



OPERATIONALIZATION OF THE SCHOOL GOVERNANCE COUNCIL TOWARD IMPROVED SCHOOL-BASED MANAGEMENT

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Abstract: This research aimed to assess the operationalization of School Governance Councils (SGCs) among public elementary schools in the Dinalupihan East District, Bataan. The study included key stakeholders, like school administrators, teachers, PTAs, SPG, and other members of SGC. The research focused on aspects such as the school's profile, operationalization of SGC, and the relationship between SGC and School-Based Management (SBM). The study found a strong positive relationship between the feedback mechanism of SGC and SBM practices of accountability and continuous improvement. The correlation coefficient was 0.732, indicating a significant association. The relationship between SGC operations in terms of shared governance and SBM practices in terms of curriculum and learning, as well as accountability and continuous improvement, shows a moderately good link. The functioning of SGC, including its feedback system, is strongly and positively associated with SBM behaviors related to accountability and continuous improvement. The findings lay the groundwork for a proposed action plan to improve school-based administration by operationalizing School Governing Committees (SGCs) in the district. The study also highlighted the difficulties faced by participants in implementing the SGC Programs. The findings provide valuable insights into the effectiveness of SGCs in improving school-based administration and fostering collaboration among stakeholders in the local community.

Keywords: Operationalization, School Governance, Council, School-Based Management, Descriptive-correlational research methodology, Dinalupihan East District, Schools Division Office of Bataan

INTRODUCTION

Educational institutions play a crucial role in building and maintaining learning institutions via partnerships, frequently through supporting the meaningful engagement of various elements of the local community. Effective collaborations across multiple stakeholders are crucial to achieving the level of cooperation needed for learning institutions to contribute to sustainable development. Innovative models are being developed by schools throughout the globe as a means of adapting to and even shaping future social trends. Some school and community leaders, particularly in the United States (U.S.), have promoted family and community collaborations to eliminate hurdles to education while maximizing time and encouraging local community members to accumulate necessary resources to ensure educational quality (Anderson-Butcher et al., 2022). Thus, education governance has become a critical aspect. Education governance refers to reorganizing the implementation of educational activities and allocating responsibilities, resulting in a shift towards increased involvement of outside organizations and other levels of government in delivering educational services. Another essential aspect of school-community connections is the Degree of organization and preparation that schools put into stakeholders' linkages. Research conducted by Lusse et al. (2019) has demonstrated that poorly organized events for parent participation tend to have low attendance rates and can result in decreased enthusiasm for future activities and diminished collaboration. The home and the school establish a two-way communication channel by involving parents in the decision-making process regarding the topics and scope of parent engagement activities. This encourages people involved in the school's academic goals to devote themselves to them to a higher degree (Auerbach, 2009; Lusse et al.). Furthermore, enabling stakeholders to serve as community exemplars has been found to boost overall parent involvement and student development, which leads to good governance (Auerbach, 2019). Good governance is the systematic management of educational institutions to foster growth



and ensure high responsibility and transparency. Research by Batruch et al. (2021) examines beliefs surrounding academic systems and their influence on perceptions of educational equity, suggesting that understanding meritocracy can underscore the importance of creating supportive academic environments for students from all backgrounds. Truong et al. (2016) investigates the influence of Confucian values on school leadership practices, suggesting that cultural values play a significant role in shaping educational governance. (Saluja et al., 2022), discuss the governance structures necessary for effective health systems, articulating that effective governance involves directing strategic goals, making policies, and ensuring accountability among stakeholders. Their work suggests that principles established within health governance frameworks can be beneficially adapted to educational contexts, where transparent directives and resource management are essential for achieving school improvement. On the other hand, Bischoff & Tach (2020) address the impacts of school choice policies on racial imbalances, demonstrating that governance structures must navigate these complexities to ensure equitable resource distribution and access to quality education. The most challenging issue in operationalizing the SGC was the lack of officials and members who could attend meetings. However, the SGC's current procedures and structures might be improved with ongoing oversight, training, and a review of its rules. Thaher & Saied (2020) underscore the connection between effective school governance and improved student outcomes, indicating that school leaders inspire their staff, thereby enhancing the overall effectiveness of the school environment. Lara et al. (2019) supported these findings. Their study found variations between parent participation profiles in terms of academic performance scores; parents who exhibited high and moderate levels of engagement demonstrated a positive correlation with their children achieving higher grades compared to parents who displayed low levels of involvement.

School leaders should adopt a more expansive perspective when implementing initial activities that serve as springboards for longer-term initiatives and relationships. Occasionally, a one-time collaborative endeavor will spark the formation of a formal partnership agreement (Wang, 2023). Every stakeholder should devote time to working toward a consensus around a common goal and vision. Creating a memorandum of understanding on their relationship is beneficial to maintain the connections between the institution and the community. Every school must have tangible community engagement or links to wean other stakeholders from active participation. Riski et al. (2023) elaborates on the role of digital leadership in educational governance, suggesting that school principals must engage with various stakeholders effectively to implement comprehensive educational reforms. Lacanilao (2020) divulged in his study that the stakeholders' participation in different school programs and activities was high based on the numerical results yielded from the data. These programs are classified as School Brigade, SPTA Meeting, Intramurals, and Health and Protection. In 2018, Jaboya conducted research on stakeholder involvement in SBM implementation. The study focused on examining the participation of various stakeholders in implementing the School-Based Management (SBM) method in public schools located in CAMANAVA. Afianti et al. (2024) conducted a literature study examining various models of school-community partnerships aimed at improving the educational environment. Their findings indicate that successful collaborations lead to better resource allocation, increased community engagement, and enhanced learning opportunities for students. As a result of the respondents' assessments of the involvement of stakeholders in school programs, De Torres (2021) proposed a program of activities outlining the school-community partnerships.

Research gaps in school-based governance (SGCs) include identifying and addressing implementation challenges, assessing their effectiveness and impact on student outcomes, school performance, and stakeholder satisfaction, examining the variability in implementation across different contexts, exploring the role of school leadership in facilitating SGCs, examining equity and

inclusivity in decision-making processes and outcomes, and identifying effective strategies for capacity building and support.

FRAMEWORK

The study aimed to improve student outcomes, as effective school management practices and governance structures contribute to a conducive learning environment and overall academic success in public elementary schools in the Dinalupihan East District, Dinalupihan, Bataan. The research study "Leaving No Place Behind: Community Engagement and Primary School Pupils' Learning Successes in Burkina Faso's small-scale gold mining settlements" conducted by Sanfo (2020) focused on the theory of learner support through community engagement to enhance students' academic success. The study found that community participation significantly influences students' learning outcomes, emphasizing the importance of community involvement in education. This aligns with previous research indicating that community engagement in schools can improve learning outcomes by promoting accountability, mobilizing resources, and supporting marginalized students. The study highlights the need for increased school funding by local communities and other stakeholders to support academic success. It also emphasizes that community participation plays a crucial role in academic performance when integrated into the local authority framework of the study. This underscores the significance of community engagement in shaping educational outcomes and the importance of collaborative efforts between schools, communities, and other actors to support students' learning success.

The study used the Input-Process-Output Approach. The figure shows how the study was undertaken.

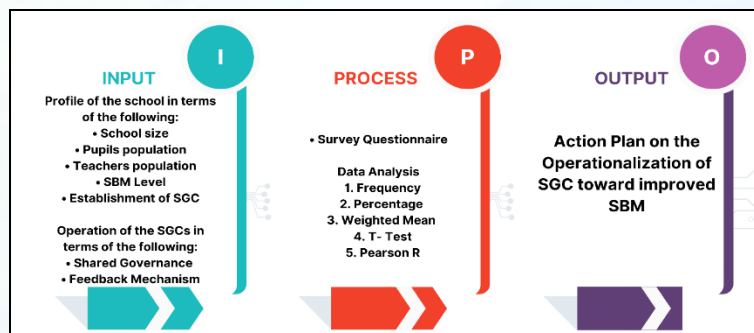


Figure 1's conceptual framework elucidates the fundamental principles of the research study. The study utilized the Initial Public Offering (IPO) system technique. The input includes the school profile regarding the curricular classification, school size, pupil population, teacher population, SBM level, establishment of SGC, and Operation of the SGCs regarding shared governance and feedback mechanism. The data from the respondents was used to supply the necessary input for the study. The statistical tools employed in processing the data collected from the variables included percentage, weighted mean, t-test, and Pearson r. The data collection devices and data analysis procedures incorporated these tools. The production of a strategy plan, which utilized School Governance Councils (SGCs) in public primary schools within the Dinalupihan East district to enhance SBM execution, was the expected outcome.

OBJECTIVES OF THE STUDY



The objective of the proposed research was to assess the implementation of the School Governance Council and its influence on School-Based Management in the Dinalupihan East District.

It aimed to determine the characteristics of the school, such as its size, number of students and staff, SBM Level, and the presence of a School Governing Council (SGC). The research also sought to assess the functioning of the SGCs in relation to shared governance and feedback mechanisms, as well as the SBM practices of the schools in terms of Leadership and Governance; Curriculum and Learning; Accountability and Continuous Improvement; and Management of Resources. The study aimed to determine the strong association between the implementation of the School Governing Council and School-Based Management. The study's findings led to the proposal of an Action Plan aimed at enhancing the implementation of school-based management by operationalizing School Governance Committees (SGCs) in district schools.

METHODOLOGY

Research Design

The study utilized the descriptive-correlational research approach to assess the implementation of the School Governance Council and its impact on School-Based Management in public elementary schools in the Dinalupihan East District, Dinalupihan, Bataan, during the new normal. In the assembly of data, because it presumes the current standing of the phenomenon, the said status is appropriate for the research.

Research Site

The Dinalupihan East District located at Dinalupihan, Bataan has 15 public elementary schools namely (alphabetically arranged) Bayan-Bayanan Elementary School, Daang Bago Elementary School, Dalao Elementary School, Dinalupihan Elementary School, Layac Elementary School, New San Jose Elementary School, Old San Jose Elementary School, Pagalanggang Elementary School, Pita Elementary School, San Simon Elementary School, Sapang Balas Elementary School, Sta Isabel Elementary School, Sto Niño Elementary School, Tucop Integrated School, and Pentor Elementary School. For the development of the study, the researcher will use purposive sampling,

Participants

The participants of the study were the 134 members of the School Governance Council of the 15 public elementary schools in Dinalupihan East District, Dinalupihan, Bataan.

Instrumentation

The survey questionnaire was the primary source for the researcher's data collection. It is the appropriate tool used after analyzing the available data and after the readings align with the research target. The survey questionnaire was the primary basis of data collection and evaluation. The DepEd SGC Manual served as the source for the questionnaire's items—the questionnaires aimed to capture the SGC's functioning within a school comprehensively.

The questionnaire consists of four parts. Part I provides an overview of the school. It includes the name (optional), the school which the respondent is presently affiliated with, and his/ her position in the School Governance Council. Part II is about the profile of the school. It includes the school size, pupil population, teacher's population, SBM Level, and years of establishment of SGC. Part II will be



exclusively answered by the school heads only. Part III consists of questions based on the operationalization of SGC as assessed and perceived by individuals within the group and those outside the organization with an interest or involvement in its activities. Part IV consists of questions grounded on the impact of SGC in School-Based Management. Part IV is about the challenges met in operationalizing the School Governance Council. Since the survey questionnaire was researcher-made, the instrument's validity was tested using Cronbach Alpha. Cronbach's alpha measures scale or test item reliability or internal consistency. The acceptable alpha results should be ranging from 0.70 to 0.95. To do this, the researcher deployed the questionnaire to SGC members of three schools in another school district of Bataan. The questionnaires were piloted to those respondents and computed for Cronbach Alpha to ensure the instrument's internal consistency.

Data Collection

In facilitating this study, data-gathering standards were observed. This action is to safeguard the veracity of the information collected for this research. Before the proposal, the permit from the graduate school was secured as part of the data collection procedure. Consent and approval of the superintendent of the division of Bataan were asked for the conduct of the study. Proper coordination with the school authorities and respondents was done to distribute the survey questionnaire. The researchers provided a clear explanation of the study's objective to the participants. The data collected by the researcher underwent statistical analysis to assess its use and value. The researcher used many statistical methods in their study, such as frequency analysis, percentage calculation, mean computation, standard deviation estimation, average weighted mean calculation, and t-test analysis.

RESULTS AND DISCUSSION

The frequency and percentage distribution of the respondent schools in terms of school size, number of pupils, number of teachers, the School-Based Management Level, and the establishment of the School Governance Council were identified.

In terms of school size, Dinalupihan East District is composed of 6 medium schools (40%), four small schools (26.67%), four large schools (26.67%), and one mega school (6.67%). In totality, there are 15 public schools in Dinalupihan East District.

The pupils' population was profiled. In terms of the pupil population, the majority of the schools, or seven (7) schools, are within the 300-below school population range or 46.67 %, followed by schools with 301-600 pupil population with four schools, another two schools with 601-900 pupil population and one school with 900-1200 pupil population. There is one mega school with a 1201 and above pupil population. This mega school is particularly the Dinalupihan Elementary School, which also serves as the central school of the Dinalupihan East District.

The number of teachers was also identified. In terms of the teachers' population, six (6) schools have 10-29 or 40% number of teachers, four small schools with nine and below or 26.67% teacher population, another four schools with 30-50 teachers, and one school with 51 and above or 6.67% teachers' population.

Furthermore, the School-Based Level of the schools was also profiled. In terms of SBM level, seven (7) schools are level 3 accredited, six (6) schools are in level 2, and 2 schools are SBM level 1 accredited. In terms of establishing SGC, twelve (12) schools, or 80%, already have SGC, and three (3) schools have a newly established SGC.

Shared governance Indicator No. 1 specifies that the SGC functions as a unified and advisory entity for school plans, programs, activities, and strategic orientations. According to Indicator No. 2, the SGC

functions as the central coordinating entity responsible for combining, aligning, and unifying the efforts of several school committees.

These indicators received the highest weighted mean of 4.31. However, criterion nine, which requires SGC members to participate in and facilitate school-level training to increase knowledge of their role in efficiently managing school planning and resource use, had the lowest weighted mean score of 4.01. Indicator three of the feedback mechanism involves the SGC recommending ways to improve the quality of education services and school performance to the school management and planning team. Additionally, it emphasizes the need of upholding, safeguarding, satisfying, and advocating for the rights of children within the educational sphere. The respondents assigned the highest weighted mean of 2.48 to this indicator.

On the other hand, indicator four, which involves the involvement of parents and the school community, and indicator seven, which involves communicating learners' and stakeholders' feedback and satisfaction on the physical and financial accomplishment of the SIP and AIP, received the lowest weighted mean of 4.02.

This study also reveals that the operation of SGC in terms of shared governance has a significantly high positive correlation with SBM practices in terms of leadership and governance. The R-value is 0.713, with a p-value of 0.000. The null hypothesis is rejected with a significance level of 5%. The association between the two variables is statistically significant. The functioning of SGC, in connection to shared governance, has a notable and moderate favorable link with SBM practices, namely in terms of curriculum and learning, as well as accountability and continuous improvement.

The table also shows the operation of SGC in terms of feedback mechanism has a significantly high positive correlation with SBM practices in terms of accountability and continuous improvement with an R-value of 0.732 and a p-value of 0.000. The null hypothesis is also rejected at 5% alpha. Thus, the level of correlation is significant. The correlation between the two is significant. The operation of SGC in terms of feedback mechanism has a significantly moderate positive correlation with the SBM practices in terms of curriculum and learning ($r = 0.643$) and with the management of resources ($r = 0.534$).

CONCLUSION

Regarding leadership and governance, there is a strong positive relationship between the functioning of SGC (Shared et al.) and SBM (School-Based Management) practices. The correlation between the two variables is statistically significant. The relationship between SGC operations in terms of shared governance and SBM practices in terms of curriculum and learning, as well as accountability and continuous improvement, shows a moderately good link.

The results indicate that the SGC's functioning, including its feedback system, is strongly and positively associated with SBM behaviors related to accountability and continuous improvement. Therefore, the degree of association is substantial. The functioning of the SGC, its feedback system, exhibits a notable and moderately positive correlation with the SBM practices concerning curriculum and learning and resource management.

The school head as chairperson of the School Governance Council must exert more effort to improve the operationalization of SGC and increase their level of SBM practices by continuously empowering the teachers, SPTA, SGC, and other stakeholders by giving them opportunities for autonomy, choice, responsibility and participation resulting to an increased and improved school performance, particularly the learning outcomes. Challenges in the operationalization of the School Governance



Council (SGC) in respondent schools include the need for training of SGC members to enhance their understanding of their role in efficiently managing school planning and resource management. Furthermore, the SGC should cultivate the techniques and resources necessary for fostering innovative thinking and effective problem-solving among its members and stakeholders. Finally, the SGC requires accountability mechanisms, feedback mechanisms, information collection and validation techniques, a network management system, and linkages that enhance and maintain partnerships for improved resource management, all of which are critical for success. Securing adequate funding is the primary obstacle faced by respondent schools' Student Government Councils (SGCs).

TRANSLATIONAL RESEARCH

More so, the SGC should offer sensitization seminars for all stakeholders, together and individually, to promote teamwork/synergy for the successful management of the schools. This will assist nurture the interaction between teachers, parents, and other stakeholders and foster appreciation of each other's duties, help them create a clear vision of SGC, and generate a feeling of accountability in the performance of students and the school in general.

Additionally, the SGC should arrange informative seminars for all parties involved, both collectively and individually, in order to foster collaboration and enhance the efficient administration of the schools. This will facilitate the cultivation of the connection between educators, guardians, and other invested parties, as well as cultivate a mutual understanding and respect for each other's roles. It will aid in the establishment of a distinct vision for the School Governance Council (SGC) and encourage a feeling of responsibility for student achievement and overall school outcomes.

Additionally, school head must improve their SGC operations and upgrade their SBM practices as a whole to increase the achievement level of the pupils by coming up with viable strategies geared at motivating all the stakeholders (parents, teachers, pupils, and stakeholders), to foster quality output of the school management process as well as produce required academic achievement.

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