

# The Influence of School-Based Management Implementation on Employees' Performance

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**Abstract-** Poor teachers' performance is an unavoidable issue that created doubts about the schools' quality of education. The objective of this study was to determine which domain in the School-Based Management Implementation significantly influence the Employees' Performance in one the district in the City of Panabo. The researcher used a quantitative, non-experimental research design utilizing casual effect technique. The data were gathered using downloaded, adopted, and modified questionnaire. Using stratified random sampling, 167 public school teachers of Panabo Central District were identified respondents. The Mean, Pearson-r, and Regression Analysis were the statistical tools used to interpret the data collected. The result of the survey revealed that the level of all the indicators of School-Based Management Implementation is very high. Moreover, the level of employees' performance is also very high. However, it was found that there is no significant relationship between School-Based Management Implementation and Employees' Performance.

**Keywords-** school-based management, employees' performance, philippines

## I. INTRODUCTION

The performance of the employees reflects how people perceive their job. It manifests to some factors that have an impact on employees' satisfaction that often links to performance (Ahmad et al., 2002). This includes salary, the job itself, career advancement, working environment, and leadership style of supervisors. The overall employees' performance will greatly influence the productivity of the whole organization and poor performance is detrimental to the organization's success.

The concern in the scarcity of government's resources and their efficient and effective use is also the reason for the implementation of the School-Based Management (Worldbank, 2007). King and Cordeiro-Guerra (2005) stated that the complexity of education system which involves managerial, technical and financial demands make it difficult to deliver education services in a highly centralized manner especially in the developed countries such as Australia, Hongkong and New Zealand. This turned into a battle cry in the 1980s and 1990s as the wave of decentralization, leading Naisbitt and Aburdene (1990) to assert that School-Based Management is a megatrend formed in the 1980s.

The Philippine education system faces a perennial problem: high dropout rates, low participation rate, poor school performance, and lack of facilities and teachers. According to

the result of Kad Tong's (2013) study, the Department of Education is experiencing problems with the poor performance of teachers based on the appraisal. Thus, a need for education reforms. Decentralization is identified to be a common structural problem in reforms and projects that were initiated. The influx of decentralization spilled over to the education sector in the Philippines since centralized bureaucracy continued in the greater part of the 20<sup>th</sup> century. (Abulencia, 2012).

Learning and development programs, rewards, and recognition in the form of bonuses and promotions were being provided in the Division of Panabo City to motivate the employees. However, there are still issues related to employees' performance that arise from time to time which is evident in the Results-Based Performance Management System (RPMS). The study is deemed important to help the Division in identifying the problems on the factors affecting the teachers' performance which may be attributable to school-based management implementation specifically on leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

## II. RELATED LITERATURE

School-Based Management is an organizational technique that enhances education by transitioning major decision-making authority to individual schools from state and district offices. It provides greater control over the educational process by providing administrators, staff, students, and parents with responsibility for policy, personnel and curriculum decisions. The involvement of teachers, parents and other stakeholders in key decisions as provided in the SBM principle is a contributory factor in building more conducive learning environment. The fundamental of this program is the best people who plan, control and improve the school, straightforwardly included and influenced by the school operations. It is thus linked with the public relationship to increase the participation of stakeholders in school programs and projects. It was introduced in several developed and developing countries worldwide such as England, Mexico and the United States (Kad Tong, Navarro-Parcon; Basar-Monir, 2016; Moradi, Beidokhti; Fathi, 2016).

Furthermore, this program was implemented in Australia in the early 1960s and 1970s, where schools have experimented in the development of school councils with more transparent

and participatory ties with parents and school groups. More autonomy for school leaders was also discussed in running their schools. The SBM was launched through the Basic Education Assistance for Mindanao (BEAM) system with the aid of the Australian government (Manual on School Governing Council, 2012).

Indonesia also targeted that 90% of the primary schools implement SBM as part of their Ministry of Educations' Strategic Plan for 2010-2014. Thus, strategic measures were being developed to improve its implementation in the districts (Acceleration of SBM, 2013).

In addition, teachers, parents, and the Community Board were unable to adopt SBM and impact the implementation of SBM at the level of teacher training. In contrast, a study of 1,260 schools in Indonesia showed that most of the schools had shown improved student performance, increased enrolment, and moderately increased disciplinary activity. Typically, the introduction of SBM, accompanied by transition and delegation to local actors, will lead to teacher satisfaction and improve education outcomes. School autonomy and accountability are also considered useful for diluting a number of major problems in education. Decentralization of power to education could improve the provision of service for students and enhance teacher motivation by giving schools incentives to provide efficient services for pupils (Hutabarat, 2015; Vernez, Karam; Marshall, 2012).

The SBM reforms have undergone major changes to the scene of schools. In general, school-based management transfers authority, responsibility, and control of operations to school level. As we know, SBM reforms in Indonesia have the main purpose of empowering administrators, teachers, employees and stakeholders, and the community or enhancing the incentive to teachers to enhance the sense of school property. Through school boards, SBM reforms also emphasized parental participation. This could lead to many school problems like employment motivation, job satisfaction, and work performance for teachers. This would influence teacher job motivation which can induce job- satisfaction and teachers' performance (Hutabarat, 2015; Patrinos et al., 2009).

Tapayan, Ebio, and Bentor (2016) stressed that accountability and decision-making powers on the school operations are handled by the school administrators, teachers, parents, and other stakeholders. According to Gammage (2008), as early as the seventies, Victoria already adopted the most devolved framework of SBM. They have developed and enforced strategic policies in the decentralized educational governance system. The system institutionalized decision-making authority to the schools and fostered good relationships between schools and the community (Drysdale, Goode; Gurr, 2009).

Moreover, in the background of school reforms, local community engagement and collaboration is being strengthened in the SBM implementation to fulfill the function of the higher office in the management of school

operations as a result of decentralization and delegation of authority to the school level. The best people to decide the approaches to meet their students' needs (Tapayan, Ebio; Bentor, 2016; Gamage & Zajda, 2005) are teachers, school administrators, parents, and the local community closer to their children.

Correspondingly, SBM implementation in the Australian The research conducted by Wilkins et al. (2019) that has been remitted to school boards is being largely done by professional school leaders who have led some cantons and communities to abandon their position as boards. Based on performance indicators and efficiency steps, the reform has led to a lack of control of local democratic involvement in school governance amid the spread of devolution in Swiss education policy (Quesel, Nöpfl, Buser, 2017).

Furthermore, Alexander, Onyango, and Kyalo (2019) concluded that students' involvement in financial management and the institutional building was weak, which suggested that students were unwilling to participate in important decision-making activities in the school management.

In addition, Rutherford and Jackson (2006) confirm that managers have been given new roles in the implementation of school-based governance. The heads of school are urged to construct an arrangement that advances network cooperation and coordinated effort rather than the standard conventional, lawful, or functional authorities in the school management on the grounds that teaching a kid is a purposeful and working together undertaking.

The quality of schools relies on the control implemented by school leaders. Bandur (2008) indicated that School-Based Management encourages schools to fabricate a solid school condition and better program situations in which educators are progressively dedicated to improving their school performance.

As Cranston (2009) stressed, schools should always be ready to connect with local stakeholders to facilitate any deficiencies in plant facilities and school resources. The majority recognized that schools in the community alone could not exist and that community connection should be strengthened to ensure that schools are progressive and their goals are realized (Allawan, 2012).

Wohlstetter and Mohrman (1993) also cited the need for decentralization of research into private sectors that control four resources: decision-making forces, technological, interpersonal, and administrative skills to allow employees to understand and to contribute to organizational efficiency. Moreover, according to Katuuk (2014), SBM is a reformation in the education sector. The main purpose is to improve the quality of education and its competitiveness by decentralizing and giving autonomy to the schools.

Employees' Performance refers to how the employees effectively and efficiently deliver their duties and executes their function. One of the methods to measure employees'

performance is the Data Envelopment Analysis (DEA). This method uses motivating factors such as salaries, benefits, and working environment as input. Consequently, the output of the said method is the indirect assessment of job performance through motivation, satisfaction, and commitment (Zbrank, 2013).

A new challenge for management has been identified to build a workplace that attracts and motivates the workforce, as the work environment quality influences employee motivation and performance (Gunaseelan; Ollukkaran, 2012).

There is no question that the working environment has a positive and negative impact on productivity, morale, and the engagement of employees. If workers are driven to function physically and emotionally, their efficiency improves. The motivation levels and subsequent performances are affected by the quality of the working environment for the employees (Leblebici, 2012).

Furthermore, the nature of the work environment condition affects the employees' work motivation and performance (Naharuddin; Sadegi, 2013).

Moreover, psychological satisfaction and well-being were found to be strongly and positively correlated with teachers' jobs. The result of the study conducted by Ahmed and Malik (2019) showed that psychological strength and well-being were partly mediated by mental well-being. But teachers with high emotional intelligence showed more work pleasure than teachers with low emotional intelligence, and better grades were obtained from their students. This has major consequences for teacher recruitment, preparation, success, and professional development for educational officials, school administrators and teachers (Latif Majoka; Khan, 2017).

Stress, as one of the indicators of employees' performance, has diverse meanings. It is a phenomenon where a person is unable to cope with what is happening in the environment (Dobson; Smith, 2000). Stress is a human body's natural response to a negative event that poses a threat to survival (Selye, 1984; Kushwaha, 2014). Teachers' stress is often due to environmental factors such as the department's expectations, including accomplishments and expected performance. Stakeholders' expectations can also be a stressor for the teachers. Stress, in general, can be healthy and may contribute to the overall performance of the teachers, but if routinely experience, this may have an impact on their job satisfaction and work performance (Gillespie, Walsh, Winefield, Dua; Stough, 2001).

Correspondingly, enhancing the working environment decreases grievances and absenteeism and increases efficiency. According to Naharuddin and Sadegi (2013), working conditions and the environment were identified as important factors to measure their employees' productivity in the study. The management focuses on maximizing the employees' productivity in two main areas: personal motivation and work environment infrastructure, as Kossek et al. (2012) reported. It was pointed out that workers are

dedicated to their careers and also their home lives in healthy working environments. Employees are more motivated when they are respected and given roles well-suited to their expertise and interest. Buckingham and Cuffman (1999) noted that staff productivity and loyalty are greatly influenced by the quality of the relationship between the employee and the management.

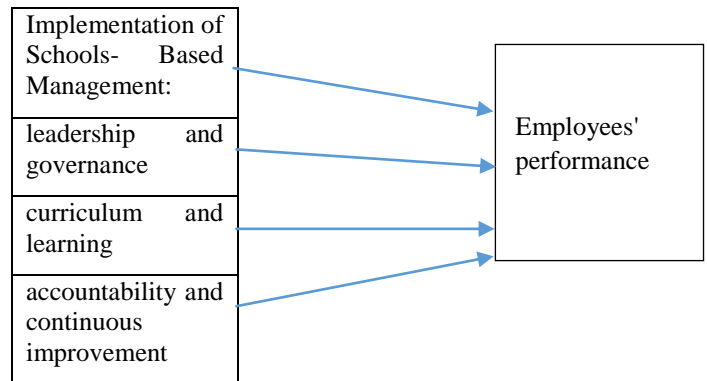


Fig. 1 Conceptual Framework

## II. METHODOLOGY

### *Research Design*

This study employed a quantitative non-experimental research design, specifically, the causal effect. Quantitative research design is appropriate since it produces objective and logical results by expressing the observation of mathematical data where patterns and relationships are investigated. These data are the basis for the objective measurement of possibilities and realities.

The Causal Effect Method was used since the study intends to examine the extent of a causal effect between the Schools-Based Management Implementation specifically on leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources on the employees' performance.

### *Research Locale and Sampling*

The survey is conducted using google forms, and results are analyzed through Microsoft Excel. The respondents of this study are the teachers of the public elementary schools in Panabo Central District. Stratified random sampling will be utilized in determining the number of respondents per school. Stratified random sampling is a testing technique that includes dividing a population into smaller groups dependent on their common qualities and attributes (Nickolas, 2019).

This study was conducted in Panabo City. This is a third-class city in the province of Davao del Norte. It has a total land area of 25,123 hectares. It is about 2.23 kilometers from Davao City. It is politically subdivided into 40 barangays. According to the latest census in 2015, it has a population of 184,599 people.

There are 427 public elementary school teachers in Panabo Central District as of 2020-2021. Out of this number, 167 teachers were the respondents of this study based on the suggested sample size by Ritter and Sue (2007) on studies with a 95% confidence level and an accepted margin of error of 5%, which is at least 152. This study will be conducted in the 3<sup>rd</sup> quarter of the school year 2020-2021.

As an inclusion criterion in determining the subject of the study, the researcher considered public elementary teachers of Panabo Central District. They have served at least 1 year in the school since the study aimed to determine the influence of SBM implementation on Employees Performance. Teachers from secondary schools and private institutions fell under the exclusion criteria and were not included in this study. They were treated as having a different work environment, and another study is needed to administer the context of their working environment. Furthermore, newly hired teachers and transferred teachers or teachers with less than one year in service in the school fall under the exclusion criteria since they are considered to be in their adjustment period; thus, the influence of School-Based Management on their performance may not be reliable.

#### *Data Collection Procedure*

Since this study will involve the School-Based Management implemented by the School Head and its influence on their performance, the respondents may feel not comfortable in answering the questionnaire, feel that some items are vague to understand and may feel inadequate in their physical condition, feel that the survey can cause a threat or can be a disadvantage to their positions they will be given the autonomy to withdraw from their involvement in the study. The respondents were provided a copy of the informed consent and read and understood its content before answering the questionnaire.

A downloaded, adopted, and modified survey questionnaire with a close-ended questions was used to gather data on the School-Based Management implementation in the leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources of the Department of Education which was validated by a pool of experts.

Data on the teachers' Performance Commitment and Review Form (IPCRF) were gathered based on the standardized Results Based Performance Management System as provided in DepEd Order No. 42 series of 2017. The range of means should follow this interval:

The responses to the items in the modified downloaded questionnaire were analyzed and interpreted using the appropriate statistical treatment as follows:

*Average Mean.* This tool was used to determine the level of school-based management implementation and employees' performance.

*Pearson's Correlation.* This was used to establish if there is a relationship between variables.

*Regression Analysis.* This was used to determine which School- Based Management implementation domain best influences the employees' performance.

### III. RESULTS AND DISCUSSIONS

It has been noted that the range of its standard deviation is 0.21 to 0.57, which is less than the typical standard deviation for a 5-point Likert scale. This means that the study's ratings are close to the mean, indicating a more minor variation of the respondents' responses. (Wittink & Bayer, 1994)

The level of school-based management implementation in the Panabo City Division was computed and interpreted based on the obtained mean rating per indicator: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

The regression analysis revealed that only the leadership and governance among all the school-based management indicators is considered a predictor of the dependent variable, which is the employees' performance.

The regression analysis also revealed the F-ratio of 2.194 and a p-value of 0.072. This means that school-based management implementation does not significantly influence employees' performance since the probability value is more than 0.05. The adjusted r-square is 0.051 or 5.1%, implying that the independent variable influences employees' performance 5.1% while the remaining 94.9% is attributed to other factors not included in the study.

#### *Discussion*

The very high level of school-based management implementation is an indication that school-based management in the public schools of Panabo Central District is very much observed. This is an actualization of the implementation of school-based management as mandated by RA 9155- Governance of Basic Education Act of 2001. Furthermore, the item with the highest mean is the curriculum and learning, mainly where teachers give premium to the holistic growth and development of the learners and the community. This is in line with Tapayan, Ebio, and Bento (2016) statement that local community participation and partnership is a significant concern in school reforms where decentralization and delegation of authority occur at the school level. Thus, making teachers, school administrators, parents, and the local community who are the closest to the children are the best-placed people to determine the strategies that meet the needs of their particular students.

On the other hand, management of resources, leadership, and governance is the item with the lowest mean. This means that teachers only oftentimes participate in the regular dialogue for planning and resource programming, resource inventory, monitoring and evaluation, and maintaining network and linkages that will strengthen and sustain partnership in

improving resource management. This study supports the claims of Hutabarat (2015) that SBM implementation in Indonesia reported minimal participation by parents in decision-making and continued influence on school policy and practice, and teachers were rarely engaged in decision making without requesting the consent of the school-based district authority. Furthermore, management of resources is found as an essential indicator of School-Based Management Implementation. Thus, internal and external stakeholders in the schools must be openly involved in the decision-making (Apriana, Kristiawan, & Wardiah, 2019).

The result of the employees' performance in the public schools of Panabo Central District is very satisfactory, which means that teachers' performance was oftentimes excellent.

The test of the relationship revealed that there is no significant relationship between school-based management implementation and employees' performance. This implies that school-based management implementation is not a determinant of the teachers' performance. The findings of this study support the claim of Grauwe (2005) that it is unclear how far school-based management influences the overall performance of the organization. The findings of this study disagree with Katuuk (2014) claim that SBM implementation significantly influences teachers' performance and of Sultoni, Lian, & Mulyadi (2020) that performance is also influenced by strengthening collaboration is a result of decentralization.

The result of regression analysis conveyed that the independent variable does not significantly influence teachers' performance which is consistent with the result of the study conducted by Leithwood and Menzies (1998) that there is a minimal direct cause-and-effect relationship between self-management brought about by school-based management and performance. This is incongruent with Hutabarat's (2015) claim that school-based management implementation influences the teachers' job performance to some extent due to their involvement in decision-making. However, based on the result, leadership and governance have an impact on employees performance which is evident also in the study of Song and Mustafa (2015), where teachers indicated that they have a need for emotional support from leaders in increasing their job satisfaction and performance and on the study of Buckingham and Cuffman (1999) that staff productivity and loyalty is greatly influenced by the quality of the relationship between the employee and the management.

#### IV. CONCLUSION

The data gathered and analyzed have not established a connection between school-based management implementation and employees' performance in Panabo Central District. It can be inferred that the existing indicators in the Individual Performance Commitment Form are not aligned with the indicators of the School-Based Management.

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