

# School Based Management (SBM) Practices and Effective School Performance

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## Abstract

This study was conducted to determine the School – Based Management (SBM) practices as the basis for analysis on the effectiveness of school performance.

Specifically, it sought answers to the following statements (1) Determine the level of School – Based Management practices in terms of (1.1) Leadership and Governance, (1.2) Curriculum and Planning, (1.3) Accountability and Continuous Improvement, and (1.4) Management of Resources (2) Determine the level of school performance in terms (2.1) School Leadership, Management and Operations, (2.2) Basic Education Services (2.3) Learning Environment (New Normal) (2.4) Human Resource Management and Development and (2.5) Parent’s Involvement and Community Partnership. (3) Determine the significant relationship between the School – Based Management and effective of school performance as rated by the teacher and school heads.

Descriptive design was utilized to analyze the data systematically. A survey and a research- made questionnaire on a 5- point Likert scale were used in the study. Weighted mean and standard deviation were used for the descriptive questions, while Minitab 14 was used in computing the data gathered and treated them statistically using Pearson’s R for the inferential questions.

Based on the gathered data, the school – based management practices is effective. The research further reveals that there is a significant relationship between the School – Based Management and effectiveness of school performance. Therefore, the hypothesis is accepted; there is no significant relationship between the School – Based Management and effectiveness of school performance.

Based on the findings and conclusion of the Study, the following recommendations are hereby endorsed. (1) The school should maintain the effective implementation of the proper SBM practices in their schools. As result shows that it has a relationship in school performance, school heads and administrators should be more competent on making their plans and decisions for the sake of the school performance. (2) The school must provide more programs which can encourage the parents to get involve on school’s activities. Promoting the importance of the parent’s role should also be given prioritize. (3) The school should not only focus on the school performance itself rather also on the effective administration of the rules and regulations, plan of activities and etc. It is recommended that school head need to get more involved on the evaluation on the services offered by the school and take responsibilities addressing the feedback. (4) School head should still take an action for the continuous improvement of leadership and governance, curriculum and planning, managing their people, as well as their resources. On this way, the school will increase their performance and will be able to develop stability and consistency on their good stand.

*Keywords: Leadership and Governance, Curriculum and Planning, Accountability and Continuous Improvement, Management of Resources*

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## 1. Main Text

### Introduction

School - Based Management (SBM) has been present in schools around the world for well over three decades. School – based management reforms range from those granting full autonomy over all school matters, to smaller-scale reforms that grant schools only limited autonomy. School – Based Management aims to improve education by transferring significant decision-making authority from state and district offices to individual schools. It also desires to improve education by transferring

significant decision-making authority from state and district offices to individual schools.

In connection with these, school practices may change due to the current situation brought by the global pandemic. The system of the school-based management of different school may vary depending on what is the most suitable control for their school.

Moreover, research findings demonstrate how devolution of power and authority to school level can create partnership in participatory school decision making in terms of setting a school mission, shared-vision, annual programs, school budget, school textbooks, school buildings, school-based curriculum and even students' discipline policies. In turn, devolving power and authority to school level has created several changes in schools, including in-school culture changes, and increased participation of school communities. These factors have led to the improvements in teaching-learning environments, student achievements and school performance (Bandur, 2012).

## Background of the Study

There are different forms of school-based management that school may practice and all of these have significant effects on the school governance.

Substantial differences revealed that motivations can also affect the improvement of quality education. The educational motivation for school-based management depends on the initiatives taken from within the school to improve its performance through the quality management, teaching and learning. Additionally, the involvement of school personnel in the key stages also plays a vital role in the implementation and achieving goals.

The stated purpose of School – Based Management (SBM) is to improve school performance by making those closest to the delivery of services (teachers, principals, and community) more independent, more involved, and therefore more responsible for their decision (Kaabi, 2015).

Furthermore, research stated schools have been faced with challenges that need to be addressed in order to improve teacher productivity. It was focused on the school-based management practices in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

Furthermore, research stated schools have been faced with challenges that need to be addressed in order to improve teacher productivity. It was focused on the school-based management practices in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

In addition, due to the changes brought by the new normal, most of the students merely depending on the modules provided by the Department of Education and are not able to grow as a learner because of the circumstances they are facing. Many students also failed to answer their task, lack of study exercises and growth in terms of their education. Moreover, teachers also experiencing difficulties in technicalities while operating their online distance learning which resulted to a such common problems such as the loss of student's interest toward learning, lack of better resources and other related challenges. Also, due to these situations, students' achievement also decreases. Lastly, parent involvement in the student's learning engagement also plays a vital role to sustain their study habits and their education. Teacher must know how to facilitate and communicate to promote cooperation within the student parents.

## Theoretical Framework

Management process of school theory is an approach to management that views the activities of an organization as a set of processes undertaken to advance organizational goals. Process management seeks to continuously improve organizational processes through process analysis, which is where you break down a process into its distinct steps and the related inputs and outputs of each step to see if any changes in the steps can lead to improvements in the process. The essence of this theory is to explain that management has a never-ending process of setting goals and achieving it. Therefore, good management leads to more effective outcomes and higher level of performance (Grimsley, 2016)

Another proposition is Empirical School or the Management by Customs School. This approach to management is taken by scholars who identify management as the study of experience, followed by efforts to learn from the experience and then transfer the knowledge to practitioners and students. Typically, this is done through a case study approach or through the study of decision-making. This school of thought believes that by analysing the experience of successful managers or the mistakes of poor managers, it somehow can learn about applying the most effective management techniques. Aside from setting goals and achieving it, it is also important in the management to integrate the old knowledge to the new knowledge to provide more efficient governance. Experiences can lead to a better control on the school and the whole organization (Management Study HQ).

Administrative management theory attempts to find a rational way to design an organization as a whole. The theory generally calls for a formalized administrative structure, a clear division of labor, and delegation of power and authority to

administrators relevant to their areas of responsibilities. It primarily focuses on improving the efficiency of management so that lower-level employees can recognize appropriately and the tasks can be done consistently. The main focus of this theory is all about the effective management through division of labor and organization. As the recent study seeks to analyse the effectiveness and school performance based on their school-based management practices, this theory can be used as a support on the concept of autonomous management and centralized power of schools (Grimsley, 2016) 640

Situational leadership theory is often referred to as the Hersey-Blanchard Situational Leadership Theory, after its developers, Dr. Paul Hersey, author of "The Situational Leader," and Kenneth Blanchard, author of "One-Minute Manager." This situational model of leadership focuses on flexibility so that leaders are able to adapt according to the needs of their followers and the demands of the situation. The situational approach to leadership also avoids the pitfalls of the single-style approach by recognizing that there are many different ways of dealing with a problem and that leaders need to be able to assess a situation and the maturity levels of subordinates in order to determine what approach will be the most effective at any given moment. Situational theories, therefore, give greater consideration to the complexity of dynamic social situations and the many individuals acting in different roles who will ultimately contribute to the outcome (Cherry, 2020). In this concept, it teaches the leader to be more effective by making decision out of the situations. It also asserts that the characteristics of a successful leader will vary based on the people he or she needs to lead, as well as on the context in which the group is operating.

### **Statement of the Problem**

Specifically, this study seeks to answer the following questions:

1. Determine the level of School – Based Management (SBM) Practices in terms of:
  - 1.1. Leadership and Governance;
  - 1.2. Curriculum and Planning;
  - 1.3. Accountability and Continuous Improvement; and
  - 1.4. Management of Resources
2. Determine the level of School Performance in terms of:
  - 2.1. School Leadership, Management and Operations;
  - 2.2. Basic Education Services;
  - 2.3. Learning Environment (New Normal);
  - 2.4. Human Resource Management and Development; and
  - 2.5. Parent’s Involvement and Community Partnership
3. Determine the significant relationship of School – Based Management Practices and effectiveness of school performance as rated by the teacher and school heads.

### **Research Methodology**

This research determines the School – Based Management (SBM) Practices. However, specifically, it addressed the significant relationship in effectiveness of school performance as rated by the teachers and school heads.

### **Research Design**

Descriptive method was used to determine the school-based management (SBM) practices as the basis for analysis on the effectiveness of school performance.

According to Calmorin (2007), the descriptive research includes present facts or current conditions concerning the nature or persons, a number of subjects or class of events, classification of events, classification or measurement. Descriptive research is characterized as fact-finding with adequate interpretations.

### **Population and Sampling Technique**

The study aims to determine the School – Based Management (SBM) practices as the basis for analysis on the effectiveness of school performance. The study utilized 14 school heads and 182 teachers of Santa Cruz District, with 196 respondents.

### **Research Procedure**

The respondents evaluated the SBM practices and school performance. The proponent created a self-made questionnaire via Google Form.

The self-made questionnaire was checked and validated by panelist with a letter of request for validation and approval of the questionnaire.

The researcher asked and discussed the study and the respondents' participation prior to the validation of the questionnaire. After the validation, the researcher asked permission from the Division Superintendent of the Department of Education to conduct her research through a google form.

Finally, the researcher interpreted the data collected to determine the School – Based Management (SBM) practices as basis for analysis on the effectiveness of school performance.

**Research Instrument**

The checklist questionnaire was used to validate the Learning Material in Araling Panlipunan to measure its validity. The rating scale was presented using the Likert scale:

| Scale | Range     | Verbal Interpretation  |
|-------|-----------|------------------------|
| 5     | 4.21-5.00 | To a very great extent |
| 4     | 3.41-4.20 | To a great extent      |
| 3     | 2.61-3.40 | To a moderate extent   |
| 2     | 1.81-2.60 | To a low extent        |
| 1     | 1.00-1.80 | To a very low extent   |

**Statistical Treatment of Data**

Statistical treatment of data of the present study is shown in the table below.

| Statement of the Problem   | Statistical Tool                     |
|--|--------------------------------------|
| To determine the level of School – Based Management (SBM) Practices and School Performance                   | Weighted mean and Standard Deviation |
| To identify the significant relationship of School – Based Management (SBM) Practices and School Performance | Minitab 14                           |

**Results and Discussion**

**Level of School-Based Management Practices**

School-Based Management (SBM) aims to improve education by handing the authority in decision making to individual schools from district offices.

In this study, the researcher sought to perceive school-based management practices which was described in terms of leadership and governance, curriculum and planning, accountability and continuous improvement, and management of resources and was determined by the weighted mean and standard deviation.

**Table 1. Level of School – Based Management Practices in terms of Leadership and Governance**

| STATEMENT   | Mean | SD   | Remarks                |
|---|------|------|------------------------|
| 1. Ensures strategic policy frameworks exist and are combined with effective oversight, coalition-building, regulation, attention to system-design, and accountability within the school. | 4.36 | 0.53 | To a Very Great Extent |
| 2. Facilitates communication between and among school and community leaders for informed decision-making and solving of school community wide-learning problems.                          | 4.35 | 0.59 | To a Very Great Extent |
| 3. Control over the education process and take the  | 4.35 | 0.59 | To a Very Great Extent |

responsibilities to manage budget, personnel and curriculum.

|  |      |      |                        |
|--|------|------|------------------------|
| 4. Provides better programs for the students based on the available resources that directly match student needs. | 4.34 | 0.58 | To a Very Great Extent |
| 5. Provides guidance and direction for all the staff and members to achieve common goals.                        | 4.44 | 0.58 | To a Very Great Extent |

|                   |             |                               |  |
|-------------------|-------------|-------------------------------|--|
| <b>Grand Mean</b> | <b>4.37</b> | <b>To a Very Great Extent</b> |  |
|-------------------|-------------|-------------------------------|--|

*Legend:*

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The result above revealed that the level of school-based management practices in terms leadership and governance was *to a very great extent* denoted by the grand (M=4.37). This further implies that respondents affirmed that a remarkable leadership and governance leads to a great management practice.

The respondents perceived that the school “*provides guidance and direction for all the staff and members to achieve common goals*”, *to a very great extent* which gained the highest (M=4.44, SD=0.58). Also, “*better programs for the students based on the available resources that directly match student needs*” were provide *at a very great extent* though it bears the least (M=3.34, SD=0.58). This insinuates that school leadership and governance was manifested and performed well.

The results demonstrate that school-based management has a well-developed leadership and governance structure. It implies they established better leadership and provided assistance to different stakeholders, which led to enhancing student activities based on available resources to meet the students' needs effectively.

Warsi (2018), states that leadership and governance requires the input of different stakeholders such as parents, teachers, school heads, administration, and school boards. Stakeholders are important as they can take leadership responsibilities, or lend voice to ideas, opinions, and perspectives. It should be understood that the role of every stakeholder is crucial for the development of an education empire.

**Table 2. School – Based Management Practices in terms of Curriculum and Planning**

| STATEMENT   | Mean        | SD                            | Remarks                |
|---|-------------|-------------------------------|------------------------|
| 1. Organizes the teaching and learning process taking into account existing curriculum requirements and the resources available.  | 4.47        | 0.58                          | To a Very Great Extent |
| 2. Fosters a process of school-based planning and shared decision making, involving parents, teachers, and administrators, to improve the educational performance of all students.  | 4.42        | 0.57                          | To a Very Great Extent |
| 3. Implements programs that are carefully crafted to the attainment of the department's mission, vision and goals.  | 4.37        | 0.57                          | To a Very Great Extent |
| 4. Designs instructional materials with highly specific activity focused on methods of teaching and learning.   | 4.37        | 0.56                          | To a Very Great Extent |
| 5. Plans and develops curriculum by looking at the standards in each subject area and developing a strategy to break down these standards so teachers can teach students by using various instructional materials according to grade level, subjects taught and available supplies. | 4.41        | 0.59                          | To a Very Great Extent |
| <b>Grand Mean</b>   | <b>4.41</b> | <b>To a Very Great Extent</b> |                        |

Legend:

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The findings demonstrate that the school has effective management practice in terms of curriculum and planning. It also implies that the school organizes the teaching-learning activities by current curricular standards and available resources, which will lead to a better implementation of the curriculum that meets the learners' needs.

Warsi (2018), states that curriculum development requires the input of different stakeholders such as parents, teachers, school heads, administration, and school boards. Stakeholders are important as they can take leadership responsibilities, or lend voice to ideas, opinions, and perspectives. They should understand that the role of every stakeholder is crucial for the development of an education empire.

Table 3 presents the level of School – Based Management Practices in terms of Accountability and Continuous Improvement.

The result below revealed that the level of school-based management practices in terms accountability and continuous improvement was *to a very great extent* denoted by the grand (M=4.36). This also implies that respondents agreed that exceptional accountability and continual development contribute to excellent management practice.

**Table 3. School – Based Management Practices in Terms of Accountability and Continuous Improvement**

| STATEMENT   | Mean        | SD   | Remarks                       |
|---|-------------|------|-------------------------------|
| 1. Monitors expected and actual performance, continually addresses the gaps in education, and ensures a venue for feedback and redress. | 4.32        | 0.60 | To a Very Great Extent        |
| 2. Makes programs and activities with teachers and stakeholders to sustain continuous improvement and initiatives.                      | 4.31        | 0.55 | To a Very Great Extent        |
| 3. Provides clear, transparent and inclusive programs for both teachers and learners.   | 4.42        | 0.60 | To a Very Great Extent        |
| 4. Improves physical environments, classroom settings and/or virtual classroom to support various kinds of learning.                    | 4.41        | 0.55 | To a Very Great Extent        |
| 5. Evaluates and measures the outcomes of every activity, programs, and services and take responsibilities addressing the feedback.     | 4.35        | 0.60 | To a Very Great Extent        |
| <b>Grand Mean</b>   | <b>4.36</b> |      | <b>To a Very Great Extent</b> |

Legend:

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The respondents perceived that the school “Provides clear, transparent and inclusive programs for both teachers and learners”, to a very great extent which gained the highest (M=4.42, SD=0.60). Also, “Makes programs and activities with teachers and stakeholders to sustain continuous improvement and initiatives” were provide at a very great extent though it bears the least (M=3.31, SD=0.55). This signifies that accountability and continuous improvement were successfully implemented.

The findings demonstrate that the school focuses on accountability and continuous improvement to provide efficient and excellent management practices. It also implies that the school and teachers improve their competencies and consistency through programs and activities that maintain continual improvement and stakeholder engagement of the stakeholders.

Effective leaders for lasting change learn about their organizational systems, utilize knowledge and social/political capital, and motivate members of their organization to learn together for positive change. There are three types of behaviors that exemplify effective leadership for change. First, leaders that effectively lead lasting change focus their actions on building relationships and trust (Fullan, 2018).

**Table 4. School – Based Management Practices In Terms of Management of Resources**

| STATEMENT   | Mean        | SD   | Remarks                       |
|---|-------------|------|-------------------------------|
| 1. Handles the employee including their payroll, benefits and trainings.                                  | 4.39        | 0.60 | To a Very Great Extent        |
| 2. Makes strategic plan for organizing and using school resources.  | 4.40        | 0.61 | To a Very Great Extent        |
| 3. Evaluates and maximizes resources for school activities and projects.                                  | 4.39        | 0.57 | To a Very Great Extent        |
| 4. Provides and manages transparency, effectiveness and efficiency within the school.                     | 4.39        | 0.61 | To a Very Great Extent        |
| 5. Assigns people on project based on their skills, previous experience, availability, or project budget. | 4.38        | 0.60 | To a Very Great Extent        |
| <b>Grand Mean</b>   | <b>4.39</b> |      | <b>To a Very Great Extent</b> |

*Legend:*

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The respondents perceived that the school “Makes strategic plan for organizing and using school resources”, to a very great extent which gained the highest (M=4.40, SD=0.61). Also, “Assigns people on project based on their skills, previous experience, availability, or project budget” were provide at a very great extent though it bears the least (M=3.38, SD=0.60). This indicates that the school's resources were effectively managed and organized.

The findings show that the school has a thorough plan for managing and utilizing school resources. It also indicates that providing programs depending on their ability, experience, accessibility, or budget efficiently maintains school resources.

The purpose of Faubert (2019) is to consider the role education finance leaders in Ontario, Canada, and what types of evidence they are using, how they are being employed and how much priority is given to each.

**Table 5. School Performance In terms of School Leadership, Management and Operations**

| STATEMENT   | Mean | SD   | Remarks                |
|---|------|------|------------------------|
| 1. Plans and organizes activities according to the needs of the students. | 4.44 | 0.57 | To a Very Great Extent |
| 2. Shows excellency in the management and operations.                     | 4.36 | 0.60 | To a Very Great Extent |

|  |             |      |                               |
|--|-------------|------|-------------------------------|
| 3. Provides systems and processes essential to the smooth day-to-day running of the school.  | 4.35        | 0.63 | To a Very Great Extent        |
| 4. Ensures that the school meets its aims and objectives through the delivery of the School Development Plan and the strategic and effective use of resources. | 4.39        | 0.60 | To a Very Great Extent        |
| 5. Fosters both positive and motivating culture for staff and a high-quality experience for learners.  | 4.43        | 0.59 | To a Very Great Extent        |
| <b>Grand Mean</b>  | <b>4.39</b> |      | <b>To a Very Great Extent</b> |

*Legend:*

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The respondents perceived that the school “Plans and organizes activities according to the needs of the students”, to a very great extent which gained the highest (M=4.44, SD=0.57). Also, “Provides systems and processes essential to the smooth day-to-day running of the school” were provide at a very great extent though it bears the least (M=3.35, SD=0.60).

The findings show that the school established excellent leadership, administration, and operations by planning and implementing successful activities that matched the key competencies and needs of the students. It signifies that the school has maintained its exceptional performance.

The areas of effective leadership and budget allocation have no or little authority. Further, in terms of participation, the staff in SBM participate more in areas where they have more authority than in areas where they do not have authority. (Kaabi, 2017).

**Table 6. School Performance In terms of Basic Education Services**

| STATEMENT   | Mean        | SD   | Remarks                       |
|---|-------------|------|-------------------------------|
| 1. Provides instruction and training in a wide variety of subjects.   | 4.41        | 0.55 | To a Very Great Extent        |
| 2. Support students learning with the aid of modern modalities.   | 4.37        | 0.60 | To a Very Great Extent        |
| 3. Provides education that is suitable for all kinds of learners.   | 4.43        | 0.60 | To a Very Great Extent        |
| 4. Addresses the gaps between the school and the community by providing basic education with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens. | 4.37        | 0.60 | To a Very Great Extent        |
| 5. Establishes and provides instructions and training for variety of subjects/courses.  | 4.38        | 0.57 | To a Very Great Extent        |
| <b>Grand Mean</b>   | <b>4.39</b> |      | <b>To a Very Great Extent</b> |

*Legend:*

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The respondents perceived that the school “*Provides education that is suitable for all kinds of learners*”, to a very great extent which gained the

highest (M=4.43, SD=0.60). Also, “*Support students learning with the aid of modern modalities*” and “*Addresses the gaps between the school and the community by providing basic education with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens*” were provide at a very great extent though it bears the least (M=3.37, SD=0.60).

The findings show that the school provides an inclusive and effective basic education that establishes students’ skills, knowledge, self-awareness, values, and patriotic citizenship, making the school's performance excellent.

In the public sphere, management capacity means an activity to process public policy, and the ability to get an act together, to institute structure, the routine, and coordinated efforts of talented people to convert a policy message into a set of real achievement "(Goggin, 2016).

**Table 7. School Performance In terms of Learning Environment (New Normal)**

| STATEMENT   | Mean        | SD   | Remarks                       |
|---|-------------|------|-------------------------------|
| 1. Operates and able to follow protocols implemented by the government.                 | 4.49        | 0.56 | To a Very Great Extent        |
| 2. Adapts in the new normal and capable of implementing new learning modalities.        | 4.46        | 0.58 | To a Very Great Extent        |
| 3. Manages virtual classroom behavior.  | 4.23        | 0.62 | To a Very Great Extent        |
| 4. Sustains education by supporting the students’ needs despite of the new normal.      | 4.38        | 0.61 | To a Very Great Extent        |
| 5. Assesses student learning amidst the rapid shift of evaluation and teaching process. | 4.36        | 0.60 | To a Very Great Extent        |
| <b>Grand Mean</b>   | <b>4.39</b> |      | <b>To a Very Great Extent</b> |

Legend:

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The result above revealed that the level of school performance in terms of learning environment (new normal) was to a very great extent denoted by the grand (M=4.39). This also implies that respondents agreed that the school learning environment (new normal) effectively performed

The respondents perceived that the school “*Operates and able to follow protocols implemented by the government*”, to a very great extent which gained the highest (M=4.49, SD=0.56). Also, “*Manages virtual classroom behavior*” were provide at a very great extent though it bears the least (M=3.23, SD=0.62).

The findings indicate that the learning environment (new normal) works well and is relevant to government criteria, allowing learners to continue studying in the new normal. It also means that they were successful in managing the virtual classroom's conduct.

Online learning is often stigmatized as a weaker option that provides a lower quality education than in-person face-to-face learning (Hodges et al. 2020). Indeed, such negative attitudes to fully online learning were revealed by a large EDUCAUSE survey (Pomerantz and Brooks 2017).

**Table 8. School Performance In terms of Human Resource Management and Development**

| STATEMENT   | Mean | SD   | Remarks                |
|---|------|------|------------------------|
| 1. Attracts and develops positive motivation to achieve school’s mission. | 4.41 | 0.53 | To a Very Great Extent |

|  |             |      |                               |
|--|-------------|------|-------------------------------|
| 2. Empowers the whole school common goals. organization in achieving                                   | 4.41        | 0.62 | To a Very Great Extent        |
| 3. Integrates training and career development to improve school effectiveness.                         | 4.42        | 0.59 | To a Very Great Extent        |
| 4. Utilizes program to improve teachers' skills and develop more abilities.                            | 4.42        | 0.57 | To a Very Great Extent        |
| 5. Provides developmental program to increase school heads, teachers and students' performance growth. | 4.43        | 0.55 | To a Very Great Extent        |
| <b>Grand Mean</b>  | <b>4.42</b> |      | <b>To a Very Great Extent</b> |

*Legend:*

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The findings demonstrate that the school's human resource management and development priorities the growth of each school head, teachers, and students' performance by providing various activities that supplement their development. It also implies that school performance has increased and maintained.

For the successful implementation of a PDP process, schools' strategic planning should be more clearly integrated with teachers' PDPs in order to enhance their personal professional development in meaningful ways. (Toljamo, 2020)

**Table 9. School Performance In terms of Parent's Involvement and Community Partnership**

| STATEMENT  | Mean        | SD   | Remarks                       |
|--|-------------|------|-------------------------------|
| 1. School encourages the parents and communities to actively involved in every activity and program.                           | 4.41        | 0.54 | To a Very Great Extent        |
| 2. Parents and community are involved in identifying issues, problems and locating solutions for it.                           | 4.26        | 0.58 | To a Very Great Extent        |
| 3. Parents and the community help the school for project accomplishments.  | 4.27        | 0.70 | To a Very Great Extent        |
| 4. Parents and the community take part on planning, implementing, monitoring and evaluation of school programs and activities. | 4.19        | 0.70 | To a Great Extent             |
| 5. Schools, parents, families, and communities are open to work together for the enhancement of school programs.               | 4.28        | 0.65 | To a Very Great Extent        |
| <b>Grand Mean</b>  | <b>4.28</b> |      | <b>To a Very Great Extent</b> |

*Legend:*

| Scale | Range       | Remarks                |
|-------|-------------|------------------------|
| 5     | 4.20 – 5.00 | To a Very Great Extent |
| 4     | 3.40 – 4.19 | To a Great Extent      |
| 3     | 2.60 – 3.39 | To a Moderate Extent   |
| 2     | 1.80 – 2.59 | To a Low Extent        |
| 1     | 1.00 – 1.79 | To a Very Low Extent   |

The respondents perceived that the school “*School encourages the parents and communities to actively involved in every activity and program*”, to a very great extent which gained the highest (M=4.41, SD=0.54). Also, “*A Parents and the*

community take part on planning, implementing, monitoring and evaluation of school programs and activities” were provide at 648 a very great extent though it bears the least (M=4.19, SD=0.70).

The findings show that the school fostered a positive relationship between parents and the community. It implies that the school, teachers, and other stakeholders have taken the initiative to be a part of every program and activity at the school for the betterment and future of the students.

According to Chiang (2021), the participation of external stakeholders in pedagogical activities in higher education has increased in recent years, and this is because such involvement can potentially improve student learning outcomes.

**Table 10. Significant Relationship between School-Based Management Practices and School Performance**

| Variable                                  |  | r-value | Degree of Correlation | p-value | Analysis    |
|---|--|---------|-----------------------|---------|-------------|
| Leadership and Governance                 | School Leadership, Mngt & Operations         | 0.806   | Very Strong           | 0.000   | Significant |
|   | Basic Education Services                     | 0.803   | Strong                | 0.000   | Significant |
|   | Learning Environment                         | 0.753   | Strong                | 0.000   | Significant |
|   | Human Resource Mngt & Development            | 0.797   | Strong                | 0.000   | Significant |
|   | Parent’s Involvement & Community Partnership | 0.705   | Strong                | 0.000   | Significant |
| Curriculum and Planning                   | School Leadership, Mngt & Operations         | 0.778   | Strong                | 0.000   | Significant |
|   | Basic Education Services                     | 0.754   | Strong                | 0.000   | Significant |
|   | Learning Environment                         | 0.708   | Strong                | 0.000   | Significant |
|   | Human Resource Mngt & Development            | 0.753   | Strong                | 0.000   | Significant |
|   | Parent’s Involvement & Community Partnership | 0.730   | Strong                | 0.000   | Significant |
| Accountability and Continuous Improvement | School Leadership, Mngt & Operations         | 0.761   | Strong                | 0.000   | Significant |
|   | Basic Education Services                     | 0.732   | Strong                | 0.000   | Significant |
|   | Learning Environment                         | 0.717   | Strong                | 0.000   | Significant |
|   | Human Resource Mngt & Development            | 0.711   | Strong                | 0.000   | Significant |
|   | Parent’s Involvement & Community Partnership | 0.641   | Strong                | 0.000   | Significant |
| Management of Resources                   | School Leadership, Mngt & Operations         | 0.776   | Strong                | 0.000   | Significant |
|   | Basic Education Services                     | 0.732   | Strong                | 0.000   | Significant |
|   | Learning Environment                         | 0.710   | Strong                | 0.000   | Significant |
|   | Human Resource Mngt & Development            | 0.732   | Strong                | 0.000   | Significant |
|   | Parent’s Involvement & Community Partnership | 0.693   | Strong                | 0.000   | Significant |

\*significant at .05 level of significance

|               |                       |
|---------------|-----------------------|
| Range         | Degree of Correlation |
| ±0.81 – ±1.00 | Very Strong           |
| ±0.61 – ±0.80 | Strong                |
| ±0.41 – ±0.60 | Moderate              |
| ±0.21 – ±0.40 | Weak                  |
| ±0.00 – ±0.20 | Negligible            |

Table 10 presents the significant relationship between school-based management in terms of leadership and governance and school performance in terms of school leadership, management & operations, basic education services, learning environment, human resource management & development and parent's involvement & community partnership. 649

It can be manifested that leadership and governance has *significant* relationship to school performance in terms of school leadership, management & operations, basic education services, learning environment, human resource management & development and parent's involvement & community partnership supported by the obtained r-value ranging (0.705 to 0.806) with *strong* to *very strong* correlation and p-values (0.000) which were lower than the 0.05 level of significance. This further explains that a high level of leadership and governance of a school is parallel to attainment of high level of performance.

It is also presented the significant relationship between school-based management in terms of curriculum and planning and school performance in terms of school leadership, management & operations, basic education services, learning environment, human resource management & development and parent's involvement & community partnership.

It can be manifested that curriculum and planning has *significant* relationship to school performance in terms of school leadership, management & operations, basic education services, learning environment, human resource management & development and parent's involvement & community partnership supported by the obtained r-value ranging (0.708 to 0.778) with *strong* to *very strong* correlation and p-values (0.000) which were lower than the 0.05 level of significance. This further explains that a high level of curriculum and planning of a school is parallel to attainment of high level of performance.

It is also presented the significant relationship between school-based management in terms of curriculum and planning and school performance in terms of school leadership, management & operations, basic education services, learning environment, human resource management & development and parent's involvement & community partnership.

It can be manifested that curriculum and planning has *significant* relationship to school performance in terms of school leadership, management & operations, basic education services, learning environment, human resource management & development and parent's involvement & community partnership supported by the obtained r-value ranging (0.708 to 0.778) with *strong* to *very strong* correlation and p-values (0.000) which were lower than the 0.05 level of significance. This further explains that a high level of curriculum and planning of a school is parallel to attainment of high level of performance.

The significant relationship between school-based management in terms of accountability and continuous improvement and school performance in terms of school leadership, management & operations, basic education services, learning environment, human resource management & development and parent's involvement & community partnership.

## Summary of Findings

This study was conducted to determine the School – Based Management (SBM) practices as the basis for analysis on the effectiveness of school performance.

Specifically, it sought answers to the following statements (1) Determine the level of School – Based Management practices in terms of (1.1) Leadership and Governance, (1.2) Curriculum and Planning, (1.3) Accountability and Continuous Improvement, and (1.4) Management of Resources (2) Determine the level of school performance in terms (2.1) School Leadership, Management and Operations, (2.2) Basic Education Services (2.3) Learning Environment (New Normal) (2.4) Human Resource Management and Development and (2.5) Parent's Involvement and Community Partnership. (3) Determine the significant relationship between the School – Based Management and effective of school performance as rated by the teacher and school heads.

The descriptive design was utilized to analyze the data systematically. A survey and a research-made questionnaire in the form of a 5-point Likert scale were used. Weighted mean and standard deviation were used for the descriptive questions, while Minitab 14 was used for the inferential questions.

Based on the gathered data, the following findings are hereby presented:

1. Level of School – Based Management Practices

The finding shows that the school-based management practices is effective. It indicates that school established remarkable management practices which lead to have an excellent leadership and governance through the school heads and different stakeholders.

2. Level of School Performance

The findings show that the school has high performance. It indicates that the school have excellent leadership and effectively done the difference management practices, which leads to the continuous improvement of the school.

3. Relationship between the School – Based Management and School Performance

Finding shows that at 0.05 level of significance which means that there is a significant relationship between the School-Based Management and effectiveness of school performance. 650

## Conclusion

On the basis of the foregoing findings, the following conclusion was drawn.

Effective planning of the curriculum and management of resources, accountability and governance principles lead to efficient school management and operations. School continuously seek to improve their practices; thus there is a subsequent development in the basic education services such as community involvement, parent involvement and providing conducive and healthy learning environment.

## Recommendations

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested that the school should maintain the effective implementation of the proper SBM practices in their schools. As result shows that it has a relationship in school performance, school heads and administrators should be more competent on making their plans and decision for the sake of the school organization.
2. It is highly suggested that the school must provide more programs which can encourage the parents to get involve on school's activities. Promoting the importance of the parent's role should also be given prioritize.
3. The school should not only focus on the school performance itself rather also on the effective administration of the rules and regulations, plan of activities and etc. It is recommended that school head need to get more involved on the evaluation on the services offered by the school and take responsibilities addressing the feedback.
4. Lastly, it is recommended that school head should still take an action for the continuous improvement of leadership and governance, curriculum and planning, managing their people, as well as their resources. On this way, the school will increase their performance and will be able to develop stability and consistency on their good stand.

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