

# School-Based Management Journey of Select School in Sorsogon City

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**Abstract**—This study focused on the contributing factors to attaining School-Based Management (SBM) status in selected schools within the Division of Sorsogon City. Employing a descriptive qualitative research design, the study conducted case studies on School A and School B, utilizing research methods such as focus group discussions and documentary analysis. The attainment of SBM Level Status in these schools was attributed to factors such as High teacher morale and job satisfaction are crucial for successful SBM implementation, as teachers who feel valued and supported are more likely to actively engage in the process. Effective leadership plays a pivotal role in guiding SBM implementation by providing a clear vision, fostering collaboration, and aligning stakeholders with educational goals. Strong student achievement, innovative practices, accountability, community engagement, and ongoing professional development are also key factors that contribute to the success of SBM. Furthermore, effective resource management, including tailored budgeting practices, allows schools to allocate resources strategically to support SBM objectives. These factors played a vital role in successfully implementing SBM principles and improving educational programs. The recommendations derived from the study include refining leadership practices, adopting innovative teaching methods, enhancing accountability, optimizing resource management, and sharing successful practices with other schools. Furthermore, future research suggestions involve conducting action research on utilizing the sustainability plan, studying noteworthy SBM practices in evaluation, and exploring SBM implementation practices across various schools.

**Keywords**— School-Based Management Journey, Qualitative, FGD

## I. INTRODUCTION

Every public school has had a remarkable journey in compliance with the School-Based Management System (SBM) Practices Assessment standards over four domains: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. SBM has existed in the educational system for quite several years, though it has existed for several decades in the educational systems of other countries (Leroy, 2017). It has proven effective in realizing schools' desired goals and outcomes in Australia, the United States, Indonesia, New Zealand, England and Wales, Thailand, and others. Some scholars and researchers assert that parental and community participation in schools has created more effective schools and improved student achievement.

Decentralization of school management varies globally, with SBM offering autonomy to schools in decision-making. SBM gives principals authority over budgets, personnel, and curriculum, aiming to improve the quality of education (Grinshtain & Gibton, 2017). It ensures lower central government control, allowing schools to innovate and improvise (Fathurohman & Santosa, 2020). SBM involves the majority of managerial decisions made by schools with the

participation of parents and the community through school councils (Winter & Kasa, 2021). The transformation from centralization to decentralization, popularly known as SBM, has been observed in various countries (As'ad, 2021).

This decentralization of authority from the central government to the school level aims to improve education quality, efficiency, and equity (Hardiansyah, 2022). Effective management and leadership are crucial in the post-COVID-19 educational landscape, emphasizing the need for the right policies and principles in education management and leadership (Mhlanga, 2022). Decentralization in education aims to increase autonomy and participation in decision-making processes, supporting governance at the school level (Yarım, 2022). However, challenges have been observed in decentralizing primary education, highlighting the need for effective implementation and management (Alumu & Hassan, 2019).

In the Philippines, the SBM strengthens the desire of RA 9155, also known as the Basic Education Act of 2001. It is an initiative to achieve the Education For All (EFA) objectives by 2015 under the mandates of the Department of Education's Basic Education Sector

Reform Agenda (BESRA) of which Key Reform Thrust 1 (KRT 1) is SBM. In the new implementing guidelines on the revised school-based management framework, assessment process and tool, it was stated that those schools visited for SBM Assessment found difficulties in the implementation of policies and guidelines at the school level and in understanding how to make SBM work in terms of improving governance practice and achieving organizational effectiveness of the school. Most of the difficulties were found to be in the formulation and implementation of the School Improvement Program (SIP), in the collection of SBM pieces of evidence, and the conduct of SBM assessment.

In January 2021, School A in Sorsogon City Division responded to the call of SBM, forming teams based on SBM principles to gather evidence of their SBM practice level. They conducted a benchmarking activity in March 2021 at Rizal National High School, also assessed as SBM Level 3. The First Division SBM Validation occurred on March 25, 2021, where they received a rating of 2.756, indicating an advanced level of practice. The Regional Validation began on May 31, 2021, followed by uploading documents and the Regional Pilot Testing of SBM online using the new SBM TOOL APAT on December 3, 2021. The Regional SBM on-site validation took place on January 12, 2022. On May 11, 2022, School A was declared Regional SBM Level 3 – Advanced SBM Level 3, with a rating of 2.93. They were awarded a trophy, a plaque of appreciation, and a Php 15,000.00 cash incentive. The school's achievement attracted several other schools to visit and benchmark, looking for inspiration and insights to achieve similar or higher levels of SBM Practices.

Likewise, the dedication of School B's implementation of innovative teaching methods, fostering a positive school culture, and establishing strong partnerships with parents and the community have likely played a significant role in their recognition. SBM Level 3 is typically awarded to schools that effectively manage their resources, promote student learning, and involve stakeholders in decision-making processes. The management team's efforts in implementing innovative teaching methods can contribute to improved student performance and academic achievements. This may have been a factor in their recognition as SBM Level 3, as it reflects their ability to effectively utilize resources and enhance the overall quality of education at the school.

The research explores the journey and practices that enabled School A and School B to attain Level 3 SBM Practice during the pandemic. Level 3 SBM is the highest level, indicating a mature stage where schools and communities/stakeholders maximize efforts to achieve higher learning outcomes. While School A proceeded with the evaluation until the regional level, School B did not anymore make it to regional evaluation due to the issuance of DepEd Moratorium No. 75, s. 2022 directing all ongoing and planned activities relative to the validation process to determine the SBM Level of Practice by the schools division offices (SDOs) and regional offices (ROs) shall be held in abeyance.

This study provides evidence-based information that can guide decision-making processes at various levels in the education system. Achieving SBM will lead to strategic, better-informed, and more effective approaches to the promotion of SBM and other educational improvements. Likewise, the study is valuable because it focuses on SBM. As such, it offers insight into the specific challenges, results, and contributing factors associated with employing SBM as an approach to managing schools. In understanding these factors, schools are able to locate opportunities to enhance their management practices that derive from results and challenges they have encountered, as well as develop strategies to counter the challenges associated with these results. In this way, researchers are continuously exploring the unique dynamics that contribute to SBM's performance.

### *Statement of the Problem*

This study described contributing factors to attaining School-Based Management status in the select schools in the Division of Sorsogon City along the identified principles of Leadership and governance, Curriculum and learning, Accountability and continuous, improvement, and Management of resources.

## **II. METHODOLOGY**

This study described the challenges, results, and contributing factors to attaining School-Based Management status in the select schools in the Division of Sorsogon City. It utilized a descriptive qualitative research design.

The informants were the school heads, teachers, SBM teams, and stakeholders School A in the West District and School B of Bacon District in Sorsogon City Division. The research methods used were focus group discussion (FGD) and documentary analysis. The FGD

was audio recorded and transcription of the whole FGD was conducted. Qualitative data categorization was employed to arrive at thematic categories revealed from the transcription.

### III. RESULTS AND DISCUSSION

#### *Contributing factors in the attainment of School-Based Management level status*

SBM is an educational approach that decentralizes decision-making from central education authorities to individual schools. It empowers schools, typically through school leadership teams, to make important decisions about curriculum, budgeting, resource allocation, and other aspects of school operations. The following categorical themes were gathered from the focus group discussion conducted and revealed by the informants as significant contributing factors to attaining the SBM Level 3 of School A and School B.

#### *Leadership*

A pivotal element within this framework of SBM is leadership, a principle that has significant implications for the success and effectiveness of SBM implementation. Through qualitative analysis, two categorical themes have been identified as crucial in understanding the dynamics of SBM: teacher morale and job satisfaction, and effective leadership. These themes offer insight into the interplay between leadership practices and school staff's well-being and performance. The discussion of these themes will delve into their contributing factors and their pivotal role in achieving a higher SBM status. By examining the intricate relationship between leadership and these key themes, this introduction sets the stage for a deeper exploration of how leadership within the SBM framework can foster an environment conducive to educational excellence and stakeholder satisfaction.

**Teacher Morale and Job Satisfaction.** With the collaborative effort on SBM validation, teachers felt they belonged and owned the recognition. Teacher morale and job satisfaction are critical factors that can significantly impact the performance of School-Based Management (SBM) initiatives in schools. When teachers are motivated, satisfied, and highly motivated, they are more likely to actively engage in the SBM process and contribute to its success. Teachers with high morale and job satisfaction are more engaged and committed. They are enthusiastic about their roles and are more likely to invest time and effort in SBM activities. Teachers with high morale and job

satisfaction are more engaged and committed. They are enthusiastic about their roles and are more likely to invest time and effort in SBM activities. Teachers with high morale and job satisfaction are more engaged and committed.

When asked about the significant characteristics of their school, a stakeholder, school head and teacher said:

*"As a stakeholder, I can say hard work and commitment of teachers." (Stakeholder)*

*"...we have competitive and committed teachers and stakeholders lalo na sa teachers and stakeholders." ("...we have competitive and committed teachers and stakeholders, especially among teachers and stakeholders.") (School Head)*

*"...it's an honour in our part we gain respect from different schools and divisions. Nagkaroon tayo nang parang naelevate yung ating pagkatao, yung ating professional identity. We became more dignified." ("...it's an honor on our part that we have gained respect from different schools and divisions. We have experienced a sort of elevation in our character and our professional identity. We have become more dignified.") (Teacher)*

SBM often involves changes in school policies, procedures, and practices. Teachers with high morale are generally more receptive to change and open to new ideas, making implementing SBM initiatives smoother. Job satisfaction can promote creativity and innovation among teachers. Satisfied teachers may be more willing to experiment with new teaching methods and educational approaches that align with SBM goals.

Satisfied teachers communicate more effectively with colleagues, parents, and administrators. Clear and open communication is crucial for the success of SBM, as it involves stakeholders from different backgrounds and perspectives. High teacher morale and job satisfaction are associated with lower turnover rates. Teachers who are content with their jobs are less likely to leave the profession or the school, providing stability and continuity for SBM efforts. Teacher job satisfaction is often linked to improved student outcomes. When teachers are satisfied, they are more likely to implement effective teaching practices, resulting in better academic performance by students.

Teachers' job satisfaction is crucial to their performance and effectiveness within the SBM framework. Wolomasi et al. (2019), Duan et al. (2018), and Zhang (2023) emphasize the importance of job satisfaction in enhancing teachers' commitment, motivation, and performance within educational settings. Additionally, Kamrozzaman et al. (2023) highlight the positive impact of job satisfaction on teacher retention, organizational commitment, and student outcomes.

Teachers who feel valued, supported, and satisfied are more likely to buy into the goals and objectives of SBM. They are more inclined to align their teaching practices with the school's SBM plan and actively participate in its implementation. Satisfied teachers are likelier to engage positively with parents and the local community. They can play a crucial role in building trust and fostering strong relationships with stakeholders, essential for SBM's success. Teachers with high morale and job satisfaction are better equipped to address challenges and find creative solutions to issues that may arise during the SBM process. Teacher morale and job satisfaction are essential for creating a positive and productive school environment and play a crucial role in the successful implementation of SBM initiatives.

**Effective Leadership.** Effective leadership is a fundamental factor that can significantly increase the performance of SBM initiatives in schools. Effective leaders, such as principals or headteachers, are pivotal in guiding, facilitating, and sustaining SBM processes.

In the focus group discussion conducted, one of the informants emphasized that the influence of their school head has become crucial in their journey toward SBM and the recognition they gained from it. Likewise, teachers have affirmed the honor it has given them before they are the only schools recognized at the division level, and the recognition has been granted at the regional level. It was very prestigious to be noted as SBM Level 3 at the regional level based on experiences by the teachers, school heads, learners, and stakeholders.

Effective leaders provide a clear and compelling vision for the school's future, setting the tone for SBM initiatives. They articulate a shared purpose and direction that aligns with educational goals and engages stakeholders. Effective leaders work with stakeholders to develop a strategic plan for SBM, setting specific goals and objectives. They ensure that SBM initiatives are aligned with the school's mission and vision, as well

as broader educational policies. Effective leaders empower teachers, staff, and parents to participate in SBM decision-making processes. They establish clear roles and responsibilities and hold individuals accountable for their contributions to SBM initiatives.

Effective leaders foster open and transparent communication with all stakeholders, sharing information about SBM activities and outcomes. They create opportunities for feedback and dialogue to build trust and engagement. Effective leaders ensure that resources, including budgetary allocations, are aligned with SBM priorities and are used efficiently to support teaching and learning. They make informed decisions about resource distribution based on data and needs. Effective leaders prioritize the professional development of teachers and staff, equipping them with the skills and knowledge needed to implement SBM effectively. They provide opportunities for ongoing learning and growth. Effective leaders establish systems for monitoring and evaluating the progress of SBM initiatives. They use data to assess the impact of SBM on student outcomes and make adjustments as necessary.

Effective leaders facilitate problem-solving processes within the school community. They encourage data-driven decision-making and provide guidance when challenges arise. In times of crisis or change, effective leaders demonstrate resilience and adaptability. They guide the school community through challenging situations while focusing on SBM goals. Effective leaders actively engage with parents, community members, and external partners to build support for SBM initiatives. They promote collaboration and partnerships that benefit the school. Effective leaders foster a culture of continuous improvement within the school. They encourage reflection and innovation to enhance SBM performance over time.

Effective leaders advocate for supportive policies and resources at the district or government level to facilitate SBM implementation. They work collaboratively with educational authorities to create an enabling environment. Effective leadership is a linchpin for successful SBM performance. Leaders who demonstrate vision, collaboration, accountability, and a commitment to continuous improvement can create the conditions necessary for SBM to thrive. Their ability to engage stakeholders, allocate resources wisely, and foster a positive school culture is instrumental in achieving the



goals of SBM and improving overall educational outcomes.

Effective leaders are crucial in advocating for supportive policies and resources at the district or government level to facilitate the successful implementation of School-Based Management (SBM). Kalolo et al. (2021) and Isa et al. (2020) highlight the significance of organizational strengths, resource availability, and leadership engagement in supporting district-level implementation efforts. Additionally, research by Bulthuis et al. (2020), Yasin and Fata (2020), and Lovero et al. (2019) emphasize the importance of leadership interactions, policy support, and collaborative efforts to enhance the implementation of SBM at the district level.

### **Curriculum Learning**

Curriculum Learning, as a fundamental principle of SBM, fosters student achievement and innovation within educational systems. By incorporating the categorical themes identified from qualitative data, this discussion aims to delve into the contributing factors that lead to the attainment of School-Based Management-level status. These categorical themes reflect the diverse aspects of curriculum development and implementation, highlighting key elements that positively impact student outcomes and promote innovative practices. By examining these themes, educators and policymakers can gain valuable insights into the effective strategies and practices that foster student achievement and innovation in SBM settings.

**Student Achievement.** High levels of academic achievement are often seen as indicators of a school's effectiveness. When a school consistently produces strong student outcomes, it demonstrates its ability to manage resources, implement effective teaching practices, and allocate funds wisely. All of which are key components of SBM.

The SBM validation process begins by assessing academic achievement's Key Performance Indicators (KPIs). Initially, academic achievement is measured by increasing the number of enrollees per year, lowering the promotion rate, and decreasing the dropout rate. School A garnered a 6.38% increase in enrolment for 2020-2021 and 1.88% in 2021-2022. Its promotion rate was recorded at an increasing trend of 91.57% in 2019-2020, 95.29% in 2020-2021, and 96.35% in 2021-2022. There were 0% dropouts in these three inclusive SYs.

These data sets allowed School A to qualify to further the SBM evaluation process.

When the FGD participants were asked about the factors that are essential to attain level three, the very first answer of one of the participants was:

*“There are two factors that can be considered in attaining level three. The first factor is the school's learning outcomes in terms of the academic achievements in terms of access quality and efficiency.”*

Learning outcomes of a school can play a crucial role in contributing to the SBM level status. The School A manifested strong learning outcomes, and with that fact, they were able to obtain SBM Level 3. This grant is remarkable at the regional level and is prestigious for the school to obtain. Looking back, achieving a favorable learning outcome is teamwork. It is the foremost goal of the school as a learning institution. All activities are geared towards learning outcomes. These activities are revealed as school practices that the SBM would like to look into.

These SBM Level 3 schools employ effective teaching strategies such as differentiated instruction, active learning, and formative assessment. Through differentiated instruction, teachers tailor their methods to cater to the diverse learning needs of their students in various domains. They recognize individual differences and believe it enhances the teaching and learning experience. Active learning promotes engagement through activities, discussions, and hands-on learning.

On the other hand, the curriculum matters most in increasing student achievement in these schools. The school head and the teachers ensure that the curriculum is implemented. Teachers are guided by the curriculum guide (pre-pandemic) and the MELC (pandemic and post-pandemic). They ensured that teachers aligned their teaching to the set standards of the curriculum. They attended various seminars, training and workshops to enhance their teaching skills that serve the purpose of the existing curriculum.

Likewise, the schools also ensure that they obtain the updated teaching materials aligned with the existing curriculum. They use up-to-date textbooks and instructional materials that reflect current knowledge and best practices. The relevant data from School A revealed that they strived to use the latest technology in

their teaching. The internet is readily available to access any instructional materials in their classroom. The school head strived to obtain 1:1 book ratio among learners to ensure that every learner would have full access to learning materials. During the pandemic, a 1:1 ratio for modules was also obtained despite the sudden shift in the teaching situation by that time.

High levels of academic achievement are often seen as indicators of a school's effectiveness. Studies by Borgen et al. (2019), Khurniawan et al. (2021), and Adascalitei et al. (2021) emphasize the importance of academic outcomes as key indicators of school effectiveness. Additionally, research by Govorova et al. (2020), Gomez-Baya et al., (2021), and Scheerens (2017) highlight the relationship between academic achievement and school effectiveness, suggesting that strong student outcomes reflect effective teaching practices and resource management within schools.

Innovation. Innovation in schools can significantly and positively impact SBM performance by promoting creativity, efficiency, and effectiveness in various aspects of school operations and education delivery. Innovative teaching methods, such as personalized learning, flipped classrooms, and technology integration, can improve student engagement and achievement. Schools that embrace innovative pedagogical approaches will likely see improved educational outcomes that align with SBM goals.

As cited in the qualitative data obtained:

*“So ang observation ko, nachallenge kita mayad dakulon ang innovations ta, naginitiate kita kung pano so kanya kanya then we became creative, may cooperation and may sharing of insights sa mga different principles. Tapos iyan pa na challenge ta na wara kita ki lapse, we lack skills and knowledge about how to present and what artefacts should be put into different criteria.” (So, my observation is that I have challenged you because you have initiated many innovations. You have shown us how to do things differently, and as a result, we have become more creative. There has been cooperation and sharing of insights among different principals. However, another challenge we faced was our lack of skills and knowledge on how to present and which artifacts should be included in different criteria.) (Teacher)*

Innovative data collection and analysis tools enable schools to gather real-time data on student performance, attendance, and behavior. Schools can use this data to make informed decisions, set performance targets, and implement interventions, all of which are essential components of effective SBM. As mentioned by one of the informants (school head), in the making of their SIP, they conducted community mapping and surveys to arrive at their SIP. Through this, they arrived at data-driven decision-making as an approach to decision-making that relies on the systematic collection, analysis, and interpretation of data to guide choices, solve problems, and inform strategies such as the ones they put in their SIPs.

On the other hand, innovation in schools can help them design and achieve flexible learning spaces that can accommodate various teaching methods and adapt to changing educational needs. This flexibility aligns with SBM principles, allowing schools to tailor their environments to serve their students best. Teachers of these two schools strived to innovate their teaching to fit their learner's unique characteristics. The learning assessments they conducted before and after the school year can show them that data-driven decisions to make use in their classrooms. Different teaching materials are crafted according to their learners' abilities and academic needs. Teachers with more than five years in the service know their work very well, and they have a good grasp of their contents. Many of them have data banks and time-tested strategies they use with their teaching.

Innovation encourages a culture of continuous improvement within the school community. Schools that embrace innovation are more likely to be open to experimentation and adaptation, which is vital for SBM success. Innovation should be purposeful and aligned with the specific goals and needs of the school and its SBM plan. Schools should encourage a culture of innovation and provide opportunities for staff and stakeholders to contribute ideas and collaborate on innovative solutions. Additionally, schools should continuously evaluate the impact of innovation on SBM performance and make adjustments as needed to maximize benefits.

Innovation in schools can positively impact SBM performance by promoting creativity, efficiency, and effectiveness in various aspects of school operations and education delivery. Studies by Chang et al. (2021),

Nakano and Wechsler (2018), and Shubina and Kulakli (2020) emphasize the importance of fostering creativity and innovation in educational settings to enhance school effectiveness and performance within the SBM framework.

### **Accountability**

In the dynamic landscape of educational reform, the principle of accountability stands paramount, particularly within the framework of SBM. This principle not only underpins the foundational ethos of SBM but also bridges the vital components of community engagement and professional development. Through an exhaustive analysis of qualitative data, three categorical themes have emerged as instrumental in the effective realization of SBM: accountability, community engagement, and professional development. These themes serve as pillars supporting the structure of SBM, contributing significantly to its successful implementation and achieving desired outcomes. In the ensuing discussion, these themes are delved into, exploring their interplay and their crucial role in fostering an environment conducive to educational excellence and stakeholder empowerment within the SBM paradigm.

**Accountability.** While decentralizing decision-making, SBM also comes with increased accountability. Schools are responsible for their performance, and this accountability can drive them to improve academic achievement to meet the demands of the curriculum. It was revealed in the focus group discussion that accountability plays a crucial role in contributing to increased SBM performance by promoting transparency, responsibility, and effectiveness in educational institutions.

In the case of these two schools, they have a one-man staff, the school head. The school head manages the school in the administrative area alone. However, these school heads delegate various administrative work to teachers. Through this, teachers are exposed to holistic school operations and management where everyone is involved. School heads enhanced teachers' accountability to school by involving them in the different school academic and administrative tasks. Aside from that, transparency, responsibility, continuous improvement, professional development, and innovation are likewise inculcated in school heads and teachers alike.

Accountability mechanisms, such as reporting systems and performance assessments, require schools to be transparent about their actions and results. This transparency encourages schools to openly share information about their decision-making processes, resource allocation, and academic outcomes with stakeholders, including parents and the community. Accountability systems help establish clear roles and responsibilities for school administrators, teachers, and staff. When individuals are held responsible for their specific duties and performance, it can lead to increased motivation and a sense of ownership in achieving positive outcomes.

Accountability is not just about meeting standards; it is also about continuous improvement. Schools that are accountable regularly assess their performance and make adjustments to their SBM practices, curriculum, and instructional strategies to enhance student achievement. Accountability can drive professional development efforts among teachers and staff. When schools are accountable for student outcomes, they are more likely to invest in training and development programs to ensure that educators have the skills and knowledge needed to support student success. Likewise, accountability can encourage schools to explore innovative approaches to teaching and learning. When schools are accountable for student results, they may be more willing to experiment with new instructional methods, technologies, and educational practices to achieve better outcomes.

Generally, accountability catalyzes improved SBM performance by fostering transparency, responsible resource management, data-driven decision-making, and a commitment to continuous improvement. It ensures that schools are focused on achieving educational excellence and meeting the needs of their students while actively involving the community in the education process.

Decentralizing decision-making through SBM also comes with increased accountability. Grinshtain and Gibton, (2017) highlighted the importance of accountability in decentralized school management models. These studies delve into the challenges and strategies for enhancing accountability within SBM frameworks, emphasizing the need for transparent decision-making processes and effective governance structures to ensure accountability at various levels of school management.

Community Engagement. Community engagement is one of the most common contributory factors to attain the SBM Level 3 status shared by the informants. One of the participants answered in verbatim below when they were asked about what essential factor have brought their school to such recognition:

*“...the strong school and community partnership and because I believe that it is the prime characteristic...”*  
(Teacher)

As the familiar saying goes, it takes a village to raise a child. Community engagement can significantly improve SBM performance by fostering collaboration and support from various stakeholders. When schools actively involve parents, local community members, and other relevant partners in decision-making processes, it can lead to several positive outcomes. The School A and School B are known to have strong school-community partnerships. All their stakeholders are well represented in any of their school operations. They have an active parent-teacher association at the classroom level (PTA), grade level (GrPTA), and school level (SPTA). Aside from those, these schools also have an active school governing council (SGC) as a representative body responsible for participating in a school's governance and decision-making processes.

Through strong school-community engagement, informants shared that they were helped in the various areas of the school, such as increased resources and funding, enhanced accountability, tailored educational programs, improved school governance, support for teachers and staff, enhanced community ownership, increased trust and collaboration, and better problem-solving.

Community engagement can help schools access additional resources, such as financial contributions, donations, and in-kind support from local businesses, organizations, and individuals. This can alleviate budget constraints and enable schools to invest in essential resources, infrastructure, and educational programs. When the community is engaged in school management, there is greater transparency and accountability in allocating and using resources. This accountability can help ensure that funds are spent wisely and effectively to improve educational outcomes. Community members can provide valuable insights into the unique needs and preferences of their children. This input can help schools develop and implement educational programs that are

better aligned with the local community's priorities, values, and cultural context. Community engagement often leads to the establishment of school advisory councils or committees comprising parents, teachers, and community representatives. These bodies can play a crucial role in making informed decisions about school policies, curriculum development, and the hiring of staff, thereby promoting better governance. Engaging parents in school-based management encourages active participation in their children's education. This involvement can improve attendance, student performance, and a more positive school environment.

When the community is engaged, teachers and staff may receive greater support and recognition for their efforts. Community members can help address teacher recruitment and retention issues, professional development, and the provision of necessary resources for effective teaching. Building strong relationships between schools and the community fosters trust and collaboration. This can lead to shared goals, mutual respect, and a willingness to work together to address challenges and promote educational excellence. Schools often face various challenges, from addressing discipline issues to improving student outcomes. Engaging the community in SBM can bring diverse perspectives and innovative solutions to the table, making it easier to address these challenges effectively.

Community engagement is a significant factor in achieving SBM Level 3 status, as highlighted by studies by Bano (2022), Kawonga et al. (2021), and Jumirin et al. (2022). This study emphasize the importance of involving parents, community leaders, and stakeholders in school management and decision-making processes within the SBM framework. They underscore the positive impact of community participation on school effectiveness, accountability, and overall educational quality.

In summary, community engagement is a powerful strategy for improving school-based management performance in School A and School B. By involving parents, local community members, and other stakeholders in decision-making processes, schools can benefit from increased resources, accountability, tailored programs, and overall support, leading to better student educational outcomes.

**Professional Development.** School heads in these two schools are delegating and entrusting administrative



tasks to teachers, which can be a practical way to increase accountability. Accountability will give teachers a holistic experience of the school's operations and widen their horizons as education practitioners. In like manner, they establish their career plans by considering their experiences with school operations. They, therefore, unlock their professional development plans by proceeding with further studies to be promoted to higher ranks other than being simple classroom teachers.

Professional development plays a crucial role in influencing the performance of schools under SBM by enhancing the knowledge, skills, and capacities of school leaders, teachers, and staff. Professional development programs for school leaders, such as principals and headteachers, can enhance their leadership and management skills. Effective leadership is essential in guiding the school's vision, promoting a collaborative culture, and ensuring that SBM principles are effectively implemented. Training and workshops can equip school leaders and teachers with the knowledge and tools needed to make informed decisions related to curriculum, resource allocation, and instructional strategies. This helps schools make data-driven choices that align with their specific needs and goals.

One school head answered the verbatim below when she was asked about the significant impact of the Level 3 SBM status, she said:

*“...ang gusto ko kayo na makilala kayo, na maimprove kayo , sa career ninyo maging successful at ang mga pupils natin maging competent.” (I want to get to know all of you, to help you improve, and to become successful in your careers, while ensuring that our students become competent.) (School Head)*

In addition, professional development can provide school leaders with the financial management skills required to handle budgets, allocate resources, and prioritize spending in a way that supports educational goals. This is critical for effective resource utilization under SBM. Teachers can benefit from professional development programs that focus on improving instructional techniques, classroom management, and pedagogical approaches. Enhanced teaching practices contribute to improved student outcomes, which is a key measure of SBM success.

SBM encourages collaboration among school stakeholders. Professional development can foster collaboration skills among educators, parents, and community members. Collaboration is essential for shared decision-making and effective implementation of SBM initiatives. Training can help school leaders and teachers engage with parents and the local community more effectively. When parents and community members are actively involved in school activities and decision-making, it strengthens the school's overall performance.

Professional development helps educators stay current with evolving educational practices and policies. It equips them to adapt to changing circumstances and requirements, which is vital in the dynamic educational landscape. Providing opportunities for professional growth and development can boost educators' motivation and job satisfaction. Providing opportunities for professional growth and development can boost educators' motivation and job satisfaction. Professional development programs can be tailored to align with the specific goals and priorities of the school's SBM plan. This ensures that training directly supports the school's efforts to improve performance. Professional development can instill a culture of continuous improvement within the school community. Educators and leaders are encouraged to reflect on their practices, seek feedback, and adjust to enhance SBM performance.

Professional development is a cornerstone of SBM success, as it equips educators and school leaders with the skills and knowledge needed to effectively implement SBM principles, make informed decisions, and ultimately improve school performance. However, it is crucial that professional development is aligned with the specific needs and goals of each school and is provided on an ongoing basis to support continuous improvement.

Delegating and entrusting administrative tasks to teachers can be a practical way to increase accountability in schools. Ayeni (2020) and Bush and Ng (2019) highlight the benefits of delegating responsibilities to experienced teachers to reduce workload, improve monitoring, and enhance academic performance. These studies underscore the importance of distributed leadership and shared responsibilities in school management to promote accountability and efficiency.

## **Resource Management**

Resource Management, as a key principle of School-Based Management (SBM), plays a vital role in effective educational systems by ensuring optimal resource allocation. By examining the categorical themes identified from qualitative data on resource allocation, this discussion aims to explore the contributing factors that lead to the attainment of School-Based Management-level status. These categorical themes shed light on the diverse aspects of resource management, highlighting key elements that positively impact school operations and student outcomes. Through an in-depth examination of these themes, educators and policymakers can gain valuable insights into the strategies and practices that promote efficient resource allocation, ultimately supporting the attainment of School-Based Management-level status and enhancing overall educational excellence.

**Resource Allocation.** Resource allocation is a critical factor in attaining SBM and can significantly influence the success of the SBM approach. When schools have control over resource allocation, they can make decisions that directly impact their educational programs and outcomes.

Tailored, localized budgeting is crucial as it looks into the different areas of schools where financing is critically important. Schools must submit their annual procurement plan (APP) and annual implementation plans (AIP), where every school determines the budget they would need for the whole year of school operations. School heads ensure that a reasonable amount of their budget is assigned to learning outcomes to achieve efficiency and effectiveness. Basically, the school's whole operation through the year is plotted through its AIP, which is extracted from the school improvement plan (SIP) within five years. On the other hand, the financial equivalent of their activities contained in the AIP is bounded by their APP, reflecting the necessary information as to procurement activities in goods and services and infrastructure throughout one calendar year. The localized practice on budget allocation is clearly shared by one of the informants when asked about how they allocated their resources to maximize it, she said:

*"... the effective use or management of resources. The school kasi has the control of the funds and it's a location according to the needs and priorities, na nandoon po nag transpire sa school improvement plan*

*and sa annual implementation plan." (And another important aspect is the effective use or management of resources. The school has control over the funds, and it allocates them based on needs and priorities, as reflected in the school improvement plan and the annual implementation plan.)*

SBM allows schools to create budgets based on specific needs and priorities. This customization enables schools to allocate resources where they are most needed, whether purchasing teaching materials, investing in technology, doing minor school facilities repair or enhancement, utility expenses, and other school-relevant needs. The MOOE is the main resource for the school's financial needs. The whole year's school's MOOE is judiciously, prudently and adequately spent to attain the school's goals and objectives. Therefore, all that the school spends greatly relies on its school goals and objectives. Resource allocation decisions can align more closely with the school's educational goals. SBM practices enable schools to invest in programs and initiatives that directly support their mission and vision, fostering a stronger connection between resource allocation and academic achievement. The School A and School B were adjudged as Level 3 in their SBM because their MOOE for the years evaluated really spent to where they should be. These are reflective of the schools' accomplishments in terms of learning outcomes.

Resource allocation is a crucial element in achieving success in School-Based Management (SBM) and can significantly impact the outcomes of the SBM approach. Kang et al. (2021), Rehman et al. (2020), and Gong et al. (2022) underscore the importance of effective resource allocation strategies in fostering green development, enhancing network efficiency, and improving resource management across various contexts. These studies demonstrate the influence of resource allocation on sustainability, productivity, and operational efficiency in diverse industries and sectors.

In conclusion, achieving SBM-level status necessitates a deep understanding of factors such as leadership quality, teaching standards, school resources, and organizational management. These factors, combined with teacher effectiveness, school composition, and community support, collectively influence academic performance and overall school success.

#### IV. CONCLUSION AND RECOMMENDATIONS

The attainment of SBM Level Status in School A and School B is a multifaceted achievement that reflects a committed adherence to and effective implementation of SBM principles. The integrated approach involving leadership, curriculum learning, accountability, community engagement, professional development, and resource management has fostered an environment conducive to educational excellence and ensured that SBM principles are deeply ingrained in the schools' operational fabric. This achievement serves as a model for other schools aiming to enhance their educational quality and performance through the adoption of SBM principles.

The attainment of SBM Level Status by School A and School B is a testament to their resilience and innovative approaches to navigating the myriad challenges associated with SBM implementation and evaluation. The experiences of these schools offer valuable lessons on the importance of resourcefulness, strategic planning, community involvement, and continuous capacity building in achieving and maintaining high standards of school-based management.

To build on their SBM Level Status success, Guinjalon Elementary School and School B may enhance leadership skills, innovate curriculum development, strengthen accountability and community ties, focus on continuous professional growth, and efficiently manage resources. Sharing their successful practices and fostering a culture of continuous improvement may inspire other schools to follow their model of educational excellence.

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