School-Based Management (SBM) on Curriculum Development for Literacy and Numeracy: Basis for an Intervention

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ABSTRACT

School-Based Management (SBM) plays an important role in curriculum development by empowering schools to make collaborative decisions that improve student outcomes. However, despite various programs under SBM, challenges in students' literacy and numeracy development persist, prompting this study.This study aims to determine the level of effectiveness of the School-Based Management (SBM) on curriculum development for literacy and numeracy. This study utilized a quantitative method using a descriptive correlational research design. The findings showed that curriculum development for literacy and numeracy, including integration and assessment, was highly evident. Literacy and numeracy were integrated across subjects and reflected in student assessments. However, curriculum development related to instructional materials and resources was only moderately evident and had the lowest rating, indicating a need for improvement to better meet learners' needs. The result of the findings also revealed that the level of effectiveness of SBM implementation for literacy and numeracy, along with all the aforementioned indicators falls under the very much effective result. This indicates that, these indicators were truly be a great help in improving the curriculum and to increase the level of effectiveness of the SBM implementation. The result of the findings also shows that there is a significant relationship between the status of curriculum development for literacy and numeracy and the level of effectiveness of SBM implementation. The result of the findings brought the researcher an idea to proposed an intervention. This proposed intervention is entitled "Literacy and Numeracy Enhancement Through Strategic Use of Instructional Materials and Resources". It is a program containing 5 phases of different activities. These activities will be implemented to enhance the literacy and numeracy skills of the learners with the proper utilization of the learning materials and maximizing the available resources on the community.

Keywords: School-based Management, curriculum development, literacy, and numeracy.

INTRODUCTION

School-based management (SBM) has emerged as a pivotal strategy for enhancing educational quality and relevance, particularly in the context of developing effective curriculum frameworks. It empowers local school stakeholders, including administrators, teachers, parents, and community members, to have a significant role in decision-making processes that directly affect the educational outcomes of students.

The study focuses on the status of curriculum development for literacy and numeracy along with : Curriculum planning, Instructional materials and resources, teacher training and support, and curriculum integration and student assessment. This study also gives emphasis on the level of effectiveness of SBM implementation on curriculum development for literacy and numeracy along with the aforementioned indicators.

This study also aims to determine if there is a significant relationship between the status of curriculum development for literacy and numeracy along with: Curriculum planning, Instructional materials and resources, teacher training and support, and curriculum integration and student assessment and the level of effectiveness of SBM implementation on curriculum development for literacy and numeracy along with the aforementioned indicators.

The study of WS et al. (2024) concluded that School-Based Management (SBM) involves participatory planning

among teachers, parents, and the community to enhance educational quality. It aims to improve academic and religious competence, though challenges like limited resources and coordination deficiencies can hinder effective implementation.

METHODOLOGY

This study utilized the quantitative method, using a descriptive correlational research design in determining the level of effectiveness of school-based management (SBM) on curriculum development for literacy and numeracy among public secondary schools in Camarines Norte. This approach involved the use of structured surveys and questionnaires distributed to school administrators and teachers to collect data on various aspects of SBM implementation.

The population of this study was composed of twenty-six (26) Tagalog-speaking public secondary schools from five districts in the Division of Camarines Norte. The total number of teachers was seven hundred forty-two (742) and twenty-six (26) school heads, totaling seven hundred sixty-eight (768) teachers and school heads. In getting the needed respondents, the researcher used Slovin's Formula to compute the respondents. Based on the computation, there were two hundred sixty-three (263) needed respondents in this study. Total enumeration of school heads of Tagalog-speaking secondary schools in Camarines Norte implementing SBM for at least 5 years was used in this study, and stratified random sampling was used in selecting public school teachers as respondents in this study. There were 26 school heads and 263 teacher respondents, totaling 289.

Researcher-made survey questionnaire was utilized to assess educators' perceptions of the status and the level of effectiveness of school-based management on curriculum implementation, enabling quantitative data collection that highlights trends and correlations. These surveys utilized a Likert scale that evaluated various aspects of literacy and numeracy curriculum changes and their effectiveness.

On the other hand, the correlation part was used to determine whether a significant relationship existed between the status of curriculum development for literacy and numeracy and the level of effectiveness of SBM implementation, along with curriculum and teaching dimensions.

RESULTS AND DISCUSSIONS

Status of Curriculum Development for Literacy and Numeracy in Curriculum Planning. Indicator 1, the literacy curriculum in our school is well-aligned with the DepEd standards and has the highest weighted mean with a 3.76 score. This is true in secondary schools, where they implemented programs that improve the literacy skills of the learners aligned with the DepEd standards. On the other hand, learners demonstrate knowledge and understanding of algebra, measurement, geometry, data, and probability in a more complex and abstract form before the SBM implementation, and have the lowest weighted mean with 2.56 score. This is also true in every school, where most learners are struggling to understand mathematical concepts with more complex topics. This finding supports the study of Cawood and Van der Westhuizen (2021), which presents that the implementation of SBM led to significant improvements in curriculum responsiveness, enabling schools to tailor educational programs to meet local needs. However, no matter how the implemented programs are aligned with DepEd standards, the same issues will surface if the factors that hinder the learners from learning are not properly addressed.

Table 1Status of Curriculum Development for Literacy and Numeracy in Curriculum Planning

Indicators	**Weighted Mean**	**Interpretation**
The literacy curriculum in our school is well-aligned with the DepEd standards.	3.76	VME
The numeracy curriculum in our school is well-aligned with the DepEd standards.	3.75	VME

Teachers are involved in the development of literacy and numeracy curriculum plans.	3.72	VME
Curriculum development for literacy and numeracy is regularly reviewed and updated.	3.49	VME
Learners can read and comprehend at the instructional and independent levels before the SBM implementation.	2.85	ME
Learners can solve and comprehend numeracy at the instructional and independent levels before the SBM implementation.	2.75	ME
Learners are literate and increasingly fluent in the use of English before the SBM implementation.	2.57	ME
Learners demonstrate knowledge and understanding of algebra, measurement, geometry, data, and probability in a more complex and abstract form before the SBM implementation.	2.56	ME
Overall Weighted Mean	3.18	ME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Evident (VME)

2.50 – 3.24 - Moderately Evident (ME)

1.75 – 2.49 - Less Evident (LE)

1.00- 1.74 - Not Evident (NE)

Status of Curriculum Development for Literacy and Numeracy in Intructional materials and resources. The finding revealed that the instructional materials for literacy are contextualized and relevant to students' needs, have the highest weighted mean with a 3.17 score, but still fall under the moderately evident interpretation. This was observed in every school where the learning materials were contextualized by the teachers based on the needs and learning styles of the learners. On the other hand, sufficient instructional materials available for teaching literacy skills have the lowest weighted mean with 2.89 score. This implies that the instructional materials, though contextualized, were not enough to cater to all the learners, most importantly those learners with special educational needs.

Table 2 Status of Curriculum Development for Literacy and Numeracy along Instructional Materials and Resources

Indicators	**Weighted Mean**	**Interpretation**
There are sufficient instructional materials available for teaching literacy skills.	2.89	ME
There are sufficient instructional materials available for teaching numeracy skills.	2.91	ME
The instructional materials for literacy are contextualized and relevant to students' needs.	3.17	ME

The instructional materials for numeracy are contextualized and relevant to students' needs.	3.13	ME
Overall Weighted Mean	3.02	ME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Evident (VME)

2.50 – 3.24 - Moderately Evident (ME)

1.75 – 2.49 - Less Evident (LE)

1.00- 1.74 - Not Evident (NE)

This finding was related to the study of Arfini et al. (2021), the study presents that implementing SBM allowed schools to tailor their curricula to meet the specific needs of their students, thereby enhancing educational outcomes.

Status of Curriculum Development for Literacy and Numeracy in Teacher training and support. The findings revealed that the school provides adequate support for teachers in the implementation of literacy and numeracy programs have the highest weighted mean 3.30 and 3.32, respectively, falling under the very evident result. This implies that teachers were very much evident to get adequate support provided by the school in implementing different programs that focus on literacy and numeracy development among learners. However, it is reflected in the result of the findings, wherein teachers who receive regular training on how to effectively teach numeracy have the lowest weighted mean with a 3.02 score and a moderately evident result. Training of teachers in terms of teaching literacy and numeracy effectively is moderately evident in the findings. This implies that teachers need more training and support in relation to how they could deliver their lessons effectively and efficiently to make sure that the learners are learning, depending on their learning needs.

Table 3 Status of Curriculum Development for Literacy and Numeracy along Teacher Training and Support

Indicators	**Weighted Mean**	**Interpretation**
Teachers receive regular training on how to effectively teach literacy.	3.06	ME
Teachers receive regular training on how to effectively teach numeracy.	3.03	ME
The school provides adequate support for teachers in the implementation of literacy programs.	3.30	VME
The school provides adequate support for teachers in the implementation of numeracy programs.	3.32	VME
Overall Weighted Mean	3.18	ME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Evident (VME)

2.50 – 3.24 - Moderately Evident (ME)

1.75 – 2.49 - Less Evident (LE)

1.00- 1.74 - Not Evident (NE)

These findings were was corroborated by Navarro et al. (2024), which explores School-Based Management (SBM) in the Philippines, highlighting its benefits and challenges, including resource constraints, insufficient

training, stakeholder resistance, and weak monitoring mechanisms, while emphasizing the need for support systems and community engagement to enhance educational outcomes.

Status of Curriculum Development for Literacy and Numeracy in Curriculum integration and student assessment. The findings revealed that literacy is integrated across other subject areas and has the highest weighted mean with a 3.64 score. This is evident in every school where the integration of literacy across other subjects was included in the teachers' lesson plan. However, assessment methods for numeracy are varied, and the appropriate method to gauge student learning has the lowest weighted mean with a 3.38 score, but it still falls under a very evident result. This indicates that the assessment methods for numeracy were appropriate to gauge student learning.

Table 4 Status of Curriculum Development for Literacy and Numeracy along Curriculum Integration and Student Assessment

Indicators	**Weighted Mean**	**Interpretation**
Literacy is integrated across other subject areas.	3.64	VME
Numeracy is integrated across other subject areas.	3.59	VME
Assessment methods for literacy are varied and appropriate to gauge student learning.	3.44	VME
Assessment methods for numeracy are varied and appropriate to gauge student learning.	3.38	VME
Overall Weighted Mean	3.51	VME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Evident (VME)

2.50 – 3.24 - Moderately Evident (ME)

1.75 – 2.49 - Less Evident (LE)

1.00- 1.74 - Not Evident (NE)

The findings was corroborated by Laranang (2022), the study presents that good quality of instruction and strong community linkages are key factors in achieving an advanced level in SBM implementation.

Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy in Curriculum planning. As reflected in Table 5, the implementation of Phil-IRI in schools for literacy development has the highest weighted mean with 3.76 score. These assessments were included and implemented in secondary schools to identify the learners' needs and to address these needs with the use of differentiated teaching strategies and materials. However, evidence of Stakeholder involvement (teachers, parents, community) in curriculum development improves learners' numeracy has the lowest weighted mean with 3.11 score. This implies that not all stakeholders are included in improving the curriculum, and some of them may not show their support.

Table 5 Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy along Curriculum Planning

Indicators	Weighted Mean	Interpretation
Foster a collaborative culture among educators, enabling the sharing of best practices.	3.37	VME

Regular review and enhancement of the curriculum for literacy and numeracy.	3.21	ME
Evidence of Stakeholder involvement (teachers, parents, community) in curriculum development improves learners' literacy.	3.26	ME
Evidence of Stakeholder involvement (teachers, parents, community) in curriculum development improves learners' numeracy.	3.11	ME
Address diverse literacy needs of the curriculum and teaching dimension under SBM.	3.24	ME
Address diverse numeracy needs of the curriculum and teaching dimension under SBM.	3.20	ME
Include the implementation of Phil-IRI in schools for literacy development.	3.76	VME
Include the implementation of a numeracy program in schools for numeracy enhancement.	3.60	VME
Improve literacy skills among learners based on the conducted test item analysis.	3.42	VME
. Enhance numeracy skills among learners based on the conducted test item analysis.	3.44	VME
Overall Weighted Mean	3.36	VME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Effective (VME)

2.50 – 3.24 - Moderately Effective (ME)

1.75 – 2.49 - Fairly Effective (FE)

1.00- 1.74 - Not at All Effective (NAE)

This finding somehow refutes the study of Wang and Wu (2022), the study presents that SBM significantly enhances curriculum responsiveness to local needs, as it encourages greater collaboration among teachers, parents, and community stakeholders.

Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy in Instructional materials and Resources. As seen in Table 6, all indicators have a very effective result with their overall weighted mean of 3.36. This implies that the curriculum development for literacy and numeracy, along with instructional materials and resources, has a high level of effectiveness in SBM implementation.

Table 6 Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy, along with Instructional Materials and Resources

Indicators	**Weighted Mean**	**Interpretation**
The teachers' prepared contextualized learning materials are responsive to the literacy development of learners.	3.54	VME
The teachers' prepared contextualized learning materials are responsive to the numeracy enhancement of learners.	3.52	VME

The school allocates resources to support literacy programs.	3.39	VME
The school allocates resources to support numeracy programs.	3.39	VME
Teachers are better able to align instruction with literacy goals due to SBM.	3.39	VME
Teachers are better able to align instruction with numeracy goals due to SBM.	3.42	VME
Reading engagement among learners for literacy growth is evident	3.33	VME
Engagement in mathematical activities for numeracy development is evident.	3.41	VME
Instructional materials in literacy are aligned with the different learning styles of the learners.	3.44	VME
. Instructional materials in numeracy are aligned with the different learning styles of the learners.	3.44	VME
Overall Weighted Mean	3.43	VME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Effective (VME)

2.50 – 3.24 - Moderately Effective (ME)

1.75 – 2.49 - Fairly Effective (FE)

1.00- 1.74 - Not at All Effective (NAE

These findings corroborate the study of Maluleke and Lentz (2023), the study highlighted how empowering teachers and school leaders through SBM led to innovative instructional strategies and resource allocation, ultimately improving student engagement and performance in literacy and numeracy assessments.

Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy in Teacher training and Support. As reflected in Table 7, the overall weighted mean falls to 3.33, resulting in a very effective result. This implies that the SBM implementation on curriculum development for literacy and numeracy, along with teacher training and support, has a high level of effectiveness.

Table 7 Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy along Teacher Training and Support

Indicators	**Weighted Mean**	**Interpretation**
Implementation of (LACs) and collaborative Expertise Sessions to help teachers deliver quality instruction in literacy.	3.49	VME
Implementation of (LACs) and collaborative Expertise Sessions to help teachers deliver quality instruction in numeracy.	3.47	VME
Trainings focus on enhancing numeracy skills among struggling learners.	3.37	VME
Trainings focus on enhancing literacy skills among struggling learners.	3.38	VME

Other stakeholders provide support in literacy programs in school.	3.39	VME
Other stakeholders give support in numeracy programs in school.	3.11	VME
School provides training and capacity-building support to the teachers' needs to effectively implement the curriculum and teaching dimension of SBM.	3.11	VME
Schools allow benchmarking to discover best practices of the different schools in enhancing the literacy skills of the learners.	3.26	VME
Schools allow benchmarking to discover best practices of the different schools in enhancing the numeracy skills of the learners.	3.25	VME
. Collaborative work among teachers in implementing literacy and numeracy programs.	3.48	VME
Overall Weighted Mean	3.33	VME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Effective (VME)

2.50 – 3.24 - Moderately Effective (ME)

1.75 – 2.49 - Fairly Effective (FE)

1.00- 1.74 - Not at All Effective (NAE

This finding corroborates the study of Thoonen et al. (2021), the study presents that SBM fosters a collaborative environment, enabling schools to tailor their curriculum to meet the specific needs of their student population, particularly in literacy and numeracy. The authors emphasize that schools implementing SBM have better outcomes due to increased teacher involvement in decision-making and curriculum design.

Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy in Curriculum integration and student assessment. As seen in Table 8, the overall weighted mean falls to 3.29, with the interpretation of a very effective result, though some indicators show a moderately evident interpretation. This result still illustrates that the SBM implementation on curriculum development for literacy and numeracy, along with curriculum integration and student assessment, still has a high level of effectiveness.

Table 8 Level of Effectiveness of SBM Implementation on Curriculum Development for Literacy and Numeracy along the Curriculum Integration and Student Assessment

Indicators	**Weighted Mean**	**Interpretation**
There a tailored interventions for struggling learners.	3.41	VME
The conducted remediation activities address learning gaps in reading and comprehension.	3.44	VME
The conducted remediation activities address learning gaps in mathematics.	3.41	VME
Monitoring of student progress in literacy is implemented.	3.72	VME
Monitoring of student progress in numeracy is implemented.	3.50	VME
Learners can read and comprehend at the instructional and independent levels after the SBM implementation.	3.08	ME

Learners can solve and comprehend numeracy at the instructional and independent levels after the SBM implementation.	3.06	ME
Learners are literate and increasingly fluent in the use of English after the SBM implementation.	2.97	ME
Grade 10 learners achieve proficiency level in all 21st centu21st-centuryd core learning areas in the National Achievement Test (NAT).	2.92	ME
. Curriculum integration is aligned with the literacy and numeracy enhancement.	3.39	VME
Overall Weighted Mean	3.29	VME

Rating Scale: Descriptive Interpretation:

3.25 – 4.00 - Very Much Effective (VME)

2.50 – 3.24 - Moderately Effective (ME)

1.75 – 2.49 - Fairly Effective (FE)

1.00- 1.74 - Not at All Effective (NAE

The findings corroborate the study of Leithwood and Jantzi (2021). The research presents evidence from various educational settings and suggests that schools with strong SBM frameworks tend to exhibit better alignment of their curricula with students' needs and local contexts.

Relationship between the Status of Curriculum Development for Literacy and Numeracy and the Level of SBM Effectiveness. Table 9 presents the computed correlation coefficients showing the relationship between the status of curriculum development for literacy and numeracy and the level of SBM (School-Based Management) effectiveness of implementation.

As reflected in the table, all computed r-values are positive and significant at the 0.01 level, with p-values equal to .000. This indicates that a significant relationship exists between all aspects of curriculum development and SBM effectiveness. The findings imply that improvements in curriculum development processes, especially in integration, assessment, and teacher support contribute positively to the successful implementation of SBM.

Table 9 Test for Significant Relationship between the Status of Curriculum Development for Literacy and Numeracy and the Level of Effectiveness of SBM Implementation

Status of Curriculum Development	**Level of SBM Effectiveness of Implementation**		**Remarks**
	r	**p-value**	
Curriculum Planning	.459**	.000	Significant
Instructional Material and Resources	.254**	.000	Significant
Teacher Training and Support	.567**	.000	Significant
Curriculum Integration and Student Assessment	.583**	.000	Significant

*Correlation is Significant @ 0.05 level

*Correlation is Significant @ 0.01 level

These findings corroborate with the study of Napoli and Purpura (2021), the study explained that, by fostering

an environment that supports collaboration among teachers, parents, and stakeholders, the study found that schools could create a more responsive and effective educational framework, thereby improving student outcomes in these essential areas.

CONCLUSIONS

Based on the obtained results, the researcher formulated the following conclusions: The curriculum integration and student assessment is well implemented in secondary schools for it is very much evident in curriculum development for literacy and numeracy while instructional materials and resources needs more attention for its effectiveness will not be possible if it was not highly evident. All variables though has the very much effective result in the SBM implementation on curriculum development for literacy and numeracy, still needs to be improved for the effectiveness of the SBM implementation. The Curriculum integration and student assessment together with the teacher training and support contribute positively to the successful SBM implementation. However, instructional materials and resources though falls under significant result, still needs to be improve to effectively enhance the SBM implementation. The result of the findings brought the researcher an idea to proposed an intervention. This proposed intervention is entitled "Literacy and Numeracy Enhancement Through Strategic Use of Instructional Materials and Resources". It is a program containing 5 phases of different activities. These activities will be implemented to enhance the literacy and numeracy skills of the learners with the proper utilization of the learning materials and maximizing the available resources on the community.

RECOMMENDATIONS

The conclusions lead to the following proposed recommendations:

The School administrators and other stakeholders may create a curriculum planning that can properly align the learning competencies and the instructional materials and resources based on the learning needs of the learners.School administrators and SBM implementer may create programs that can enhance the curriculum integration and student assessment in developing a curriculum for a higher level of effectiveness of the SBM implementation.School administrators may ensure that educational tools and materials ought to be easily accessible and visible since they aid in the teaching and learning process and enhance students' educational experiences. It should be aligned based on the educational needs of the students to maintain its effectiveness in SBM implementation.The proposed intervention can be adopted across the Tagalog-speaking secondary schools in the Division of Camarines Norte. The proposed intervention may be integrated as part of school-based Learning Action Cells (LAC) Sessions and may also be included during the Parent-Teacher Conference to involve the parents and other stakeholders in making this proposed intervention possible. SBM implementer may involve parents and other stakeholders to work collaboratively in enhancing the curriculum for literacy and numeracy to address the learners' educational needs. It is important that the learning of the learners is continuous from the school, to their home, and as well as to their community. Future researchers may look for any other way in improving the instructional materials and resources in making the SBM implementation more effective and in enhancing the curriculum development for literacy and numeracy.

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