



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

JUL 04 2022

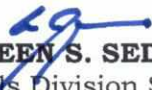
MEMORANDUM

No. 142, s. 2022

**DIVISION ONLINE SURVEY ON THE VIEWS OF INTERNAL AND EXTERNAL
STAKEHOLDERS ON THE SCHOOL-BASED MANAGEMENT (SBM)
PRACTICES IN SCHOOLS**

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads/OICs
Administrative Officer V
All Others Concerned

1. The Division, through the School Governance and Operations Division, School Management, Monitoring and Evaluation Section, will formally administer the above-captioned survey to the School Heads, Teaching and Non-Teaching Personnel, Parents, and Learners in the different public schools of SDO-Muntinlupa.
2. This online survey aims to assess the impact and to formally reconfirm the claimed benefits that the SBM program has positively contributed to better the operations of public schools in the Division in terms of (1) Leadership and Governance, (2) Curriculum and Instruction, (3) Accountability and Continuous Improvement, (4) Management of Resources, and (5) Additional confirmatory questions.
3. The said survey is now accessible in Google Form until July 15, 2022, 12:00 noon through this link: <https://forms.gle/NmqwCUAiyCa1kpmU6>.
4. For wide dissemination and strict compliance.


CARLEEN S. SEDILLA CESOV
Schools Division Superintendent

Enclosure: As stated

References: none

To be indicated in the Perpetual Index
under the following subjects:

SCHOOL-BASED MANAGEMENT PROGRAM

ZPLG / DM / Division Survey On The Views Of Internal And External Stakeholders On School-Based Management Practices In Schools

142 / June 30, 2022



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SBM Practices in Schools: The Consensus Views of Internal
and External Stakeholders

(Survey Questionnaire)

DISCLOSURE:

By accomplishing this Survey Form, the participant hereby consents to the collection, processing and storing of personal data by the SGOD-SMME for the exclusive purpose of assessing the SBM Practices in schools.

PROFILE:

1. I am a - ☐ School Head ☐ Teacher ☐ Non-Teaching Personnel
☐ Parent Stakeholder ☐ Student/Learner
2. Sex: ☐ Male ☐ Female
3. Age:
☐ 30 y.o. and below
☐ 31-40 y.o.
☐ 41-50 y.o.
☐ 51-60 y.o.
☐ 61 y.o. and above

I. LEADERSHIP AND GOVERNANCE

Assess this principle using the Scales as follows:

4 - Strongly Agree

3 - Agree

2 - Not Sure

1 - Disagree

1. In place is a Development Plan (e.g: SIP) developed collaboratively by the stakeholders of school and community. *

☐ 4 - Strongly Agree

☐ 3 - Agree

☐ 2 - Not Sure

☐ 1 - Disagree

2. The development plan (e.g. SIP) is regularly reviewed by the school community *
to keep it responsive and relevant to emerging needs, challenges and opportunities.

☐ 4 - Strongly Agree

☐ 3 - Agree

☐ 2 - Not Sure

☐ 1 - Disagree

3. The school is organized by a clear structure and work arrangements, and define *
the roles and responsibilities of the stakeholders.

☐ 4 - Strongly Agree

☐ 3 - Agree

☐ 2 - Not Sure

☐ 1 - Disagree

4. A leadership network facilitates communication between and among school-community leaders for informed decision-making and solving of school-community-wide learning problems. *

Mark only one oval.

- ☐ 4 - Strongly Agree
☐ 3 - Agree
☐ 2 - Not Sure
☐ 1 - Disagree

5. A long-term program is in operation that addresses the training and development needs of the school and community leaders. *

Mark only one oval.

- ☐ 4 - Strongly Agree
☐ 3 - Agree
☐ 2 - Not Sure
☐ 1 - Disagree

II. CURRICULUM AND INSTRUCTION

Assess this principle using the Scales as follows:

- 4 - Strongly Agree
3 - Agree
2 - Not Sure
1 - Disagree

1. The curriculum provides for the development needs of all types of learners in the school community. *

Mark only one oval.

- ☐ 4 - Strongly Agree
☐ 3 - Agree
☐ 2 - Not Sure
☐ 1 - Disagree

2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community. *

Mark only one oval.

- ☐ 4 - Strongly Agree
☐ 3 - Agree
☐ 2 - Not Sure
☐ 1 - Disagree

3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving skills of learners. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

4. The learning systems are regularly and collaboratively monitored by the community, using appropriate tools to ensure the holistic growth and development of the learners and the community. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organizations Vision, Mission, and Goals. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners...

*

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

III. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Assess this principle using the Scales as follows:

- 4 - Strongly Agree
- 3 - Agree
- 2 - Not Sure
- 1 - Disagree

1. Roles and responsibilities of accountable person/s and collective body/s are clearly defined and agreed upon by community stakeholders.

*

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate actions.

*

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

3. The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanism are responsive to the emerging learning needs and demands of the community.

*

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

IV. MANAGEMENT OF RESOURCES

Assess this principle using the Scales as follows:

- 4 - Strongly Agree
- 3 - Agree
- 2 - Not Sure
- 1 - Disagree

1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community educational plans. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

3. In place is a community developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management. *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

OTHER IMPACT OF SBM TO SCHOOL OPERATIONS

Assess this concept using the Scales as follows:

- 4 - Strongly Agree
- 3 - Agree
- 2 - Not Sure
- 1 - Disagree

1. Because of SBM the school transactions have clearer process or steps to Follow (Ex: Citizen Charter or Process Flow). *

Mark only one oval.

- ☐ 4 - Strongly Agree
- ☐ 3 - Agree
- ☐ 2 - Not Sure
- ☐ 1 - Disagree

2. Because of SBM school documents and students records are intact and accessible at all times.

*

Mark only one oval.

☐ 4 - Strongly Agree

☐ 3 - Agree

☐ 2 - Not Sure

☐ 1 - Disagree

3. Because of SBM I know my roles clearly and I feel my importance in this educational institution.

*

Mark only one oval.

☐ 4 - Strongly Agree

☐ 3 - Agree

☐ 2 - Not Sure

☐ 1 - Disagree

4. Because of SBM I am claiming ownership in the success and even failure of the programs and activities implemented in the school.

*

Mark only one oval.

☐ 4 - Strongly Agree

☐ 3 - Agree

☐ 2 - Not Sure

☐ 1 - Disagree

5. Because of SBM I am highly motivated to get involved and make myself responsible in the programs and activities of the school.

*

Mark only one oval.

☐ 4 - Strongly Agree

☐ 3 - Agree

☐ 2 - Not Sure

☐ 1 - Disagree

Thank your for participating in this survey.