Yes

( ) No, Proceed to Question No. 7

6. What are these problems?

( ) Fulfillment of the requirements

( ) Selection of contracting of contractions( bidding process)

( ) Construction phase

( ) Turn over

( ) Closing

( ) Others,

Specify_____

7. What factors facilitated the construction or repair under the SBP?

( ) Supervision during construction

( ) Timely submission of work accomplished and progress billing by contractors

( ) Substantial completion of works ( by 98%)

( ) conduct o joint inspection

( ) Others,

Specify_____

CURRICULUM, INSTRUCTION, MATERIALS AND TEXTBOOKS

8. Do you design or produce instructional materials to meet specific requirements of teachers and students in your school?

( ) Yes ( ) No

9. What are these locally produced instructional materials?

( ) Text books

( ) Printed Materials

( ) Computer aided instructions

( ) Others,

Specify_____

10. Did curriculum experts evaluate these instructional materials?

( ) Yes ( ) No

11. Did you introduce modification or changes in the curriculum in your school to address all types of learners?

( ) Yes ( ) No

12. With Multi grade schools,

12.1 Did you initiate to have learning resources (e.g. Advanced weekly lesson plans)

( ) Yes ( ) No

12.2 Did you receive specialized training and staff development on handling MG classes?

( ) Yes ( ) No

12.3 Did you receive other inputs and assistance? (e.g. parents as para-teachers)

13. In Indigenous community,

13.1 Did you initiate to have learning resources ( e.g. Compilation of indigenous materials)

( ) Yes ( ) No

13.2 Did you receive specialized training and staff development on handling indigenous people?

( ) Yes ( ) No

13.3 Did you receive other inputs and assistance?

( ) Yes ( ) No

14. Do you encounter problems regarding books?
( ) Yes          ( ) No
15. What is the ratio of textbook to student in your school?
( ) 1:1
( ) 1:2
( ) 1:3
( ) 1:4
( ) Others,
Specify_____

SCHOOL BASED INSERVICE TRAINING (INSET)
16. Do you have a system/mechanism to determine the teachers who will go to what type of training?
( ) Yes          ( ) No
17. Who makes the final decision on matters involving the INSET?
( ) School head
( ) Teachers
( ) Regional office
( ) Division Office
( ) Others,
Specify_____
18. Have you attended any INSET?
( ) Yes          ( ) No
19. Did the training meet your training needs?
( ) Yes          ( ) No

SCHOOL IMPROVEMENT AND INNOVATION FACILITY (SIIF)
20. Do you have project under SIIF?
( ) Yes          ( ) No
21. Do you have a role in the implementation of the SIIF-funded projects?
( ) Yes          ( ) No
22. What was your role in the implementation of the SIIF-funded project?
( ) Project implementer,
( ) Fund manager
( ) Monitor/Evaluator
( ) Community mobilizer
( ) Others,
Specify_____
23. Are there individual, groups or sectors involved in the implementation of the SIIF funded Project?
STUDENT ASSESSMENT (SA)
24. Is S A administered in your school?
( ) Yes          ( ) No
25. What are the testing tools used to assess the students in your class/school?

( ) Formative Tests
( ) National sample-Based Assessment  (NSBA)
( ) National Achievement Test ( NAT)
( ) Division Achievement Test (DAT)
( ) Regional Achievement Test (RAT)
26. Do you use the result of SA to help your teacher improve instruction?
( ) Yes          ( ) No
27. What are the ways by which you help the teachers?
( ) coaching
( ) mentoring
( ) Others,
Specify_____

MONITORING AND EVALUATION M&E
28. Do you conduct monitoring and evaluation of school and student
performance?
( ) Yes          ( ) No
29. What do you monitor to ensure that the desired school and student
performance are achieved?
( ) Zero Non-reader and Non-numerates
( ) Mean Percentage Score
( ) Teacher Effectiveness
( ) School Head Effectiveness
( ) SBM Implementation
( ) Others,
PleaseSpecify_____
30. What tools/instrument/schemes/ mechanism do you use to monitor these?
( ) Using the IMES
( ) Using the SIP
( ) Using AIP
( ) Using the report/Form Coding System
( ) Using Report card
( ) Using Key Performance Indicator (KPIs)
( ) Others,
PleaseSpecify_____
31.  How frequent do you monitor?
( ) Weekly
( ) Monthly
( ) Quarterly
( ) Semi- annually
( ) Annually
32. What do you do with the results?
( ) discuss with teachers

( ) Others,

PleaseSpecify_____

## SCHOOL-BASED PROCUREMENT OF FURNITURE

33. Do you procure furniture for the school?

( ) Yes        ( ) No

34. What are these furniture?

( ) Graders Table

( ) Graders chair

( ) Blackboard

( ) Desk wood/steel s

( ) Teachers Chair Flip charts

( ) Teachers Table

35. Do you have a procurement process pertinent to furniture procurement in your school?

( ) Yes        ( ) No

36. What is the process in procuring furniture to your school?

( ) Simple Canvass

( ) Others,

PleaseSpecify_____

## SCHOOL HEAD AND STAFF DEVELOPMENT

37. Did you attend SBM training?

( ) Yes        ( ) No

38. What other SBM Training did you attend?

( ) Effective Instructional Leadership and Educational Resource Management Training ( E-FILERMAT)

( ) Preparation of School Improvement Plan and Annual Implementation Plan.

( ) Others,

PleaseSpecify_____

## SBM MILESTONES

39. Do you have school improvement plan (SIP)? An Annual Implementation Plan (AIP) in your school?

|              SIP              |              AIP              |
|-------------------------------|-------------------------------|
| ( ) Yes                       | ( ) Yes                       |
| ( ) None                      | ( ) None                      |

40. What is the latest SIP do you have?_____ School Year

41. What is the latest AIP do you have?_____ School Year

42. Are you involved in SIP/AIP preparation?

( ) Yes        ( ) No

43. What is your role in the SIP preparation?

( ) Idea contributor

( ) Convenor

( ) Facilatator

( ) Documentator
( ) Others,
PleaseSpecify_____
44. What is your role in the AIP preparation?
( ) Idea contributor
( ) Convenor
( ) Facilitator
( ) Documentator
( ) Others,
PleaseSpecify_____
45. Do you experience problems or difficulties in the preparation of the AIP?
( ) Yes        ( ) No
46. What are these problems?
( ) Participation of selected participants
( ) Financial constraints (sources of funds)
( ) Identification of school problems
( ) Prioritization  of school problems
( ) Others,
PleaseSpecify_____
47. What factors facilitated the preparation of the plan?
( ) Participation of School Head and Staff
( ) Participation of Pupils
( ) Participation of PTCA
( ) Participation of LGUs and Barangay Official
( ) Participation of Division Staff
( ) Others,
PleaseSpecify_____
48. Who are the persons involved in the preparation of the SIP/AIP?

| SIP | AIP |
| --- | --- |
| ( ) School Head and Staff | ( )School Head and Staff |
| ( ) Pupils( ) Pupils | |
| ( ) PTCA President and representative | ( ) PTCA President and representative |
| ( ) LGUs and Barangay Official | ( ) LGUs and Barangay Official |
| ( ) Division Staff | ( ) Division Staff |
| ( ) Others, Please Specify_____ | ( ) Others, Please Specify_____ |

49. what activities do you do in the preparation and implementation of the SIP and AIP?
Preparation of

| SIP | AIP |
| --- | --- |
| ( ) Identify the strengths weaknesses, opportunities and threats | ( ) Identify the strengths weaknesses, opportunities and threats |

( ) Provide solution to the problems and threats as identified and prioritized while strengths and opportunities are enhanced

( ) Manage the SBM Fund

( ) Monitor and evaluate

( ) Report to stakeholders the result

( ) Others, Please Specify_____

( ) Provide solution to the problems and threats as identified and prioritized while strengths and opportunities are enhanced

( ) Manage the SBM Fund

( ) Monitor and evaluate

( ) Report to stakeholders the result

( ) Others, Please Specify_____

50. Is the plan supported by the SBM-fund?

( ) Yes          ( ) No

51. What are the sources of SBM Fund?

( ) TEEP/ Projects Funds

( ) Regular DepEd allocation

( ) PTCA

( ) LGU

( ) Donations

( ) Others,

PleaseSpecify_____

52. Is the fund Adequate?

( ) Yes          ( ) No, specify possible resources

53. Who manages the fund?

( ) School head

( ) Teacher

( ) Division office

( ) Others,

PleaseSpecify_____

54. Do you monitor the implementation of the AIP?

( ) Yes          ( ) No

55. What tools/instrument/device used to monitor plan implementation?

( ) Report/forms

( ) Key Performance Indicators (KPIs)

( ) Others,

PleaseSpecify_____

56. How often do you Monitor?

( ) Weekly

( ) Monthly

( ) Quarterly

( ) Semi- annually

( ) Annually

57. Do you hold a public assembly at the end of the school year to report the status of plan implementation and fund utilization to the different stakeholders?

( ) Yes          ( ) No

58. Are the target set in the AIP met?

( ) Yes          ( ) No

SUPPORT, SUPERVISION &TECHNICAL ASSISTANCE

59. Do you receive technical support from the division, regional or central office?

( ) Yes          ( ) No

60. What are these technical supports? Please enumerate

( ) Provide school with a lump sum budget

( ) Offer directions for curriculum and instructional reform through creation of instructional guidance system

( ) Encourage professional development and training

( ) Guiding schools to innovate  instructional practices

( ) Helping design new instructional model

( ) Others, Please Specify_____

POLICIES/SYSTEM

61. Are there new practices, policies and support system put in place to support SBM?

( ) Yes          ( ) No

62. What are these practices, policies and support systems?

_____
_____
_____
_____

63. What are the learning's from the implementation of the SBM which could be categorized in to positive or negative in all aspects?

_____
_____
_____

Thank you

Appendix B

## QUESTIONNAIRE FOR TEACHERS

Name of Teacher: _____

Name of School: _____

Type of School: ( ) Mono grade  ( ) Multi grade

Length of Stay in school_____

- Please go to the questionnaire and answer each item carefully.
- Use a check mark (/) for answering question items with pre printed responses. You may check as many responses as applicable. If your answer is not on the choices, write it on the space marked "others".

School Building Program (SBP)

1. Do you have building constructed under the SBP?

( ) Yes          ( ) No

2. Do you have building repaired under the SBP?

( ) Yes          ( ) No

3. What was your role in the SBP?

( ) Principal implementer?

( ) Technical project Adviser

( ) Fund Manager

( ) Project Manger

( ) Others,

Specify_____

4. What was the source of the SBP funding?

( ) National Government

( ) Local Government Units

( ) Loans

( ) Donations

( ) Others,

Specify_____

5. Did you encounter problems in the construction or repair of school building under the SBP?

( ) Yes

( ) No, Proceed to Question No. 7

6. What are these problems?

( ) Fulfillment of the requirements

( ) Selection of contracting of contractions( bidding process)

( ) Construction phase

( ) Turn over

( ) Closing

( ) Others,

Specify_____

7. What factors facilitated the construction or repair under the SBP?

( ) Supervision during construction

( ) Timely submission of work accomplished and progress billing by contractors

( ) Substantial completion of works ( by 98%)

( ) conduct o joint inspection

( ) Others,

Specify_____

CURRICULUM, INSTRUCTION, MATERIALS AND TEXTBOOKS

8. Do you design and develop additional instructional materials?

( ) Yes        ( ) No

9. What are these instructional materials?

( ) Text books

( ) Printed Materials

( ) Computer aided instructions

( ) Others,

Specify_____

10. Do you encounter problems regarding books?

( ) Yes        ( ) No

11. Did you introduce modification or changes in the curriculum in your school to address all types of learners?

( ) Yes        ( ) No

12. What is the ratio of textbook to student in your school?

( ) 1:1

( ) 1:2

( ) 1:3

( ) 1:4

( ) Others,

Specify_____

13. Is the principal or head teacher involved in matters involving curriculum,instructional materials and textbooks?

( ) Yes        ( ) No

SCHOOL BASED INSERVICE TRAINING (INSET)

14. Have you attended any in-set?

( ) Yes        ( ) No Proceed to question number

15. How were you selected?

( ) Personal application

( ) Went trough selection process

( ) Did not apply but was nominate/selected by principal, district or division

( ) Others,

Specify_____

16. How did you know about the In-set?
( ) by official communication/invitation
( ) by colleagues
( ) by publication/bulletin boards/website
 ( ) Others,
Specify_____
17. What were the basis in choosing the kind of training you attended?
( ) result of the TNA
( ) based on performance
( ) based on new assignment
 ( ) Others,
Specify_____
18. Did the training meet your training needs?
( ) Yes          ( ) No
19. Was the duration of training sufficient?
( ) Yes          ( ) No, Why
not?_____
20 What needs are addressed by this training?
( ) Instructional skills
( ) Subject matter content
( ) Commitment to teaching
( ) All of the above
SCHOOL IMPROVEMENT AND INNOVATION FACILITY (SIIF)
21. Do you have project under SIIF?
( ) Yes          ( ) No
22. Do you have a role in the implementation of the SIIF-funded projects?
( ) Yes          ( ) No
23. What was your role in the implementation of the SIIF-funded project?
( ) Project implementer,
( ) Fund manager
( ) Monitor/Evaluator
( ) Community mobilizer
( ) Others,
Specify_____
24. Are there individual, groups or sectors involved in the implementation of the
SIIF funded Project?
STUDENT ASSESSMENT (SA)
25. Is S A administered in your school?
( ) Yes          ( ) No
26. What are the testing tools used to assess the students in your class/school?
( ) Formative Tests
( ) National sample-Based Assessment  (NSBA)

( ) National Achievement Test ( NAT)

( ) Division Achievement Test (DAT)

( ) Regional Achievement Test (RAT)

27. Do you use the result of SA to help your teacher improve instruction?

( ) Yes ( ) No

28. What technical assistance do you receive from the principal?

( ) coaching

( ) mentoring

( ) Others,

Specify_____

MONITORING AND EVALUATION M&E

29. Do you conduct monitoring and evaluation of school and student performance?

( ) Yes ( ) No

30. What do you monitor to ensure that the desired school and student performance are achieved?

( ) Zero Non-reader and Non-numerates

( ) Mean Percentage Score

( ) Teacher Effectiveness

( ) School Head Effectiveness

( ) SBM Implementation

( ) Others,

PleaseSpecify_____

31. What tools/instrument/schemes/ mechanism do you use to monitor these?

( ) Using the IMES

( ) Using the SIP

( ) Using AIP

( ) Using the report/Form Coding System

( ) Using Report card

( ) Using Key Performance Indicator (KPIs)

( ) Others,

PleaseSpecify_____

32. How frequent do you monitor?

( ) Weekly

( ) Monthly

( ) Quarterly

( ) Semi- annually

( ) Annually

33. What remedial measures do you take given the monitoring result?

( ) discuss with teachers

( ) Others,

PleaseSpecify_____

SCHOOL-BASED PROCUREMENT OF FURNITURE

34. Do you  participate in procurement planning?

( ) Yes          ( ) No

35. What kind of furniture is procured for your class?

( ) Graders Table

( ) Graders chair

( ) Blackboard

( ) Desk wood/steel s

( ) Teachers Chair Flip charts

( ) Teachers Table

SCHOOL HEAD AND STAFF DEVELOPMENT

36. Did you attend SBM training?

( ) Yes          ( ) No

37. What other SBM Training did you attend?

( ) Effective Instructional Leadership and Educational Resource Management Training ( E-FILERMAT)

( ) Preparation of School Improvement Plan and Annual Implementation Plan.

( ) Others,

PleaseSpecify_____

SBM MILESTONES

38. Do you have school improvement plan (SIP)? An Annual Implementation Plan (AIP) in your school?

| SIP | AIP |
|---|---|
| ( ) Yes | ( ) Yes |
| ( ) None | ( ) None |

39. What is the latest SIP do you have?_____ School Year

40. What is the latest AIP do you have?_____ School Year

41. Are you involved in SIP/AIP preparation?

( ) Yes          ( ) No

42. What is your role in the SIP preparation?

( ) Idea contributor

( ) Convenor

( ) Facilatator

( ) Documentator

( ) Others,

PleaseSpecify_____

43. What is your role in the AIP preparation?

( ) Idea contributor

( ) Convenor

( ) Facilitator

( ) Documentator

( ) Others,
PleaseSpecify_____

44. Do you experience problems or difficulties in the preparation of the AIP?
( ) Yes          ( ) No
45. What are these problems?
( ) Participation of selected participants
( ) Financial constraints (sources of funds)
( ) Identification of school problems
( ) Prioritization  of school problems
( ) Others,
PleaseSpecify_____
46. What factors facilitated the preparation of the plan?
( ) Participation of School Head and Staff
( ) Participation of Pupils
( ) Participation of PTCA
( ) Participation of LGUs and Barangay Official
( ) Participation of Division Staff
( ) Others,
PleaseSpecify_____
47. Who are the persons involved in the preparation of the SIP/AIP?

| **SIP** | **AIP** |
|---|---|
| ( ) School Head and Staff | ( )School Head and Staff |
| ( ) Pupils | ( ) Pupils |
| ( ) PTCA President and representative | ( ) PTCA President and representative |
| ( ) LGUs and Barangay Official | ( ) LGUs and Barangay Official |
| ( ) Division Staff | ( ) Division Staff |
| ( ) Others, Please Specify_____ | ( ) Others, Please Specify_____ |

48. what activities do you do in the preparation and implementation of the SIP and AIP?
Preparation of

| SIP | AIP |
|---|---|
| ( ) Identify the strengths weaknesses, opportunities and threats | ( ) Identify the strengths weaknesses, opportunities and threats |
| ( ) Provide solution to the problems and threats as identified and prioritized while strengths and opportunities are enhanced | ( ) Provide solution to the problems and threats as identified and prioritized while strengths and opportunities are enhanced |
| ( ) Manage the SBM Fund | ( ) Manage the SBM Fund |
| ( ) Monitor and evaluate | ( ) Monitor and evaluate |
| ( ) Report to stakeholders the result | ( ) Report to stakeholders the result |
| ( ) Others, Please Specify_____ | ( ) Others, Please Specify_____ |

49. Is the plan supported by the SBM-fund?

( ) Yes          ( ) No

50.What are the sources of SBM Fund?

( ) TEEP/ Projects Funds

( ) Regular DepEd allocation

( ) PTCA

( ) LGU

( ) Donations

( ) Others,

PleaseSpecify_____

51. Is the fund Adequate?

( ) Yes          ( ) No, specify possible resources

52. Who manages the fund?

( ) School head

( ) Teacher

( ) Division office

( ) Others,

PleaseSpecify_____

53. Do you monitor the implementation of the AIP?

( ) Yes          ( ) No, Proceed to Question No. 83

54. What tools/instrument/device used to monitor plan implementation?

( ) Report/forms

( ) Key Performance Indicators (KPIs)

( ) Others,

PleaseSpecify_____

55. How often do you Monitor?

( ) Weekly

( ) Monthly

( ) Quarterly

( ) Semi- annually

( ) Annually

56. Do you hold a public assembly at the end of the school year to report the status of plan implementation and fund utilization to the different stakeholders?

( ) Yes          ( ) No

57. Are the target set in the AIP met?

( ) Yes          ( ) No

SUPPORT, SUPERVISION &TECHNICAL ASSISTANCE

58. Do you receive technical support from the division, regional or central office?

( ) Yes          ( ) No

59. What are these technical supports? Please enumerate

( ) Provide school with a lump sum budget

( ) Offer directions for curriculum and instructional reform through creation of instructional guidance system
( ) Encourage professional development and training
( ) Guiding schools to innovate  instructional practices
( ) Helping design new instructional model
( ) Others, Please Specify_____
POLICIES/SYSTEM

60. Are there new practices, policies and support system put in place to support SBM?
( ) Yes          ( ) No, end.
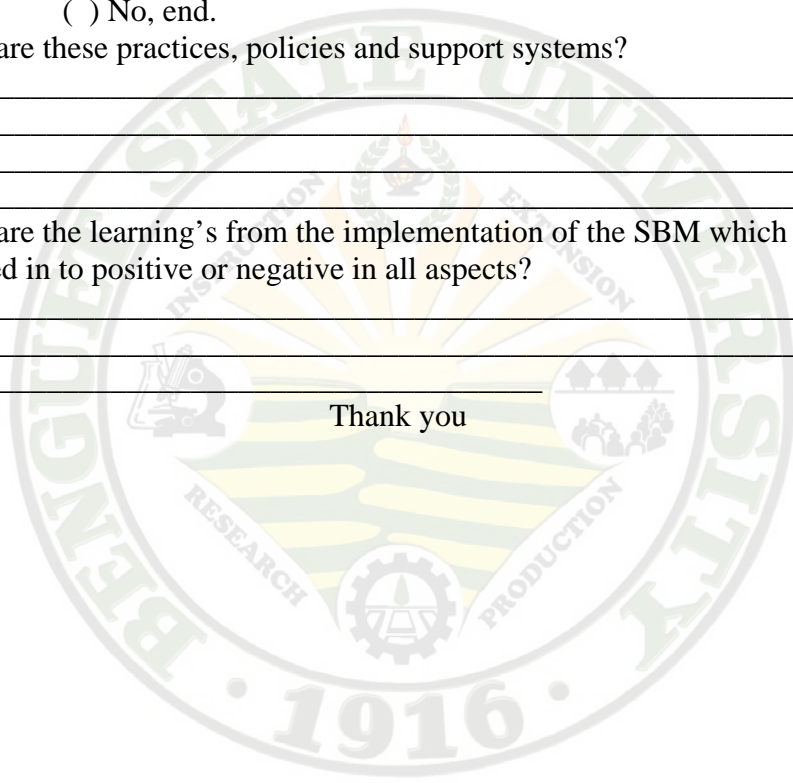61. What are these practices, policies and support systems?
_____
_____
_____
_____

62. What are the learning's from the implementation of the SBM which could be categorized in to positive or negative in all aspects?
_____
_____
_____
Thank you

Appendix C
QUESTIONNAIRE FOR PTCA OFFICIALS

Name of PTCA Official _____

Name of School: _____

- Please go to the questionnaire and answer each item carefully.
- Use a check mark (/) for answering question items with pre printed responses. You may check as many responses as applicable. If your answer is not on the choices, write it on the space marked "others".

School Building Program (SBP)

1. Do you Participate in the School building Program?
( ) Yes        ( ) No

2. What role did you play in the school building program in the SBP?
( ) Served as a witness
( ) Contributed some funds for the construction of the building
( ) Assisted school heads in looking for contractors
( ) attended the meetings to discuss the plan of SBP
( ) Others,
Specify_____

3. Who was making decision on the side of the school regarding the school building program.
( ) School HEAD
( ) Division accountant
( ) Technical division advisor
( ) Donations
( ) Others,
Specify_____

4. In your observation did the school encounter problems in the construction or repair of school building under the SBP?
( ) Yes
( ) No

5. What are these problems?
( ) Fulfillment of the requirements
( ) Selection of contracting of contractions( bidding process)
( ) Construction phase
( ) Turn over
( ) Closing
( ) Others,
Specify_____

6. What factors facilitated the construction or repair under the SBP?
( ) Supervision during construction

( ) Timely submission of work accomplished and progress billing by contractors
( ) Substantial completion of works ( by 98%)
( ) conduct o joint inspection
( ) Others,
Specify_____

CURRICULUM, INSTRUCTION, MATERIALS AND TEXTBOOKS
8. Do you have a role in curriculum enrichment in your school?
( ) Yes        ( ) No
9. What role do you play in curriculum enrichment in school?

_____

SCHOOL IMPROVEMENT AND INNOVATION FACILITY (SIIF)
10. Do you participate in identifying possible impovement and innovation in your school?
( ) Yes        ( ) No
12. What improvement in school have been introduce under the school improvement and innovation Facility?
( ) New learning approach or strategies in teaching
( ) Development of print and non-print instructional mayterials
( ) New ways of assessing student performance
( ) Improving learning environment
( ) New technology and equipment
( ) Curriculum modification
( ) Others,
Specify_____
13. What was your role in the implementation of the SIIF-funded project?
( ) As coordinator,
( ) As participant
( ) As assessor of student performance
( ) As curriculum developer
( ) Others,
Specify_____
STUDENT ASSESSMENT (SA)
14. Do you have a role in the conduct of student assessment?
( ) Yes        ( ) No
15. What role do you play in student assessment?
( ) Process observer
( ) Assessor/evaluator
( ) Others,
Specify_____
MONITORING AND EVALUATION M&E
16. Do you participate in monitoring the performance of teachers, students, and the school?

( ) Yes          ( ) No

SCHOOL-BASED PROCUREMENT OF FURNITURE

17. What furniture are being procured at the school?

( ) Graders Table

( ) Graders chair

( ) Blackboard

( ) Desk wood/steel s

( ) Teachers Chair Flip charts

( ) Teachers Table

18. Are you aware of the process of furniture procurement in your school?

( ) Yes          ( ) No

SCHOOL HEAD AND STAFF DEVELOPMENT

19. Do you think school heads needs additional training to manage the school?

( ) Yes          ( ) No

20. In What areas do you think school heads needs additional training to manage the school?

( ) Leadership

( ) Personnel Management.

( ) Curriculum and instructional development

( ) Fiscal resource management

( ) Project management

( ) Others,

PleaseSpecify_____

SBM MILESTONES

21. Do you have school improvement plan (SIP)? An Annual Implementation Plan (AIP) in your school?

|  SIP |  AIP |
|---|---|
| ( ) Yes | ( ) Yes |
| ( ) None | ( ) None |

22. What is the latest SIP do you have?_____ School Year

23. What is the latest AIP do you have?_____ School Year

24. Are you involved in SIP/AIP preparation?

( ) Yes          ( ) No

25. What is your role in the SIP preparation?

( ) Idea contributor

( ) Convenor

( ) Facilatator

( ) Documentator

( ) Others,

PleaseSpecify_____

26. What is your role in the AIP preparation?

( ) Idea contributor

( ) Convenor
( ) Facilitator
( ) Documentator
( ) Others,
PleaseSpecify_____
27. Do you experience problems or difficulties in the preparation of the AIP?
( ) Yes          ( ) No
28. What are these problems?
( ) Participation of selected participants
( ) Financial constraints (sources of funds)
( ) Identification of school problems
( ) Prioritization  of school problems
( ) Others,
PleaseSpecify_____
29. What factors facilitated the preparation of the plan?
( ) Participation of School Head and Staff
( ) Participation of Pupils
( ) Participation of PTCA
( ) Participation of LGUs and Barangay Official
( ) Participation of Division Staff
( ) Others,
PleaseSpecify_____
30. Who are the persons involved in the preparation of the SIP/AIP?

| **SIP** | **AIP** |
|---|---|
| ( ) School Head and Staff | ( )School Head and Staff |
| ( ) Pupils( ) Pupils | |
| ( ) PTCA President and representative | ( ) PTCA President and representative |
| ( ) LGUs and Barangay Official | ( ) LGUs and Barangay Official |
| ( ) Division Staff | ( ) Division Staff |
| ( ) Others, Please Specify_____ | ( ) Others, Please Specify_____ |

31. what activities do you do in the preparation and implementation of the SIP and AIP?
Preparation of

| SIP | AIP |
|---|---|
| ( ) Identify the strengths weaknesses, opportunities and threats | ( ) Identify the strengths weaknesses, opportunities and threats |
| ( ) Provide solution to the problems and threats as identified and prioritized while strengths and opportunities are enhanced | ( ) Provide solution to the problems and threats as identified and prioritized while strengths and opportunities are enhanced |
| ( ) Manage the SBM Fund | ( ) Manage the SBM Fund |

( ) Monitor and evaluate               ( ) Monitor and evaluate
( ) Report to stakeholders the result    ( ) Report to stakeholders the result
( ) Others, Please Specify_____       ( ) Others, Please Specify_____

32. Is the plan supported by the SBM-fund?
( ) Yes       ( ) No

33 .What are the sources of SBM Fund?
( ) TEEP/ Projects Funds
( ) Regular DepEd allocation
( ) PTCA
( ) LGU
( ) Donations
( ) Others,
PleaseSpecify_____

34. Is the fund Adequate?
( ) Yes       ( ) No, specify possible resources

35. Do you know how SBM Fund is used fund?
( ) Yes       ( ) No

36. Who is responsible for this?
( ) School head
( ) Teacher
( ) Division office
( ) Others,
PleaseSpecify_____

37. Are you aware who is res[ponsible in approving the use of fund for school needs?
( ) Yes       ( ) No

38. Do you have a role in the generation of SBMF?
( ) Yes       ( ) No

39. Do you have a role in the utilization of SBMF?
( ) Yes       ( ) No

40. What is your role?_____

41. Are you involve in monitoring the implementation of the AIP?
( ) Yes       ( ) No

42. How often is the monitoring conducted?
( ) Weekly
( ) Monthly
( ) Quarterly
( ) Semi- annually
( ) Annually

43. Do you have a public assembly at the end of the school year where the status of plan implementation and fund utilizations reported to the different stakeholders?

( ) Yes          ( ) No
44. Do You attend this assembly
( ) Yes          ( ) No
<u>SUPPORT, SUPERVISION &TECHNICAL ASSISTANCE</u>
45. In your knowledge does the school get support  from the division, regional or central office?
( ) Yes          ( ) No
46. What are these technical supports
( ) Provide school with a lump sum budget
( ) Offer directions for curriculum and instructional reform through creation of instructional guidance system
( ) Encourage professional development and training
( ) Guiding schools to innovate  instructional practices
( ) Helping design new instructional model
( ) Others, Please Specify_____

47. What are the learning's from the implementation of the SBM which could be categorized in to positive or negative in all aspects?
_____
_____
_____
Thank you
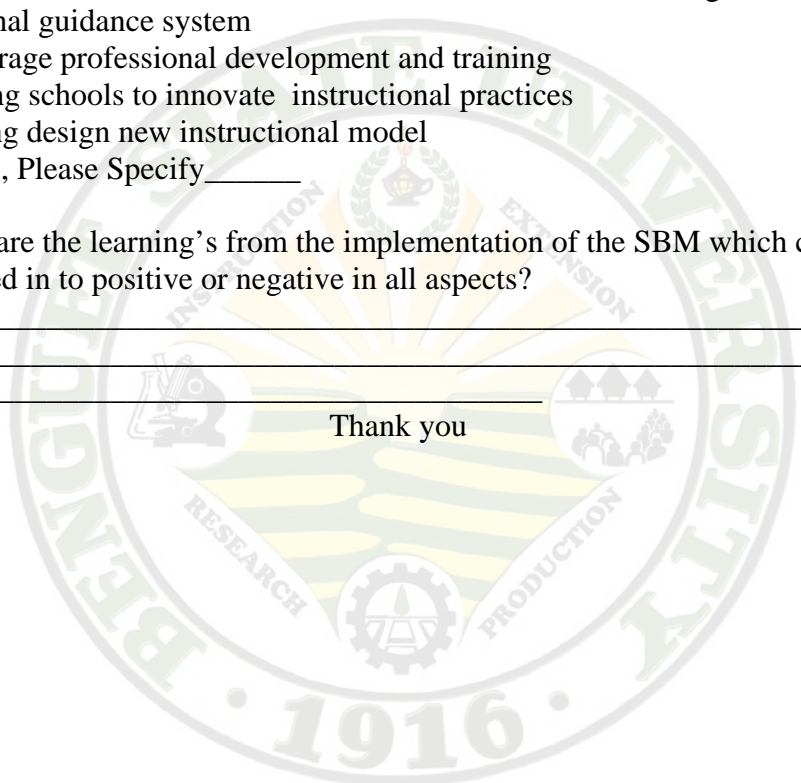
Appendix E

QUESTIONNAIRE FOR LOCAL GOVERNMENT UNIT

Name _____

Position: _____

- Please go to the questionnaire and answer each item carefully.
- Use a check mark (✓) for answering question items with pre printed responses. You may check as many responses as applicable. If your answer is not on the choices, write it on the space marked "others".

School Building Program (SBP)

1. Do you Participate in the School building Program?
( ) Yes        ( ) No
2. Did LGU Participate in the School building Program?
( ) Yes        ( ) No
3. What role did you play in the school building program in the SBP?
( ) Served as a witness
( ) Contributed some funds for the construction of the building
( ) Assisted school heads in looking for contractors
( ) attended the meetings to discuss the plan of SBP
( ) Others,
Specify_____
4. Who was making decision on the side of the school regarding the school building program.
( ) School HEAD
( ) Division accountant
( ) Technical division advisor
( ) Donations
( ) Others,
Specify_____
5. Did you encounter problems in the construction or repair of school building under the SBP?
( ) Yes        ( ) No
6. What are these problems?
( ) Fulfillment of the requirements
( ) Selection of contracting of contractions( bidding process)
( ) Construction phase
( ) Turn over
( ) Closing(  ) Others,
Specify_____
7. What factors facilitated the construction or repair under the SBP?

( ) Supervision during construction
( ) Timely submission of work accomplished and progress billing by contractors
( ) Substantial completion of works ( by 98%)
( ) conduct o joint inspection
( ) Others,
Specify_____

CURRICULUM, INSTRUCTION, MATERIALS AND TEXTBOOKS
8. Do you have a role in procuring textbooks in school under your administrative jurisdiction?
( ) Yes          ( ) No
9. What role do you play in procuring textbooks in schools in your locality?
_____

SCHOOL IMPROVEMENT AND INNOVATION FACILITY (SIIF)
10. What improvement in school have been introduce under the school improvement and innovation Facility?
( ) New learning approach or strategies in teaching
( ) Development of print and non-print instructional mayterials
( ) New ways of assessing student performance
( ) Improving learning environment
( ) New technology and equipment
( ) Curriculum modification
( ) Others,
Specify_____
11. What was your role in the implementation of the SIIF-funded project?
( ) As coordinator,
( ) As participant
( ) As assessor of student performance
( ) As curriculum developer
( ) Others,
Specify_____
STUDENT ASSESSMENT (SA)
12. Do you have a role in the conduct of student assessment?
( ) Yes          ( ) No
13. What role do you play in student assessment?
( ) Process observer
( ) Assessor/evaluator
( ) Others,
Specify_____
 Monitoring and Evaluation M&E
14. Do you participate in monitoring the performance of teachers, students, and the school?
( ) Yes          ( ) No

15. What is your participation in the monitoring and evaluation of student and school performance?_____

SCHOOL-BASED PROCUREMENT OF FURNITURE

16. What furniture are being procured at the school?

( ) Graders Table

( ) Graders chair

( ) Blackboard

( ) Desk wood/steel s

( ) Teachers Chair Flip charts

( ) Teachers Table


17. Are you aware of the process of furniture procurement in your school?

( ) Yes          ( ) No

SCHOOL HEAD AND STAFF DEVELOPMENT


18. Do you think school heads needs additional training to manage the school?

( ) Yes          ( ) No

19. In What areas do you think school heads needs additional training to manage the school?

( ) Leadership

( ) Personnel Management.

( ) Curriculum and instructional development

( ) Fiscal resource management

( ) Project management

( ) Others,

PleaseSpecify_____

SBM MILESTONES

20. Do you have school improvement plan (SIP)? An Annual Implementation Plan (AIP) in your school?

| SIP | AIP |
|---|---|
| ( ) Yes | ( ) Yes |
| ( ) None | ( ) None |

21. What is the latest SIP do you have?_____ School Year

22. What is the latest AIP do you have?_____ School Year

23. Are you involved in SIP/AIP preparation?

( ) Yes          ( ) No

24. What is your role in the SIP preparation?

( ) Idea contributor

( ) Convenor

( ) Facilatator

( ) Documentator

( ) Others,
PleaseSpecify_____
25. What is your role in the AIP preparation?
( ) Idea contributor
( ) Convenor
( ) Facilitator
( ) Documentator
( ) Others,
PleaseSpecify_____
26. Do you experience problems or difficulties in the preparation of the AIP?
( ) Yes          ( ) No
27. What are these problems?
( ) Participation of selected participants
( ) Financial constraints (sources of funds)
( ) Identification of school problems
( ) Prioritization  of school problems
( ) Others,
PleaseSpecify_____
28. What factors facilitated the preparation of the plan?
( ) Participation of School Head and Staff
( ) Participation of Pupils
( ) Participation of PTCA
( ) Participation of LGUs and Barangay Official
( ) Participation of Division Staff
( ) Others,
PleaseSpecify_____
29. Who are the persons involved in the preparation of the SIP/AIP?

| **SIP** | **AIP** |
| --- | --- |
| ( ) School Head and Staff | ( )School Head and Staff |
| ( ) Pupils( ) Pupils | |
| ( ) PTCA President and representative | ( ) PTCA President and representative |
| ( ) LGUs and Barangay Official | ( ) LGUs and Barangay Official |
| ( ) Division Staff | ( ) Division Staff |
| ( ) Others, Please Specify_____ | ( ) Others, Please Specify_____ |

30. what activities do you do in the preparation and implementation of the SIP and AIP?
Preparation of

| SIP | AIP |
| --- | --- |
| ( ) Identify the strengths weaknesses, opportunities and threats | ( ) Identify the strengths weaknesses, opportunities and threats |
| ( ) Provide solution to the problems | ( ) Provide solution to the problems |

| and threats as identified and prioritized while strengths and opportunities are enhanced | and threats as identified and prioritized while strengths and opportunities are enhanced |
|---|---|
| ( ) Manage the SBM Fund | ( ) Manage the SBM Fund |
| ( ) Monitor and evaluate | ( ) Monitor and evaluate |
| ( ) Report to stakeholders the result | ( ) Report to stakeholders the result |
| ( ) Others, Please Specify_____ | ( ) Others, Please Specify_____ |

31. Is the plan supported by the SBM-fund?
( ) Yes          ( ) No
32 .What are the sources of SBM Fund?
( ) TEEP/ Projects Funds
( ) Regular DepEd allocation
( ) PTCA
( ) LGU
( ) Donations
( ) Others,
PleaseSpecify_____
33. Is the fund Adequate?
( ) Yes          ( ) No, specify possible resources
34. Do you know how SBM Fund is used fund?
( ) Yes          ( ) No
35. Who is responsible for this?
( ) School head
( ) Teacher
( ) Division office
( ) Others,
PleaseSpecify_____
36. Are you aware who is resspossible in approving the use of fund for school needs?
( ) Yes          ( ) No
37. Do you have a role in the generation of SBMF?
( ) Yes          ( ) No
38. Do you have a role in the utilization of SBMF?
( ) Yes          ( ) No
39. What is your role?_____
40. Are you involve in monitoring the implementation of the AIP?
( ) Yes          ( ) No
41. How often is the monitoring conducted?
( ) Weekly
( ) Monthly
( ) Quarterly
( ) Semi- annually

( ) Annually

42. Do you have a public assembly at the end of the school year where the status of plan implementation and fund utilizations reported to the different stakeholders?

( ) Yes          ( ) No

43. Do You attend this assembly

( ) Yes          ( ) No

SUPPORT, SUPERVISION &TECHNICAL ASSISTANCE

44. In your knowledge does the school get support  from the division, regional or central office?

( ) Yes          ( ) No

45. What are these technical supports

( ) Provide school with a lump sum budget

( ) Offer directions for curriculum and instructional reform through creation of instructional guidance system

( ) Encourage professional development and training

( ) Guiding schools to innovate  instructional practices

( ) Helping design new instructional model

( ) Others, Please Specify_____

46.  What are the learning's from the implementation of the SBM which could be categorized in to positive or negative in all aspects?

_____

_____

_____

Thank you

Appendix E

Communication


Department of Education
Cordillera Administrative Region
Benguet Division
Kapangan District

September 29, 2006

The Schools Division superintendent
Benguet Division
La Trinidad Benguet

Madam:

I have the honor to request permission to float questionnaire of research entitled "Evaluation of School-based management Program of Kapangan District, Benguet" in partial requirement for the degree of master of Arts in education

Your kind consideration and favorable action on this matter will be highly appreciated.

Very truly yours,

(SGD)FRANCISCO M. CONTERO


Approved:

(SGD) JIMMY C. WANKEY
Public Schools District Supervisor

Appendix F

Communication

### LETTER GRANTING PERMISSION TO CONDUCT SIMILAR STUDY ON SCHOOL-BASED MANAGEMENT

| | |
|---|---|
| **From:** | "Grace Gatarin" <ggatarin@dap.edu.ph>  Add to Address Book |
| **To:** | kenshed_1@yahoo.com |
| **Subject:** | SBM Evaluation Study |
| **Date:** | Tue, 17 Oct 2006 17:03:34 +0800 |

Dear Mr. Contero,

This is to inform you that we are allowing you to use the FGD and KII materials that we developed for your study.

Thank you very much and good luck in your study.


Grace R. Gatarin

BIOGRAPHICAL SKETCH

The author was born on March 10, 1976 in Baguio City. He was the second child from the three children of Mr. Delfin Contero of Nawal, Bokod and Victoria Montes Contero of Datakan, Kapangan, Benguet. The author finished his elementary education at Datakan Elementary School, Datakan, Kapangan, Benguet. In 1993 he graduated from Saint Theresita's High School Labueg, Kapangan, Benguet. He pursued his college through the help and assistance of his parents. He completed his bachelor of Elementary Education (BEED) at Benguet State University (BSU), La Trinidad, Benguet.

In 1996, he passed the Licensure Examination for Teachers , and later was hired as substitute teacher at Central Elementary School, Central, Kapangan, Benguet from January to March 1996. On November 14, 1996 he was given a permanent item and was sent to Catiaoan Bario School, Gaswiling, Kapangan Benguet and stayed there for a year and a half. He was transferred to Sagubo Elementary School Sagubo, Kapangan, Benguet on June 1999. In November 2002 he requested for transfer at Longboy Elementary school to be near his family and it was granted.

He is happily married to Benia Gaspar of Poblacion Tuba. They are blessed with two children Kenedy Keith and Shedrick Glen.