## Implementation of School-Based Management in Private Secondary Schools of Abulug District: Basis for an Enhancement Plan

**Jaike A. Pascua**

Cagayan State University – Sanchez Mira Campus, Cagayan, Philippines

*Corresponding author: Jaike A. Pascua

Cagayan State University – Sanchez Mira Campus, Cagayan, Philippines

## Abstract

*This study examines the demographic profile and School-Based Management (SBM) implementation among respondents in the Abulug District. Findings reveal that most respondents are young (aged 25-30), predominantly female (80%), and primarily teachers (92.5%) with 4-10 years of service. Training is mainly at the district level, with 70% attending 1-2 SBM-related sessions. SBM implementation is rated high overall, with a mean score of 3.80, though curriculum and learning score slightly lower at 3.75. A weak but significant positive correlation (0.279) exists between gender and resource management. Importantly, demographic variables do not significantly affect SBM implementation levels. Recommendations include increasing stakeholder engagement in financial decisions, enhancing professional development in financial management, emphasizing data-driven instructional practices, and prioritizing facility maintenance and funding. These measures aim to improve SBM practices, leading to better student outcomes and school performance in the Abulug District.*

**Keywords:** *School-Based Management (SBM), school enhancement plan, professional development, financial development, school leadership*

## INTRODUCTION

School-Based Management (SBM) is an educational reform strategy that empowers schools by increasing their independence and leadership capacity. SBM allows schools to make decisions about curriculum, resource allocation, staff management, and other operational elements. By involving stakeholders such as teachers, administrators, and parents in decision-making, SBM aims to enhance school performance, student outcomes, and foster a sense of ownership and accountability.

SBM is often implemented through school governing bodies or councils comprising various stakeholders. These bodies collaboratively design school improvement plans, allocate resources, and implement policies aligned with the school's vision and goals. SBM values local context, encouraging schools to tailor their approaches to meet the unique needs of their learners and community, thereby establishing an inclusive and responsive educational environment.

The motivation for this study stems from the low competitiveness of Indonesian education, which trails behind other ASEAN countries. Concerns over educational performance are tied to a global shift towards decentralization and participatory governance, as emphasized by UNESCO's Education for All (EFA) Global Monitoring Report, the World Bank's Education Sector Strategy, and the United Nations Sustainable Development Goals (SDGs). Additionally, the Philippines' Republic Act No. 9155 and Department of Education Order No. 16, s. 2017, provide a legal framework for SBM, emphasizing decentralization and stakeholder engagement in educational management.

This research focuses on evaluating the level of SBM implementation in private secondary schools in the Abulug District. It aims to highlight accomplishments, identify challenges, and suggest areas for improvement. By examining the unique context of Abulug District, this study assesses the strengths and weaknesses of SBM implementation, providing valuable insights for educational policymakers, school administrators, and stakeholders.

Key aspects of SBM implementation, such as decision-making processes, resource allocation, stakeholder involvement, and capacity-building initiatives, are evaluated. The findings will inform recommendations to enhance SBM practices, thereby improving the overall educational quality in Abulug District.

The conceptual framework for this study is based on decentralization theory, examining components like autonomy, accountability, participation, and transparency. It considers SBM practices as the independent variable, influencing educational outcomes such as student performance, teacher satisfaction, and school efficiency. Mediating factors like leadership quality, organizational culture, and external support are also explored.

Using a descriptive and exploratory research design, data will be collected through surveys, interviews, and document analysis from private secondary schools in Abulug District. The enhancement plan developed from the findings will address gaps in SBM practices, proposing training programs, stakeholder involvement mechanisms, resource management systems, and accountability frameworks. This framework aims to improve educational outcomes and inform policy decisions related to school management, benefiting the broader educational landscape.

This study aimed to propose an enhancement plan to improve SBM implementation and elevate private secondary school performance in the Abulug District. The plan encompassed professional development programs, policy adjustments, and community engagement initiatives to optimize SBM implementation and foster high-performing private secondary schools within the district. Specifically, the study sought to address the following questions:

1. What is the demographic profile of respondents in terms of:
1.1. Age
1.2. Sex
1.3. Position
1.4. Length of Service
1.5. Highest Level of SBM -Related Training Attended
1.6. Number of SBM -Related Training Attended

2. What is the level of implementation of School-Based Management within private secondary schools in the following areas:
2.1. School Leadership and Governance,
2.2. Curriculum and Learning,
2.3. Management and Resources, and
2.4. Accountability and Continuous Improvement

3. Is there a significant difference between the SBM level of implementation in private secondary schools in Abulug District when grouped according to their profile variables?

4. Is there a significant relationship on the demographic profile of the respondents to their level of implementation of SBM in private secondary schools?

5. What enhancement plan can be proposed to improve and enhance the implementation of the school-based management program in private secondary schools in Abulug District?

## METHODOLOGY

The study employs a quantitative research design to comprehensively assess the current state of School-Based Management (SBM) in the district's private secondary schools. The primary aim is to gather numerical data to describe SBM implementation, examine stakeholders' perceptions, identify factors influencing SBM effectiveness, and propose enhancement strategies.

A structured survey questionnaire was utilized to collect data, focusing on variables such as autonomy, stakeholder involvement, resource management, and student outcomes. The study used total enumeration, involving thirty-seven (37) private secondary teachers and three (3) principals from the Abulug District, ensuring comprehensive data collection from all relevant respondents.

The survey-questionnaire checklist consisted of three parts. The first part collected respondent profiles, including age, sex, position, length of service, highest level of SBM-related training attended, and the number of SBM-related training sessions attended. The second part assessed the level of SBM implementation across four dimensions: school leadership and governance, curriculum and learning, resource management, and accountability and continuous improvement. Indicators were adopted from Regional Memo No. 101 s. 2021 Revised Guidelines on the Contextualized School-Based Management Assessment Process and Tool (SBM-APAT), with responses rated on a 5-point Likert scale ranging from 1 (very low) to 5 (very high). The third part gathered policy recommendations based on the findings to enhance SBM practices.

Face validation was conducted by experts from other districts to ensure the instrument's alignment with the intended concept. Reliability was assessed using Cronbach's Alpha, with values between 0.70 and 1.0 considered acceptable. A pilot test was conducted with 10 principals and 10 secondary teachers from the Abulug District who were not part of the main respondents.

Upon approval, a request letter was sent to school principals to distribute the questionnaires to teachers and school heads. Ethical considerations included obtaining full consent, ensuring participants' dignity, maintaining privacy and confidentiality, and guaranteeing anonymity. The researcher personally distributed and

collected the questionnaires, ensuring a high response rate, and conducted casual interviews to validate responses.

For data analysis, a Likert scale was used to interpret the level of SBM implementation, with ratings from 1 (very low) to 5 (very high). One-Way ANOVA compared SBM implementation levels across different profile variables, while the Pearson Product-Moment Correlation tested the relationship between SBM implementation levels and profile variables. A rating of 5 (4.21-5.00) indicated "Very High" implementation, suggesting advanced autonomy, stakeholder participation, resource management, and accountability. A rating of 4 (3.41-4.20) indicated "High" implementation with solid practices, a score of 3 (2.61-3.40) indicated "Moderate" implementation with average practices, and ratings of 2 (1.81-2.60) and 1 (1.00-1.80) indicated "Low" and "Very Low" implementation, respectively, highlighting areas needing significant improvement.

In conclusion, the study provides a detailed assessment of SBM implementation in private secondary schools in the Abulug District. The findings will inform evidence-based recommendations to enhance SBM practices, aiming to improve educational quality in the district. The proposed enhancement plan will address identified gaps, suggesting training programs, mechanisms for stakeholder involvement, efficient resource management systems, and robust accountability frameworks.

## RESULTS AND DISCUSSION

This chapter presents the data gathered, analyzed, and interpreted in answers to the problems raised. The data were based on the responses given by the respondents through the distribution of survey questionnaire. Furthermore, it presents the findings of the study from which conclusions and recommendations were made.

## Profile Of the Respondents

The table highlights the age distribution of respondents in the study, detailing both frequency and percentage for each age group. The largest segment is aged 25-30, making up 45% of the sample, followed by 31-35-year-olds at 17.5%. Age groups 36-40 and 41-45 each constitute 7.5%, while those under 25, 46-50, and 51-55 represent 17.5%, 2.5%, and 2.5%, respectively. The average respondent age is 31 years. This indicates that most respondents are relatively young, primarily in their late twenties to early thirties, suggesting a workforce in the early to mid-career stages. The lower representation of older age groups points to fewer mid-career and senior professionals. Understanding these age demographics is crucial for interpreting the study's findings and for tailoring SBM implementation strategies to meet the specific needs of educators and administrators. Further research could include additional demographic factors for a more comprehensive respondent profile.

**Table 1.1 Frequency and Percentage Distribution on the Profile of respondents in terms of Age**

| Age | Frequency | Percent |
|---|---|---|
| under 25 | 7 | 17.5 |
| 25-30 | 18 | 45.0 |
| 31-35 | 7 | 17.5 |
| 36-40 | 3 | 7.5 |
| 41-45 | 3 | 7.5 |
| 46-50 | 1 | 2.5 |
| 51-55 | 1 | 2.5 |
| **Average AGE = 31** | | |

The table shows the gender distribution of respondents, with females comprising 80% (32 respondents) and males 20% (8 respondents). This aligns with trends in the education sector, where women often dominate teaching and administrative roles. The high female representation reflects the gender makeup of staff in private secondary schools in the Abulug District. Understanding this distribution is crucial for interpreting the study's findings and shaping policies. Gender diversity in school leadership enhances decision-making and educational outcomes, highlighting the need for equitable support for all educators in implementing School-Based Management (SBM).

**Table 1.2. Frequency and Percentage Distribution on the Profile of respondents in terms of Sex**

| Sex | Frequency | Percent |
|---|---|---|
| MALE | 8 | 20.0 |
| FEMALE | 32 | 80.0 |

The table shows the positions of respondents in Abulug District private secondary schools, with principals comprising 7.5% (3 individuals) and teachers 92.5% (37 individuals). This distribution reflects typical school structures, where there are fewer principals than teachers. According to Hallinger and Murphy (1985), principals play a crucial role in implementing School-Based Management (SBM) by overseeing operations and ensuring policy effectiveness. Teachers, essential for SBM success, implement educational policies and classroom practices (Leithwood & Jantzi, 2000). The high teacher representation emphasizes their importance in understanding SBM implementation, while principals provide strategic, policy-oriented insights. Considering both roles is vital for analyzing SBM effectiveness and formulating recommendations for improvement.

**Table 1.3. Frequency and Percentage Distribution on the Profile of respondents in terms of Plantilla Position**

| Plantilla Position | Frequency | Percent |
|---|---|---|
| Principal | 3 | 7.5 |
| Teacher | 37 | 92.5 |

The data on employee tenure reveals a workforce composition divided into three categories: 0-3 years, 4-10 years, and over 10 years. Sixteen employees (40.0%) have 0-3 years of service, twenty-two employees (55.0%) have 4-10 years, and only two employees (5.0%) have over 10 years. The average tenure is 5.25 years. This distribution suggests a dynamic workforce with a significant number of moderately tenured employees, indicating growth and stability. The higher percentage of mid-tenure employees suggests career development opportunities, while the lower long-term tenure may reflect retention challenges or company growth phases. Studies by Hom et al. (2017) and Allen and Shanock (2013) emphasize the benefits of balancing new talent with experienced staff for innovation and productivity. The average tenure of 5.25 years indicates a healthy mix of experience and new perspectives, essential for sustaining competitive advantage and fostering continuous improvement.

**Table 1.4. Frequency and Percentage Distribution on the Profile of respondents in terms of Length of Service**

| Length of Service | Frequency | Percent |
|---|---|---|
| 0-3 | 16 | 40.0 |
| 4--10 | 22 | 55.0 |
| more than 10 yrs | 2 | 5.0 |
| **Average Length of Service = 5.25** | | |

The data on School-Based Management (SBM) training levels among employees offers a detailed view of professional development within the organization. The training is categorized into district, division, regional, national, and international tiers. Most employees (23 or 57.5%) have received district-level training, indicating a strong focus on foundational SBM knowledge. Six employees (15.0%) attended division-level training, while three employees (7.5%) participated in regional training. National-level training was accessed by seven employees (17.5%), and only one employee (2.5%) attended international training.

This distribution highlights the organization's emphasis on district-level training, ensuring that employees have a solid grasp of basic SBM principles, as noted by Cheng and Tam (2007). The lower participation in division, regional, and international training may reflect budgetary constraints or strategic prioritization. However, the presence of employees with national and international training underscores the organization's commitment to advanced professional development. Leithwood and Jantzi (2000) suggest that such higher-level training enhances strategic planning and leadership skills.

Overall, the training data shows a robust foundation in district-level SBM training while also indicating a commitment to advanced development for some staff. This blend ensures a common understanding of SBM principles while leveraging advanced knowledge and global perspectives to drive innovation and improvement.

**Table 1.5. Frequency and Percentage Distribution on the Profile of respondents in terms of SBM-Related Training Attended**

| Highest Level of SBM -Related Training Attended | Frequency | Percent |
|---|---|---|
| DISTRICT | 23 | 57.5 |
| DIVISION | 6 | 15.0 |
| REGIONAL | 3 | 7.5 |
| NATIONAL | 7 | 17.5 |
| INTERNATIONAL | 1 | 2.5 |

The data on the number of School-Based Management (SBM)-related trainings attended by employees provides a comprehensive overview of professional development within the organization. Employees' participation is categorized into ranges: 1-2, 3-4, 5-6, 7-8, and 9-10 trainings. The majority, 28 individuals (70.0%), have attended 1-2 SBM-related trainings, indicating a widespread initiation into SBM principles, crucial for establishing a common framework, as emphasized by Caldwell and Spinks (2013). A smaller group, 4 employees (10.0%), have attended 3-4 trainings,

while 6 employees (15.0%) have participated in 5-6 trainings, suggesting ongoing professional development and deeper understanding, aligned with Fullan's (2007) insights on continuous learning. Only 1 employee each (2.5%) attended 7-8 and 9-10 trainings, indicating limited but specialized engagement in advanced SBM-related topics, critical for driving innovation and leadership within the organization, as noted by Leithwood et al. (2004).

The data underscores a dual focus on foundational SBM training for all employees and opportunities for deeper, more specialized development among select staff. This approach fosters a culture of continuous improvement and strategic leadership in school management.

**Table 1.6. Frequency and Percentage Distribution on the Profile of respondents in terms of number of SBM-Related Training Attended**

| Number of SBM -Related Training Attended | Frequency | Percent |
|---|---|---|
| 1--2 | 28 | 70.0 |
| 3--4 | 4 | 10.0 |
| 4--6 | 6 | 15.0 |
| 7--8 | 1 | 2.5 |
| 9--10 | 1 | 2.5 |
| **Average Number of SBM- Related Trainings Attended= 3** | | |

**Level of Implementation of School-Based Management Within Private Secondary Schools In terms of School Leadership and Governance**

he evaluation of school leadership practices shows consistently high ratings across various performance indicators. Notably, the active involvement of teachers, parents, and students in decision-making processes related to curriculum and school policies scores a mean of 3.93, indicating robust engagement. Similarly, fostering a culture of collaboration among teachers, administrators, and staff receives a high rating of 3.83. Transparency and accountability in resource allocation and financial management, while slightly lower at 3.75, still reflect effective practices. Stakeholder involvement in decision-making scores 3.85, with clear communication of school goals and expectations to staff members achieving 3.83. Encouraging shared decision-making among staff also receives a strong rating of 3.90. The school leader's efforts in providing professional development opportunities and support for staff are valued highly, scoring 3.78. Overall, the weighted mean of 3.83 underscores the school leader's high effectiveness. Despite these positive ratings, areas for improvement include enhancing transparency and accountability in resource allocation and financial management, both currently at 3.75. Strategies recommended for improvement include increasing stakeholder engagement in financial decisions through regular meetings and transparent reporting, aligning with Epstein and Salinas's (2004) recommendations. Implementing robust financial reporting systems and providing targeted professional development in financial management for leadership and staff can further strengthen these areas, supported by research highlighting the impact of focused training on leadership effectiveness (Leithwood et al., 2004). Additionally, adopting financial management software can

streamline processes, ensure accuracy, and enhance accessibility to financial information, aligning with Clements's (2007) insights.

Addressing these recommendations will build on existing strengths, fostering greater transparency, accountability, and efficiency in financial and resource management within the school community.

**Table 2. Level of Implementation of School-Based Management Within Private Secondary Schools In terms of School Leadership and Governance**

| Indicators | Mean | Descriptive Value |
|---|---|---|
| 1.To what extent does school leader actively involves teachers, parents, and students in decision-making processes related to curriculum development and school policies? | 3.93 | High |
| 2.How effectively does school leader promotes a culture of collaboration and shared responsibility among teachers, administrators, and staff members? | 3.83 | High |
| 3.To what extent does school leader ensure transparency and accountability in resource allocation and financial management? | 3.75 | High |
| 4.To what extent does the school leader involve stakeholders in decision-making processes? | 3.85 | High |
| 5.How effectively does school leader communicates the school's vision, goals, and expectations to staff members? | 3.83 | High |
| 6.To what extent does school leader promotes a culture of collaboration and shared decision-making among staff members? | 3.9 | High |
| 7.To what extent does the school leader guarantee accountability and openness in the distribution of resources and handling of finances? | 3.75 | High |
| 8.To what extent does school leader provides professional development opportunities and support for staff members? | 3.78 | High |
| **WEIGHTED MEAN** | **3.83** | **High** |

**Level of Implementation of School-Based Management Within Private Secondary Schools In terms of Curriculum and Learning**

The evaluation of the School-Based Management (SBM) framework's effectiveness in supporting curriculum alignment and instructional practices reveals positive outcomes across various measures. SBM's role in aligning curriculum with national standards and learning outcomes achieves a high mean score of 3.83 (Clements, 2007). Collaboration between school leaders and teachers in designing and implementing a curriculum that meets

diverse student needs also scores positively, with a mean of 3.8 (Leithwood et al., 2004). Use of assessment data to enhance instructional practices and student learning achieves an average score of 3.7 (Black & Wiliam, 1998), while support for teacher autonomy in tailoring instructional strategies averages 3.78 (Leithwood et al., 2004). The provision of resources and materials, and collaboration in monitoring curriculum implementation, both achieve slightly lower mean scores of 3.68 (Odden & Archibald, 2009). Collaboration in identifying and addressing individual learning needs and providing differentiated instruction score means of 3.83 and 3.73, respectively. Overall, the weighted mean across these indicators is 3.75, indicating SBM's high effectiveness in implementation and support (DuFour et al., 2008). Despite positive findings, addressing areas like assessment data use, resource provision, and curriculum monitoring can further enhance SBM's impact on curriculum and instructional practices, promoting improved student outcomes and overall school performance.

**Table 3. Level of Implementation of School-Based Management Within Private Secondary Schools In terms of Curriculum and Learning**

| Indicators | Mean | Descriptive Value |
|---|---|---|
| 1.To what extent does the SBM framework supports the alignment of curriculum with national standards and learning outcomes? | 3.83 | High |
| 2.How well does school leader and teachers collaborate in designing and implementing a curriculum that meets the diverse needs of students? | 3.8 | High |
| 3.How well do school leaders and teachers use assessment data to inform instructional practices and improve student learning outcomes? | 3.7 | High |
| 4.To what extent do teachers have the autonomy and support to tailor instructional strategies and methods to the needs of their students? | 3.78 | High |
| 5.To what extent does the SBM framework support the provision of resources and materials that enhance teaching and learning? | 3.68 | High |
| 6.How well does school leader and teachers collaborate in identifying and addressing the learning needs of individual students? | 3.83 | High |
| 7.To what extent does school leader and teachers provide differentiated instruction to meet the diverse learning needs of students? | 3.73 | High |
| 8.How well does school leader and teachers collaborates in monitoring and evaluating the effectiveness of curriculum implementation and student learning outcomes? | 3.68 | High |
| **WEIGHTED MEAN** | **3.75** | **High** |

## Level of Implementation of School-Based Management Within Private Secondary Schools In terms of Management and Resources

The data shows high effectiveness in school leadership's resource management. Allocating financial resources scores a mean of 3.73, rated "High" (Odden & Archibald, 2009). Managing physical facilities scores slightly lower at 3.63, but still "High" (Earthman, 2004). Ensuring the availability of instructional materials and utilizing technology resources both score 3.78. The highest score is for managing human resources, with a mean of 3.88. Involving stakeholders in resource management and monitoring resource use both score 3.8. The overall mean is 3.77, indicating high effectiveness. Despite this, physical facility management (3.63) needs improvement. Regular maintenance and enhanced funding are suggested to address this (Earthman, 2004). Enhancing financial resource allocation with participatory budgeting can further improve effectiveness (Odden & Archibald, 2009).

**Table 4. Level of Implementation of School-Based Management Within Private Secondary Schools In terms of Management and Resources**

| Indicators | Mean | Descriptive Value |
|---|---|---|
| 1.To what extent does the school leader effectively allocate financial resources to support the diverse needs of the school? | 3.73 | High |
| 2.How well does school leader manages and maintains physical facilities and infrastructure to create a conducive learning environment? | 3.63 | High |
| 3.To what extent does school leader ensures the availability and accessibility of instructional materials and resources for teachers and students? | 3.78 | High |
| 4.How well do school leaders manage and utilize technology resources to enhance teaching and learning? | 3.78 | High |
| 5.To what extent does school leader effectively manage and allocate human resources to support the school's goals and objectives? | 3.88 | High |
| 6.How well does school leader involves stakeholders in the management of resources, such as parents, community members, and local businesses? | 3.8 | High |
| 7.To what extent does school leader effectively monitors and evaluates the utilization of resources to ensure efficiency and effectiveness? | 3.8 | High |
| 8.How well does school leader ensures equitable access to resources for all students, regardless of their backgrounds or abilities? | 3.8 | High |
| **WEIGHTED MEAN** | **3.77** | **High** |

## Level of Implementation of School-Based Management Within Private Secondary Schools In terms of Accountability and Continuous Improvement

The data indicates strong school leadership effectiveness in promoting accountability, continuous improvement, and stakeholder engagement. Key areas include clear performance indicators (mean score 3.78), accountability for staff performance (3.85), and regular evaluation of teaching practices (3.83). Fostering continuous improvement and professional development among staff scores the highest at 3.88. Involving stakeholders in evaluating school programs and using their feedback for improvement also score 3.88, along with facilitating collaboration among teachers (3.85). The overall mean score is 3.83.

Despite high scores, using data for decision-making (3.75) needs improvement. Enhancing data-driven processes through professional development and regular data reviews is recommended (Boudett, City, & Murnane, 2013). Strengthening feedback systems with regular surveys and focus groups can also boost performance indicators (Odden & Archibald, 2009).

**Table 5. Level of Assessment on the Level of Implementation of School-Based Management Within Private Secondary Schools in terms of Accountability and Continuous Improvement**

| Indicators | Mean | Descriptive Value |
|---|---|---|
| 1.To what extent does a school leader establish clear performance indicators and targets to measure the school's progress and effectiveness? | 3.78 | High |
| 2.How well does school leader ensures that teachers and staff are held accountable for meeting performance expectations and goals? | 3.85 | High |
| 3.To what extent does school leader engages in regular monitoring and evaluation of teaching practices and student outcomes to identify areas for improvement? | 3.83 | High |
| 4.How well does school leader fosters a culture of continuous improvement and professional development among teachers and staff? | 3.88 | High |
| 5.To what extent does school leader involves stakeholders in the evaluation and improvement of school programs and policies? | 3.88 | High |
| 6.How well does school leader uses feedback from teachers, parents, and students to drive continuous improvement efforts? | 3.85 | High |
| 7.To what extent does school leader facilitates collaboration and learning communities among teachers to share best practices and promote professional growth? | 3.85 | High |

| | | |
|---|---|---|
| 8.How well does school leader uses data and evidence to inform decision-making and drive improvements in teaching and learning practices? | 3.75 | High |
| **WEIGHTED MEAN** | **3.83** | **High** |

## Summary Assessment on the Level of Implementation of School-Based Management Within Private Secondary Schools

The data shows a high level of SBM implementation across various factors, with school leadership and governance scoring a weighted mean of 3.83, curriculum and learning at 3.75, resource management at 3.77, and accountability and continuous improvement also at 3.83. The overall mean score is 3.80. Despite high ratings, the slightly lower score for curriculum and learning (3.75) suggests improvement is needed. Enhancing curriculum alignment through additional professional development for teachers, especially in innovative teaching strategies (Darling-Hammond et al., 2009), and strengthening collaboration between teachers and leaders in curriculum design is recommended. Using data-driven practices (Black & Wiliam, 1998) and improving resource accessibility can further enhance curriculum implementation.

Table 6. Summary Assessment on the Level of Implementation of School-Based Management Within Private Secondary Schools

| FACTORS | WEIGHTED MEAN | DESCRIPTIVE VALUE |
|---|---|---|
| 2.1. Level of Implementation of School-Based Management as to School Leadership and Governance | 3.83 | High |
| 2.2. Level of Implementation of School-Based Management as to Curriculum and Learning | 3.75 | High |
| 2.3. Level of Implementation School-Based Management as to Management of Resources | 3.77 | High |
| 2.4. Level of Implementation of School-Based Management as to Accountability and | 3.83 | High |

| | | |
|---|---|---|
| Continuous Improvement | | |
| **OVERALL MEAN** | 3.80 | **HIGH** |

Association on the Demographic Profile of The Respondents to their Level of Implementation of SBM In Private Secondary Schools

The table presents the Pearson correlation coefficients and significance values (Sig. (2-tailed)) for the relationship between sex and four aspects of School-Based Management (SBM): School Leadership and Governance, Curriculum and Learning, Management of Resources, and Accountability and Continuous Improvement. The correlation between sex and School Leadership and Governance is 0.263, with a significance value of 0.101, indicating a weak positive relationship that is not statistically significant. Similarly, the correlation for Curriculum and Learning is 0.257, with a significance value of 0.110, also showing a weak positive but not significant relationship. However, the correlation between sex and Management of Resources is 0.279, with a significance value of 0.042, indicating a weak positive relationship that is statistically significant. Finally, the correlation for Accountability and Continuous Improvement is 0.157, with a significance value of 0.334, suggesting a very weak and non-significant relationship.

The significant correlation between sex and Management of Resources suggests that sex may influence perceptions or effectiveness in this area. To address this, it is recommended to conduct further investigation to understand the reasons behind this relationship. This could involve qualitative methods such as interviews or focus groups to gain deeper insights. Additionally, implementing targeted professional development programs can help address any gaps or biases in resource management practices. Reviewing and updating school policies to ensure inclusivity and increasing stakeholder engagement in resource management decisions are also crucial steps. These actions can help mitigate any unconscious biases and ensure balanced resource management practices, enhancing the overall effectiveness of SBM implementation. For the other aspects, the lack of significant correlations suggests that current practices are relatively balanced with respect to sex, indicating no immediate need for changes based on this data alone.

**Table 7. Correlation matrix on the Association Between the Demographic Profile of The Respondents to Their Level of Implementation of SBM In Private Secondary Schools**

| PROFILE | COMPUTATION | School Leadership and Governance | Curriculum and Learning | Management of Resources | Accountability and Continuous Improvement |
|---|---|---|---|---|---|
| Age | Pearson Correlation | -0.071 | -0.008 | -0.012 | -0.008 |
| | Probability Value | 0.665 | 0.960 | 0.940 | 0.962 |
| | | | | | |
| **Sex** | Pearson Correlation | 0.263 | 0.257 | **0.279\*** | 0.157 |
| | Sig. (2-tailed) | 0.101 | 0.110 | **0.042** | 0.334 |
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Plantilla Position | Pearson Correlation | 0.101 | 0.141 | 0.081 | 0.098 |
| | Sig. (2-tailed) | 0.535 | 0.384 | 0.620 | 0.548 |
| Length of Service | Pearson Correlation | -0.045 | -0.097 | -0.087 | -0.050 |
| | Sig. (2-tailed) | 0.784 | 0.550 | 0.591 | 0.760 |
| Highest Level of SBM - Related Training Attended | Pearson Correlation | 0.140 | 0.132 | 0.153 | 0.143 |
| | Sig. (2-tailed) | 0.390 | 0.417 | 0.345 | 0.378 |
| Number of SBM -Related Training Attended | Pearson Correlation | 0.149 | 0.115 | 0.142 | 0.085 |
| | Sig. (2-tailed) | 0.358 | 0.480 | 0.381 | 0.600 |

**\* Correlation is significant at the 0.05 level (2-tailed).**

The ANOVA analysis shows no significant impact of age, sex, position, length of service, or SBM-related training on SBM implementation in private secondary schools in Abulug District. F-values for age (0.48), sex (2.43), position (0.45), length of service (0.47), highest level of SBM-related training (0.42), and number of SBM-related trainings (0.64) are all below their critical values. P-values are also greater than 0.05, confirming non-significance. These results suggest that other factors like school culture, leadership styles, or external support might better influence SBM outcomes. Continuous professional development and data-driven monitoring can still enhance SBM effectiveness.

**Table 8. ANOVA Computation on the Comparison of the SBM Level of Implementation in Private Secondary Schools in Abulug District When Grouped According to Their Profile Variables**

| | Level Of Implementation of School-Based Management | | | |
|---|---|---|---|---|
| **Profile Variables** | **F** | **P-Value** | **F Crit** | **Remarks** |
| Age | 0.48 | 0.82 | 2.39 | NS |
| Sex | 2.43 | 0.13 | 4.10 | NS |
| Plantilla Position | 0.45 | 0.51 | 4.10 | NS |
| Length of Service | 0.47 | 0.63 | 3.25 | NS |
| Highest Level of SBM - Related Training Attended | 0.42 | 0.79 | 2.64 | NS |
| Number of SBM -Related Training Attended | 0.64 | 0.64 | 2.64 | NS |

**Summary of the Proposed Enhancement Plan to improve and enhance the Implementation of the School–Based Management Program in Private Secondary Schools of Abulug District**

The proposed enhancement plan aims to improve the implementation of the School-Based Management (SBM) program in private secondary schools of Abulug District by increasing stakeholder engagement in financial decisions. Key activities include:

1. Regular Financial Reporting: Provide transparent breakdowns of income and expenses via school websites and newsletters.

2. Financial Literacy Workshops: Empower stakeholders with financial knowledge tailored to different literacy levels.

3. Budget Consultation Meetings: Gather diverse stakeholder feedback on budget proposals.

4. Financial Decision-Making Committees: Form committees with various stakeholder representatives to enhance accountability.

5. Open Forums and Q&A Sessions: Foster open dialogue on financial matters.

6. Surveys and Feedback Mechanisms: Use surveys to gauge satisfaction and improve transparency.

7. Utilization Reports: Demonstrate accountability by sharing fund usage reports.

8. Community Engagement Events: Strengthen relationships and support for financial initiatives through community events.

9. Partnerships with Stakeholder Groups: Encourage collaborative efforts in fundraising and financial planning.

Strategies involve clear financial reporting, customized workshops, inclusive budget consultations, transparent committees, open forums, regular surveys, detailed utilization reports, engaging

community events, and partnerships with stakeholders. Implemented throughout SY 2024-2025, the plan involves stakeholders, teachers, and school heads, with a budget of P 30,000.00 from School MOOE and voluntary donations. The plan aims to foster transparency, trust, and support for financial initiatives, enhancing SBM implementation.

## Conclusions

The findings reveal that most respondents are young (aged 25-30) and predominantly female (80%). A significant portion are teachers (92.5%) with 4-10 years of service, indicating a stable and experienced workforce. Training is mainly conducted at the district level, with 70% attending 1-2 SBM-related sessions. The overall SBM implementation is rated high, with a mean score of 3.80. However, curriculum and learning scored slightly lower at 3.75, suggesting areas for improvement. A weak yet significant positive correlation between gender and resource management (0.279) suggests gender may influence perceptions or effectiveness in this area. Notably, none of the demographic variables significantly affect SBM implementation levels, highlighting that other factors may be more influential.

This strong foundation in SBM, coupled with identified areas for enhancement, offers substantial opportunities to improve educational outcomes and school performance in the Abulug District. Focused efforts on curriculum improvement, enhanced training, and exploring other influential factors can further elevate the effectiveness of SBM practices, ultimately benefiting the overall educational environment.

## Recommendations

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested that the school head should increases stakeholder's engagement in financial decisions.

2. It is highly suggested that the school must provide professional development opportunities that focused on financial management for both the school head and teachers.

3. It is recommended that school head and teachers participate in regular professional development workshops focused on data analysis and application in instructional practices.

4. Lastly, it is recommended that school head could prioritize regular maintenance schedule and seek additional funding or partnership for facility upgrades.

## Declaration of no conflict of interest

The author hereby declares no conflict of interest and this article is his original work.

## Acknowledgment

The researcher would like to thank all those who contributed whether big or small in the completion of this study.

## REFERENCES

1. Abulencia, A. (n.d.). School-Based Management: A Structural Reform Intervention. https://www.researchgate.net/profile/Arthur-Abulencia/publication/277957224_School-Based_Management_A_Structural_Reform_Intervention/links/55777a8208ae7521586e1853/School-Based-Management-A-Structural-Reform-Intervention.pdf

2. Adeoye, M. A. (2023). Stakeholder's Perceived Reasons for Decentralization Reform in School-Based Management. ASEAN Journal of Economic and Economic Education, 2(1), 67-74.

3. Alvarez, A. E., & Ching, D. A. (2023). Mediating Role of Knowledge Management to Data Management and School Performance in Public Elementary School. Mediating Role of Knowledge Management to Data Management and School Performance in Public Elementary School, 133(1), 18-18.

4. Amon, L., & Anggal, N. (2021). Implementation of school-based management in curriculum and learning processes: A literature review. 2(7), 90–98. https://scholarzest.com/index.php/ejrds/article/view/1079

5. Amon, L., & M Rajib Bustami. (2021). Implementation of School-Based Management in Curriculum and Learning Processes: a Literature Review. Journal Pendidikan Dasar Dan Menengah (Dikdasmen), 1–11. https://journal.ilininstitute.com/index.php/dikdasmen/article/view/1060

6. Amon, L., & Anggal, N. (2021). Implementation of school-based management in curriculum and learning processes: A literature review. 2(7), 90–98. https://scholarzest.com/index.php/ejrds/article/view/1079

7. Anif, M. (2023). Application of school-based management in improving quality in junior high schools. JMKSP (Journal Management, Kepemimpinan, Dan Supervise Pendidikan), 8(2), 603–613. https://doi.org/10.31851/jmksp.v8i2.11282

8. Ballarta, L. V., Illescas, C. M., Perez, D. R., Hamora, L. A., & Hamora, L. A. (2022). School-Based Management Level of Practice in Selected Public Elementary Schools in Mimaropa Region, Philippines. Journal of Pedagogical Inventions and Practices, 8, 134–146. https://zienjournals.com/index.php/jpip/article/view/1672

9. Bandur, A., Hamsal, M., & Furinto, A. (2021). 21st Century experiences in the development of school-based management policy and practices in Indonesia. Educational Research for Policy and Practice, 21(1), 85–107. https://doi.org/10.1007/s10671-021-09293-x

10. Bucud, R. (2018). The effects of decentralization on community participation in school-based management in the Philippines. https://researchrepository.rmit.edu.au/esploro/outputs/graduate/The-effects-of-decentralisation-on-community-participation-in-school-based-management-in-the-Philippines/9921864304601341

11. Caño, S. A., Lamela, R., & Alcantara, J. M. (2023). School Leaders' Ethnographic Reflections: Lessons for Bridging Through the Post-Pandemic Era. International Journal of Multidisciplinary: Applied Business and Education Research, 4(10), 3622-3631.

12. Cornito, C. M. (2021). Striking a Balance between Centralized and Decentralized Decision Making: A School-Based Management Practice for Optimum

Performance. International Journal on Social and Education Sciences, 3(4), 656-669.

13. Darwis, M., Rivai, A. M., Arhas, S. H., & Purna, Z. A. (2023). School-Based Management from the Viewpoint of the Principal's Leadership (Study at State Vocational School 1 Bone). Technium Social Sciences Journal, 50, 503-508.

14. De la Fuente, J. (2022, August 8). The Importance of a School-Based Management System (SBM). TeacherPH. https://www.teacherph.com/importance-school-based-management-system-sbm/

15. De Lara, N., & Pañares, N. (2023). Implementation of School-Based Management as Perceived by the School Governing Council. International Journal of Research Publications, 129(1).

16. Isa, A. M., Mydin A. A., & Abdullah, A. (2020, September 29). School-Based Management (SBM) Practices in Malaysia: A Systematic Literature Review. ResearchGate; unknown. https://www.researchgate.net/publication/344726144_School-Based_Management_SBM_Practices_in_Malaysia_A_Systematic_Literature_Review

17. Ismael, I., Domingo, J. P., & Domingo, I. C. (2019, December). Determining the School-Based Management (SBM) Level of Practice with the Use of SBM E-Tool: An Innovation... ResearchGate; unknown. https://www.researchgate.net/publication/342917252_Determining_the_School-Based_Management_SBM_Level_of_Practice_with_the_Use_of_SBM_E-Tool_An_Innovation_for_Work_Simplification

18. Khan, A. W., (2021). School-based teachers' professional development policies: learning from the practices of English classroom at public secondary school in northern Pakistan. Digital Commons @ Lingnan University. https://commons.ln.edu.hk/ips_policybrief/3/

19. Lubrica, P. A., Parcasio, I. G., Cuevas, J. P., Alvaro, M. N., Vida, A., & Batani, R. S. (2019). School-Based Management in Benguet, Philippines: Mountain Journal of Science and Interdisciplinary Research (Formerly Benguet State University Research Journal), 79(2 Supp 1), 152–163. http://journals.bsu.edu.ph/index.php/BRJ/article/view/244

20. Maca, M. N. (2022). School-Based Management in the Philippines: Fostering Innovations in the Public Education System. Romblon State University Research Journal, 2(1), 35–59. https://ojs.rsu.edu.ph/index.php/rsurj/article/view/10

21. Manzano, G., & Illescas, C. (2023). Challenges and Practices of School-Based Management in Public Elementary School Heads in the Division of Palawan. Psychology and Education: A Multidisciplinary Journal, 12(8), 870-882.

22. Martin, M. (2019). The implementation of school-based management in public elementary schools. Asian Journal of Assessment in Teaching and Learning, 9(1), 44–56. https://doi.org/10.37134/ajatel.vol9.no1.5.2019

23. Morenike, O. V. (2019). The Practice of School-Based Management in Ondo State Public Secondary Schools: Implication of School Location. American International Journal of Social Science Research, 4(2), 88-93.

24. Odden, E. (n.d.). Making School-Based Management Work. ASCD. https://www.ascd.org/el/articles/making-school-based-management-work

25. Olaseni, V. M. (2022). Implementation of the national school-based management policy in public secondary schools in Ondo state, Nigeria (Doctoral dissertation).

26. Pato, J. F. B. (2023). School-Based Management Practices of Selected Public Secondary Schools in The Division of Camarines Norte.

27. Quaicoe, J. S., Ogunyemi, A. A., & Bauters, M. L. (2023). School-Based Digital Innovation Challenges and Way Forward Conversations about Digital Transformation in Education. Education Sciences, 13(4), 344.

28. Riadiono, R., Fitria, H., & Eddy, S. (2024). Implementation of school-based v management in improving the quality of educators. Journal of Social Work and Science Education, 5(1), 144–157. https://doi.org/10.52690/jswse.v5i1.698

29. Sumintono, B. (2022). Decentralized Centralism: School-Based Management Policies and Practices at State Secondary Schools in Mataram, Lombok, Indonesia. https://doi.org/10.26686/wgtn.16922659.v1

30. Torrevillas, A. (2020). School Based Management (Sbm) As Correlates To Academic Performance Of Secondary Schools In Quezon City - Letran Research Center. Letran.edu.ph. https://research-manila.letran.edu.ph/article/162

31. Tuyay, I. S., & Malangen, A. D. (2023). American Journal of Science and Learning for Development.

32. Verbo, R. J. C., Fernando, A. I., & Cabrera, W. C. (2023). Principals' leadership style towards the implementation of decentralized school-based management in selected secondary public schools in Mandaluyong City, Philippines. International Journal of Economics Development Research (IJEDR), 4(1), 48–72. https://doi.org/10.37385/ijedr.v4i1.970

33. Villanueva, J., & Dela Cruz, R. (2019). The Praxis of School-Based Management on Curriculum and Learning in the Philippines. (2019). International Journal of Social Sciences & Educational Studies, 6(2). https://doi.org/10.23918/ijsses.v6i2p89

34. Wahyu, A., Fitria, H., & Fitriani, Y. (2021). Implementation of school-based management in improving the quality of teachers. JPGI (Journal Penelitian Guru Indonesia). https://doi.org/10.29210/021054JPGI0005