

ABSTRACT

Title of the Research: **EVALUATION OF SCHOOL-BASED MANAGEMENT IN CITY SCHOOLS DIVISION OF IMUS: BASIS FOR AN ENHANCED IMPLEMENTATION MODEL**

Author: **CRISTINA M. BEN**

Degree: **Doctor of Philosophy**

Major: **Educational Management**

Date of Completion: **December 1, 2018**

The aim of the study is to evaluate the level of School-Based Management practice built on the Key Performance Indicators (KPI's) and governance in the City Schools Division of Imus. The main objective of the study is to know the factors that contribute to the performance of schools in the Key Performance Indicators, issues, concerns, and best practices of schools in the governance of SBM principles. Descriptive method using the weighted mean of the KPI's in 31 schools was used. The perception of 155 respondents in the area of SBM principles, including views and opinions in SBM implementation thru a focus group discussion, was also determined. The evaluation revealed that SBM implementation level in the area of KPI's (access, efficiency and quality) is categorized as "Good" with 1.28 equivalent points. However, respondents perceived a "Better" performance of schools in SBM principles with 1.84 equivalent points. Factors such as involvement of parents, quality of learning experience, making learning and school environment enjoyable, and location of the school contribute to the school performance. Meanwhile, home visitations, expression of love and care to students, and positive school atmosphere alleviate dropouts.

Motivation, family support, communication to parents, providing remediation, counselling, and monitoring improve completion rate and cohort-survival rate while developing learners' study habits, improving school climate, physical facilities, and learning resources influence the quality of learning. However, in the governance area, stakeholders' minimal participation, lack of knowledge in SBM process, commitment, time management, shortage of resources, and overlapping of activities are seen as issues and concerns. On the other hand, practices such as setting the vision, mission, core values, and goals in school; formation of school governing council (SGC); school improvement planning; continuous professional growth; monitoring, evaluation and feed backing; and transparency in the management of resources are considered beneficial to the implementation. In general, school-based management was evaluated as in the maturing level of implementation where continuous improvement is introduced and sustained. An enhanced SBM implementation model was designed based on the best practices gathered to target the advance level.