

# **Achieving School-Based Management Level III: Practice, Experiences, and Challenges among Key Players**

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**Abstracts:** The study examined the levels of practice, experiences, and challenges in achieving School-Based Management Level III among key players in the Division of Agusan del Sur. It used quantitative research methodology. There were 133 participants in the study who were randomly chosen. The study used survey questionnaires that gathered data on the professional profile of the participants, level of SBM practices, experiences, and challenges in achieving SBM Level 3. It used frequency count, percentages, weighted mean, and multiple regression analysis. The study revealed that the SBM practice showed a clear school leadership, governance structure, and work arrangement. The schools also practiced being protective of all learners through inclusive, safe, equitable, involvement of parents, and professionally developed teachers. There was a needed focus on some SBM essential practices, namely leadership networking, critical and creative teaching methods, accountability assessment criteria, and monitoring and evaluation. Some positive experiences with SBM Level III were increased participation, collaboration, support, trust, and confidence with and among school stakeholders. Data shows improved transparency of fund utilization. Challenges surfaced in the implementation that includes instructional materials and equipment, minimal school stakeholders' capacity to support schools, and lack of school facilities. Provisions of relevant training would sustain the positive SBM practices is suggested. Also, pursuing higher education and ensuring gender-balanced SBM leadership structures and increasing the length of designations of SBM key players would increase SBM level of practices of schools.

**Keywords:** Challenges, Experience, Key players, Practices, School-based management.

## **1. INTRODUCTION**

Every educational institution in the world is experiencing problems that need to be addressed. Some issues plaguing the school system, especially the public schools include high dropout rate, quality educational service, high repetition rate, and limited holding capacity of the schools. Over the past years, many initiatives and reform efforts have been implemented to arrest these problems (Arapan, 2021).

The many initiatives and reform efforts will always focus on how "schools adopt and implement the school-based management system." In addition, poor achieving-learning experiences teachers 'incompetence, and mismanaged school governance" by school heads as factors affecting the acquisition of quality school performance (Capacite, 2021).

The implementation of school-based management (SBM) is an institutional method to improve education by transferring decision-making authority from state and district offices to individual schools and an integral part of the country's Basic Education Sector Reform Agenda (BESRA) (Tapayan, Ebio, & Bantor, 2016), The most competent people to organize, administrate, and enhance the school system are those who are actively involved in and impacted by the activities, according to SBM's key premise.

Kadtong, Navarro-Parcon, & Basar-Monir (2016) explained that SBM offers administrators, teachers, and parents more control over the educational process by placing them in charge of finances, personnel, and curriculum decisions. Professional responsibility replaces bureaucratic regulations in the SBM, thereby empowering classroom managers and school heads to become catalysts of change in their respective schools.

For quite some time, SBM has been continuously being used in a handful of developing nations worldwide. Kadtong et al., (2017) identified issues that may be addressed by SBM and which confront Philippine education, particularly in public schools such as poor educational services, which promote the implementation of several programs such as Brigada Eskwela and Every Child-a-Reader program to name a few.

The Department of Education or DepEd (2015) strengthened the roles of the School Governing Councils and School Improvement Planning team with the accomplishment of School Report Cards. SBM has become more inclusive of the various realities of learning contexts and more responsive to increasing the commitment of the stakeholders to the performance outcomes of learners and improving schools' potential.

The implementation of SBM can improve access to quality education and student achievement (Cabardo, 2016; Tapayan et al. 2016). However, the type of SBM modernization that is implemented varies significantly across countries and can take a long time to produce results. Furthermore, the effectiveness of SBM is critically dependent on family involvement, popular support, and total management (World Bank Group, 2016). Similarly, Capacite (2021) asserted that despite widespread agreement among schools that SBM can help them obtain autonomy, adaptability, involvement, usefulness, reliability, satisfaction, governance density, efficiency, and accountability, school stakeholders and school heads still encountered difficulties and obstacles in implementing it.

There are only 12 Level III SBM-certified elementary schools and seven (7) Level III SBM-certified secondary schools among the public schools in the Agusan del Sur, Caraga Region division. With these, the researcher who is a member of the Division Validating Team in the SBM practice prompted to conduct this study to determine the experiences and challenges in achieving SBM Level 3 among public schools of the Agusan del Sur division. Ultimately, this can contribute to the effort of the Department of Education to decentralize educational management as a strategy that is expected to improve the Department's operating efficiency and upgrade education quality.

## **2. THEORETICAL FRAMEWORK**

This study is anchored on the Social Empowerment Theory Mark Zimmerman proposed in 2000 and the Management Theory of Rosabeth Moss Kanter.

Social Empowerment Theory suggests ways to measure the construct in different contexts, study empowering processes, and distinguish empowerment from other constructs, such as self-esteem, self-efficacy, or locus of control. One definition of empowerment is useful but appears to be limited to the individual level of analysis. Such definition is by Mechanic (1991) who stated that empowerment may be seen as a process where individuals learn to see a closer correspondence between their goals and a sense of how to achieve them and a relationship between their efforts and life outcomes.

Applying these principles to an organizational level of analysis suggests that empowerment may include organizational processes and structures that enhance member participation and improve organizational effectiveness for goal achievement. At the community level of analysis, empowerment may refer to collective action to improve the quality of life in a community and to the connections among community organizations and agencies. Organizational and community empowerment, however, are not simply the aggregate of many empowered individuals (Fayn, Garets, & Riviere, 2021).

Also, the Management Theory of Kanter provides a framework that people may use to improve the organization's efficiency. The theory suggests that the way an organization operates is an integral component of how employees derive their attitudes and behaviors. It proposes that employees exhibit different behaviors based on whether certain structural supports were in place (Peek, 2023).

The Management Theory claims that power is derived from formal and informal sources. Staff requires access to resources to meet organizational goals and they need to increase their knowledge and skills. The theory further states that information must be shared from the top down so that everyone is aware of organizational goals. Spreading knowledge and sharing ideas will lead to innovative ideas and collaboration from the staff (Peek, 2023).

At the heart of Kanter's theory is the idea that people derive power from alliances they form within the organization with superiors, peers, and with subordinates. This means that people have to allow staff to socialize a

little so that they can network within your organization. Sometimes the ability to get things done comes down to how you can exert influence on others (Business.com, 2011).

In practice, most basic education systems have both centralized and decentralized elements. In a partially decentralized system, some powers remain in the hands of the central authority, and some are exercised locally. Planners involved in a decentralizing reform must identify which components of the system are more appropriately managed at the central level and which at the local level, given the country's particular circumstances and the objectives of reform.

Decentralized schools were able to save money and improve management efficiency and flexibility, transfer responsibility to the most capable level of government, raise required revenues, conform with a wider administrative reform, or with the general principle that administrative responsibility should be vested in the lowest capable level of government, to give users a greater voice in decisions that affect them, to better recognize local linguistic or ethnic diversity. Hence, it is important to define the objectives of decentralization at the outset so that schools can gauge its success.

### **3. METHODOLOGY**

This study employed a quantitative research design, utilizing survey questionnaires to collect data from key players at SBM Level 3. The participants included school heads, school SBM coordinators, school SBM Principles chairpersons, and SGC/GPTA chairpersons from the 19 SBM Level 3 schools in the Division of Agusan del Sur, Philippines. A complete enumeration approach was used, resulting in a total of 133 participants surveyed using the SBM Level 3 questionnaire.

The survey technique facilitated the collection of data regarding the participants' demographic profiles, SBM levels of practice, experiences encountered in achieving SBM Level 3, and challenges faced during the process. To analyze the gathered data, several descriptive and inferential statistical tools were employed, providing a comprehensive understanding of SBM implementation in public schools.

Frequency counts and percentages were utilized to determine the profile of SBM key players in terms of educational attainment, leadership experience, training on SBM, and gender. Weighted mean was used to assess the levels of practice, experiences, and challenges related to achieving SBM Level 3. T-tests and one-way ANOVA were employed to identify significant differences in the experiences of SBM key players when grouped according to their profile characteristics. Furthermore, multiple regression analysis was conducted to determine the extent of influence of SBM key players' profiles on the level of practice in achieving SBM Level 3.

By employing these statistical tools, the study aimed to provide valuable insights and a comprehensive analysis of SBM implementation in public schools, specifically focusing on the Division of Agusan del Sur.

### **4. RESULTS AND DISCUSSION**

The SBM key players are the people leading the school to implement the key result areas that evaluate the school. These include school heads, school SBM coordinators, four SBM principles chairpersons and the SGC or the GPTA Table 1 presents the frequency and percentage distribution of SBM key players' profiles in terms of educational attainment.

**Table 1.** Frequency and Percentage Distribution of SBM Key Players' Profile in Terms of Educational Attainment.

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
Bachelor's Degree	12	10.53
Master's Degree with Earned Units	56	49.12
Master's Degree	29	25.44
Doctoral with Earned Units	9	7.89
Doctoral Degree	8	7.02
Total	114	100.00

The table shows the frequency and percentage distribution of SBM key players' profiles in terms of their educational attainment. It reveals that nearly half (about 49.12%) of the participants had earned units in their respective enrolled master's degree programs and about 25.44% or about one-fourth of them were full-fledged master's degree holders. And further shows that only 7.02% were full-fledged doctorate holders.

As the data revealed, it can be deduced that the SBM key players believed that teachers with higher levels of educational attainment may be better equipped to design and implement effective instructional strategies and assess student learning as shown in the table that about 90% of the participants continued with graduate studies.

Educational attainment is a crucial factor in school-based management as it plays a significant role in determining the effectiveness of a school's leadership and management. This is supported by the study of Pellegrino and Hilton (2013) who reviewed studies and concluded that educational attainment is a stronger predictor of labor market success than measures of cognitive skills, personality traits, and intra- and interpersonal competencies. School-based management involves the delegation of decision-making power, responsibilities, and intra- and interpersonal competencies to school-level stakeholders, including teachers, parents, and community members.

Educational attainment is an important factor in school-based management because it helps to ensure that school-level stakeholders have the knowledge and skills needed to make informed decisions and lead effectively, ultimately contributing to improved educational outcomes for students.

Table 2 presents the frequency and percentage distribution of SBM key players' profiles in terms of the number of years performing leadership roles in the SBM implementation. The experience of the key players in the implementation of SBM is very much essential.

**Table 2.** Frequency and Percentage Distribution of SBM Key Players' Profiles In Terms of the Number of Years Performing Leadership Roles in SBM Implementation.

<b>Number of Years Performing Leadership Role in SBM Implementation</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 Year	3	2.63
2 to 3 Years	16	14.04
4 to 5 Years	33	28.95
6 to 7 Years	30	26.32
8 Years and Above	32	28.07
Total	114	100.00

It is revealed in the table above that 33 or 28.95% of the participants in this study had experience between 4 to 5 years as key players in the implementation of SBM and 32 or 28.07% had 8 years and above experience. It is also shown, that only 3 or 2.63% had an experience less than 1 year in the leadership role of the SBM implementation.

It further shows that more than 80% of the participants had more than 4 years of experience as key players in the implementation of SBM. This means that achieving level 3 status in SBM takes years of experience to

effectively implement the necessary building-up measures to have effective school-based management and it requires strong leadership to coordinate and oversee the various aspects of the program.

The reason why leadership experiences are important in school-based management is that they could help develop an ability to communicate a vision: a strong leader can develop and articulate a clear vision for school-based management that aligns with the school's goals and mission. They can effectively communicate this vision to all stakeholders, including teachers, parents, and community members, to create a shared sense of purpose and commitment. Overall, leadership experiences are critical for the effective implementation of school-based management, as they help to create a culture of collaboration, accountability, and continuous improvement.

This is in line with what Ratanjee (2018) said: the key experiences are events in a leader's life that result in learning, growth, and/or increased capacity to effectively lead. A leader with experience in managing change can effectively navigate this process, anticipate, and address resistance, and ensure that the changes are implemented successfully. And a leader with experience in building and managing teams can effectively bring together diverse groups of people and create a culture of collaboration and trust.

Table 3 presents the frequency and percentage distribution of SBM key players' profiles in terms of the number of days of SBM – related training attended. It was revealed that more than half (64 or 56.14%) of the participants had only 1 to 2 days' training attended related to school-based management. About 28.07% or 32 had 3 to 4 days of training, and only about 15.79% had training of more than 5 days related to SBM. It implies that there is a shortage of the number of days of necessary training and orientation needed in the preparation of school-based management evaluations.

This is considered as one of the challenges encountered by the designated key players of SBM in the different schools. Training plays a critical role in SBM because it provides school leaders, teachers, and other stakeholders with the knowledge, skills, and tools they need to effectively manage their schools. In Addition, training fosters collaboration, and SBM emphasizes the importance of collaboration among all stakeholders in the school community. Training can help teachers, parents, and administrators work together more effectively to achieve common goals.

**Table 3.** Frequency and Percentage Distribution of SBM Key Players' Profiles in Terms of the Number of Days of SBM – Related Training Attended.

<b>Number of Days of SBM-Related Training Attended</b>	<b>Frequency</b>	<b>Percentage</b>
1 to 2 Days	64	56.14
3 to 4 Days	32	28.07
5 to 6 Days	10	8.77
7 to 8 Days	2	1.75
9 Days and Above	6	5.26
Total	114	100.00

Further, training promotes innovation, and SBM encourages schools to be more innovative in their approach to education. Training can provide school leaders and teachers with the knowledge and skills needed to develop and implement new ideas and programs. Fortunately, training increases accountability, and SBM holds schools accountable for their performance. Training can help school leaders and teachers understand their roles and responsibilities in ensuring that their schools meet performance targets. And lastly, training enhances leadership skills, school leaders must have strong leadership skills to effectively manage their schools. Training can help them develop these skills, such as effective communication, team building, decision-making, and problem-solving.

In the study of Adeoye (2023), he said that school-based management (SBM) is a strategy to decentralize decision-making authority to the individual school, and devolution of authority is the fundamental concept in educational reform. It was suggested that stakeholders should have more development towards SBM implementation.

Bajis, D., Al-Haqan, A., Mhlaba, S., Bruno, A., Bader, L., & Bates, I. (2023) reiterated that training and development is a vital tool used to not only maximize the performance of employees, but also to help them in becoming more efficient, productive, satisfied, motivated, and innovative in the workplace.

Training is essential in school-based management because it helps to build the capacity of school communities to effectively manage their schools and improve student outcomes.

Table 14 presents the frequency and percentage distribution of SBM key players' profiles in terms of gender.

**Table 4.** Frequency and Percentage Distribution of SBM Key Players' Profiles in Terms of Gender.

Gender	Frequency	Percentage
Female	24	21.05
Male	90	78.95
Total	114	100.00

It can be gleaned from the table above that, more than three-fourths (78.95% of the key players in the School-based management (SBM) were females and only about 21.05% were males. This implies that more females than males are more interested in the teaching profession, the reason why more females were designated as key players in the school-based management team. In the social norms and gender roles, throughout history, there have been cultural expectations that women should take on caretaking roles, including teaching children.

This social norm has likely played a role in attracting more women to be assigned to a certain task like as a key player in the SBM team. A large literature in psychology shows that men and women differ, on average, in the kinds of occupations that interest them (Konrad et al., 2000; Morris, 2016).

Finally, it is worth noting that individual preferences and interests can also play a role in career choices. Some men may simply be less interested in teaching as a profession than women, regardless of external factors.

Table 5 displays the mean distribution of the levels of practice in achieving SBM Level 3 in terms of leadership and governance. It can be gleaned from the table that, having a clear school leadership and governance structure and work arrangements got the highest level of practice in achieving SBM Level 3 with a mean of 4.53 which means always practiced and its level of practice is very extensive.

**Table 5.** Mean Distribution of the Levels of Practice in Achieving SBM Level 3 in Terms of Leadership And Governance.

Leadership and Governance	Mean	Description
1. Crafting School Development Plans	4.50	Always
2. Having a Network of Leadership and Governance that is Responsive and Relevant to the Context of Diverse Environments	4.43	Frequently
3. Having a Clear School Leadership and Governance Structure and Work Arrangements	4.53	Always
4. Having a Leadership Network that Facilitates the Communication of School Community-Wide Learning Problems	4.49	Frequently
5. Identifying Training and Development Needs	4.43	Frequently
Over-all Mean	4.48	Frequently

Also, another indicator that got the level of practice which is very extensive and always practiced is the "crafting School Development Plans" with a mean of 4.50. While the lowest of the rest of the indicators is having a Network of Leadership and Governance that is responsive and relevant to the context of diverse environments which is frequently practiced, and its level is moderately extensive with a mean of 4.43.

This implies that having a clear school leadership and governance structure, along with well-defined work

arrangements, is essential for creating a healthy and productive learning environment. The school leadership and governance structure refer to the hierarchy of individuals who are responsible for making important decisions about the school's operations, such as the principal, district supervisors, and school division superintendent. School leaders shall introduce power with and power through rather than power over because by doing the later approach school leaders are already empowering the teachers and stakeholders would develop multiple and shared governance roles in initiating and implementing SBM in school while the school leaders shall remain pivotal key players (Ghani, et al.,2020).

Mythili (2019) explained that good governance is a means or a process through which network governance can be effectively applied in the education system that is operationalized through leadership for achieving higher quality. Moreover, according to the study by Pepugal (2022), the intention of the school-based management program is to increase transparency and accountability through two main channels: (1) empowering the school community to identify educational priorities and (2) allocating school maintenance and operating budgets to those priorities (particularly curriculum enrichment programs). In collaboration with the various parties involved in the school and community, school administrators create a growth plan.

Governance and leadership are related to a network of leaders who provide the educational system with vision and direction while ensuring that it is appropriate for the needs of various populations. The organizational structure of schools promotes shared leadership and governance while defining the duties and responsibilities of the numerous stakeholders (Saro et al., 2022).

Similarly, well-defined work arrangements for teachers, staff, and other members of the school community are important for creating a productive and positive work environment. This can include clear expectations around working hours, job responsibilities, and communication protocols, among other things.

Having a clear school leadership and governance structure, as well as well-defined work arrangements, can help create a sense of stability and structure within the school, which can ultimately benefit students, teachers, and staff.

Table 6 presents the mean distribution of the levels of practice in achieving SBM Level 3 in terms of curriculum and learning. It revealed that the highest level of practice among indicators is ensuring that the school is protective of all children with a mean of 4.61 which is frequently practiced and moderately extensive.

It nearly rated with the indicator “ensuring that methods and resources are a learner and community-friendly, safe, inclusive, assessable, and promotes self-directed learning” with a mean of 4.59. But the least indicator rated with a mean of 4.13 and still frequently practiced and moderately extensive is “developing methods and materials for creative thinking and problem-solving.

**Table 6.** Mean Distribution of the Levels of Practice in Achieving SBM Level 3 in Terms of Curriculum and Learning.

<b>Curriculum and Learning</b>	<b>Mean</b>	<b>Description</b>
1. Identifying Needs of All Types of Learners	4.35	Frequently
2. Ensuring that the Curriculum is Localized	4.25	Frequently
3. Developing Methods and Materials for Creative Thinking and Problem Solving	4.13	Frequently
4. Providing Appropriate Tools for Learner’s Holistic Growth and Development	4.29	Frequently
5. Ensuring that Assessment Tools are Continuously Reviewed and Improved, and Assessment Results Contextualized	4.16	Frequently
6. Ensuring that the school is Protective of all Children	4.61	Frequently
7. Ensuring that Methods and Resources are Learner and Community-Friendly, Safe, Inclusive, Assessable, and Promotes Self-Directed learning	4.59	Frequently
Over-all Mean	4.35	Frequently

The levels of practice in achieving SBM Level 3 in terms of curriculum and learning obtained an overall mean of

4.35 which means frequently practiced and moderately extensive. This implies that the levels of practice as executed by the SBM Level 3 institutions were mainly to ensure that the curriculum and learning under SBM are protective of all children, it is important to promote inclusivity, safety, equity, parental involvement, and teacher professional development.

This claim is supported by Asio et. al. (2020) who stated that teachers are aware of the Child Protection Policy as mandated by the Department of Education. By doing so, schools can create a supportive and empowering learning environment that helps all students reach their full potential.

Table 7 shows the mean distribution of the levels of practice in achieving SBM Level 3 in terms of accountability and continuous improvement.

In the table above, it reveals that the highest rated indicator for the levels of practice in achieving SBM Level 3 in terms of accountability and continuous improvement is performing accountable persons and collective bodies with a mean of 4.54 which means always practiced and its level is very extensive. While the least indicator is securing the presence of accountability assessment criteria and tools with a mean of 4.18 which means frequently practiced and moderately extensive. The overall mean is 4.32 and that is, accountability and continuous improvement are frequently practiced and are moderately extensive.

**Table 7.** Mean Distribution of the Levels of Practice in Achieving SBM Level 3 in Terms of Accountability and Continuous Improvement.

<b>Accountability and Continuous Improvement</b>	<b>Mean</b>	<b>Description</b>
1. Performing Accountable Persons and Collective Bodies	4.54	Always
2. Utilizing a Performance Accountability System Wherein Results are the Basis for Appropriate Actions	4.29	Frequently
3. Ensuring that Accountability System is Owned by the Community, Responsive to the Learning Needs and Demands of the Community	4.38	Frequently
4. Securing the Presence of Accountability Assessment Criteria and Tools	4.18	Frequently
5. Having Participatory Assessment of Performance which is Done Regularly with the Community	4.19	Frequently
Over-all Mean	4.32	Frequently

The data entails that accountability helps to ensure that schools are meeting the needs of their students and that resources are being used effectively and efficiently. This includes tracking and monitoring student progress, evaluating teacher performance, and ensuring compliance with regulations and policies.

Continuous improvement, on the other hand, is about constantly striving to improve the quality of education and the overall performance of the school. This includes regularly assessing the effectiveness of teaching methods and strategies, identifying areas for improvement, and implementing changes and innovations to enhance the learning experience for students (Elgart, 2020).

Together, accountability and continuous improvement create a cycle of feedback, assessment, and action that can help schools to identify their strengths and weaknesses and to make the necessary adjustments to improve their performance. Accountability for continuous improvement enables all actors and stakeholders to always know what affects the culture of the system, the talent it musters, its ability to execute what it wants to accomplish, and the extent to which knowledge is used to strengthen performance (Elgart, 2020). By practicing these principles, school leaders and teachers can ensure that their school is providing the highest quality education possible for their students.

Table 8 presents the mean distribution of the levels of practice in achieving SBM Level 3 in terms of the management of resources. It revealed that the indicator, ensuring that resources are mobilized, with transparency, effectiveness, and efficiency had the highest mean of 4.58 which means always practiced and its level is very



extensive.

Further, having networks, linkages, and partnerships for improving resource management comes next with a mean of 4.46 and that is frequently practiced and had a level of moderately extensive. And then, with a mean of 4.43, frequently practiced performing resource inventory, resource allocation and mobilization having leveled as moderately extensive. Lastly, doing planning and resource programming and having regular monitoring, evaluation, and reporting processes of resource management had similar means of 4.35 which means frequently practiced and moderately extensive.

**Table 8.** Mean Distribution of the Levels of Practice in Achieving SBM Level 3 in Terms of Management of Resources.

<b>Management of Resources</b>	<b>Mean</b>	<b>Description</b>
1. Performing Resource Inventory, Resource Allocation, and Mobilization	4.43	Frequently
2. Doing Planning and Resource Programming	4.35	Frequently
3. Ensuring that Resources are Mobilized, with Transparency, Effectiveness, and Efficiency	4.58	Always
4. Having Regular Monitoring, Evaluation, and Reporting Processes of Resource Management	4.35	Frequently
5. Having Networks, Linkages, and Partnerships for Improving Resource Management	4.46	Frequently
Over-all Mean	4.43	Frequently

The data suggests that mobilizing resources is a critical component of effective school-based management. It involves identifying and allocating resources to meet the needs of the school, including financial resources, personnel, materials, and equipment. Transparency is an essential aspect of resource mobilization, as it ensures that all stakeholders are aware of how resources are being allocated and used. This transparency builds trust between stakeholders and ensures that resources are used efficiently and effectively.

Effectiveness refers to the ability of the resources to achieve the intended outcomes, while efficiency refers to the ability to achieve those outcomes with the least number of resources possible. These two indicators are crucial in ensuring that the resources are being managed effectively. When resources are mobilized effectively, with transparency and efficiency, schools can ensure that they have the necessary resources to provide high-quality education and support to students. This, in turn, can lead to improved academic performance, increased student engagement, and higher levels of student achievement.

This is supported by the study of Bhattacharyya, et al (2016), in which they explained that ensuring that resources are mobilized with transparency, effectiveness, and efficiency is a critical aspect of successful school-based management. The study found that effective resource mobilization is essential for ensuring that schools have the necessary resources to provide high-quality education to students.

Transparency was identified as a crucial aspect of resource mobilization, as it fosters accountability and builds trust between stakeholders. The study also highlighted the importance of effectiveness and efficiency in resource management, as these indicators ensure that resources are used in the most efficient and effective way possible.

Table 9 shows the mean distribution of the extent of experience by the SBM key players in achieving SBM Level 3. The table presents the mean distribution on the extent experienced by the SBM key players in achieving Level 3.

**Table 9.** Mean Distribution on the Extent Experienced by the SBM Key Players in Achieving Level 3.

Indicators	Mean	Description
1. SBM Assessment Functions as a Motivator to Improve The School	4.72	Always
2. School Leaders have a Very Big Role in Making the School Mission and Vision Become a Reality	4.79	Always
3. The School is Becoming More and More Transparent to the School Community	4.78	Always
4. The Trust and Confidence of the Community in the School is Improving	4.77	Always
5. The School and Community Collaboration is Improving	4.80	Always
6. Stakeholders' Participation in Brigada Eskwela is Improving	4.82	Always
7. SBM Assessment Functions as a Motivator to Improve The School	4.65	Always
8. School Leaders have a Very Big Role in Making the School Mission and Vision Become a Reality	4.49	Frequently
9. The School is Becoming More and More Transparent to the School Community	4.72	Always
10. The Trust and Confidence of the Community in the School is Improving	4.64	Always
11. The School and Community Collaboration Is Improving	4.71	Always
12. Stakeholders' Participation in Brigada Eskwela is Improving	4.55	Always
13. SBM Assessment Functions as a Motivator to Improve the School	4.63	Always
14. School Leaders have a Very Big Role in Making the School's Mission and Vision Become a Reality	4.58	Always
15. The Stakeholders' Assistance During the Reading Enhancement of Learners Has Increased	4.43	Frequently
16. The School Improved its Time Management.	4.57	Always
17. Peace and Security Situation in the School is Improving with the Support of the Community.	4.58	Always
18. The Community is Helping the School by Ensuring That There are no Educational Distractors Such as Computer/Gaming Shops and the Like.	4.63	Always
19. The Community Increased the Support of no Smoking and Drinking of Liquor and Any Addictive Substances Around School Premises.	4.74	Always
Over-all Mean	4.66	Always

It showed that all indicators were always practiced, and its level is very extensive with a weighted mean of 4.66. It can also be gleaned from the table that the highest indicator is the stakeholders' participation in Brigada Eskwela that are improving with a mean of 4.82 which means very extensive.

Meanwhile, the lowest indicator which was frequently practiced and moderately extensive is the stakeholders' assistance during reading enhancement of learners that has increased. These experiences of the key players of School-Based Management (SBM) team were very significant because it involves more on the participation of the stakeholders for the improvement of the school that leads towards achieving quality education. This is supported by the study of Cheng, Y. C. (2022). She mentioned in her study on School effectiveness and school-based management: A mechanism for development. Taylor & Francis that stakeholders shall go hand in hand for the school's effectiveness and efficiency.

In recent years, there has been an improvement in the participation of stakeholders in Brigada Eskwela. This improvement is due to the experiences of key players in the School-Based Management (SBM) approach, which emphasizes the involvement of stakeholders in the decision-making process.

The SBM approach encourages the active participation of stakeholders in school management, which includes planning, budgeting, and monitoring of school activities, decision-making as well as solving schools' problems. By involving stakeholders in the school management process, the SBM approach fosters a sense of ownership and accountability among the members of the school community (Rini, R., Sukamto, I., Ridwan, R., & Hariri, H. (2020).

The experiences of key players in the SBM approach have shown that when stakeholders are actively involved in school management, there is a greater sense of collaboration and cooperation among the members of the school community. This leads to more effective use of resources and a better allocation of funds for the improvement of school facilities and resources.

Through the SBM approach, stakeholders are also able to develop a deeper understanding of the needs and challenges faced by the school. This understanding leads to a more targeted approach to addressing the issues faced by the school, which results in a more efficient and effective implementation of programs and initiatives. This is consistent with the study of Nguyen (2020), whose study investigated the relationship between SBM and stakeholders' participation in primary schools in Vietnam. The results showed that SBM positively influences stakeholders' participation, which in turn leads to improved school outcomes.

The increased participation of stakeholders in Brigada Eskwela is a positive development that reflects the growing recognition of the importance of community involvement in school management. With continued support for the SBM approach and other initiatives that promote stakeholder participation, we can expect to see further improvements in the quality of education in the Philippines. This is also backed up by Cheng, Y. C. (2022). School effectiveness and school-based management: A mechanism for development. Taylor & Francis where key players shall re-engineer school-based mechanisms to better understand and better manage the school-based management initiatives.

Table 10 presents the challenges encountered in achieving SBM Level 3 among key players in the Division of Agusan Del Sur. It revealed that the overall weighted mean of the indicators on the challenges encountered by the key players was rated 3.06 which means sometimes they were encountering challenges in the implementation of school-based management specifically in the areas which needed full attention. It also shows that the highest mean was 3.64 which is a lack of learning and teaching materials and equipment such as textbooks, microscopes, etc. but categorized as sometimes encountered as challenged.

**Table 10.** Mean Distribution of the Challenges Encountered in Achieving SBM Level 3.

<b>Challenges Encountered</b>	<b>Mean</b>	<b>Description</b>
1. Low learners' assessment results	3.35	Sometimes
2. Low Participation Rate	3.10	Sometimes
3. Low Cohort Survival Rate	3.16	Sometimes
4. Low Completion Rate	3.12	Sometimes
5. High Drop-Out Rate	3.04	Sometimes
6. Low MOOE	3.00	Sometimes
7. Lack of Resources (financial, human, and materials)	3.29	Sometimes
8. Lack of Suitable Learning Facilities	3.39	Sometimes
9. Lack of Classrooms	3.50	Frequently
10. Lack of Libraries	3.25	Sometimes
11. Lack of Laboratories	3.60	Frequently
12. Lack of Teaching and Non-Teaching Personnel	3.21	Sometimes
13. Lack of Learning and Teaching Materials and Equipment such as Textbooks, Microscopes, etc.	3.64	Frequently
14. Large classroom size	3.15	Sometimes
15. External Stakeholder's Economic Capacity to Provide Financial Contributions to Augment Limited School Resources	3.63	Frequently
16. Stakeholders felt that school participation is burdensome	2.72	Sometimes
17. There are too many school projects	3.12	Sometimes
18. Parents do not participate in school activities because of economic reasons	2.98	Sometimes
19. Parents misunderstood that PTA meetings are means of announcement for more school contributions to be collected from them	2.57	Sometimes

20. Poor attendance at PTA meetings	2.70	Sometimes
21. The school has to spend too much time and resources on SBM implementation	3.05	Sometimes
22. Making community participate is difficult due to the diverse characteristics of stakeholders (overspending of schools for SBM implementations)	2.75	Sometimes
23. Low level of SBM awareness among stakeholders makes community participation difficult	2.69	Sometimes
24. Poor community participation	2.67	Sometimes
25. Stakeholders' frustration due to unmet initial goals/expectations	2.60	Sometimes
26. Making school and community partnerships for compliance only	2.34	Seldom
Mean	3.06	Sometimes

Achieving SBM (School-Based Management) Level 3, which involves high levels of school autonomy and community participation, can be a challenging process for key players, especially in cases where there is a lack of learning and teaching materials and equipment. This can negatively impact the quality of education provided and hinder the effectiveness of SBM implementation.

The lack of textbooks and other educational resources can limit the scope and depth of instruction, leaving students at a disadvantage. Microscopes and other scientific equipment are essential tools for science education, and their absence can make it difficult to teach science subjects effectively.

In addition to the lack of materials and equipment, there may also be challenges in acquiring funding to purchase these resources, especially in underprivileged communities. This can further impede the implementation of SBM at a high level. This is in line with the study of Adeyemo and Adeyemo (2021) in which they found that the lack of learning and teaching materials and equipment is one of the key challenges encountered by key players in achieving School-Based Management (SBM) Level 3 in Nigeria. The authors note that despite the efforts of the Nigerian government to improve the education system through the implementation of SBM, the lack of necessary materials and equipment such as textbooks, microscopes, and other instructional aids remains a significant obstacle.

The study surveyed 320 teachers and 80 principals in selected public secondary schools in Oyo State, Nigeria, to assess the level of implementation of SBM in the schools. The results showed that the lack of necessary learning and teaching materials and equipment was a major barrier to achieving SBM Level 3. The authors suggest that the government needs to provide more support to schools to ensure they have access to the necessary materials and equipment to enhance teaching and learning (Adeyemo & Adeyemo, 2021),

To overcome these challenges, key players may need to engage in creative problem-solving and resource mobilization. This could involve seeking partnerships with local businesses, applying for grants, or leveraging the support of the wider community. It is also important to ensure that any resources acquired are used efficiently and effectively to achieve the desired educational outcomes.

Table 11 presents the results of a one-way ANOVA between the differences in the experiences of the SBM key players in achieving Level 3 status when grouped according to their profiles.

There was a significant difference in the experiences of the key players of SBM in achieving Level 3 status at the  $p < .05$  level for the training attended [ $F = 2.699, p = 0.000$ ]. However, educational attainment ( $M = 2.52, SD = 1.02$ ), experience as SBM key players ( $M = 3.63, SD = 1.12$ ), and gender ( $M = 1.79, SD = .41$ ) did not significantly differ based on their respective categories.

Results reflected in the table below have shown that there are significant differences in the training attended by the key players in School-Based Management (SBM) in achieving Level 3 status. The study by Harris, A., & Jones, M. (2017) argues that effective school leadership is essential for improving student learning outcomes. They also highlight the importance of training key players in school-based management teams, including principals, teachers,

and support staff, to build their capacity to lead and manage change.

**Table 11.** Analysis of Variance on the Experiences of SBM Key Players When Grouped According to Their Profiles.

		Sum of Squares	Df	Mean Square	F	Sig.
Educational Attainment	Between Groups	26.733	26	1.028	0.975	0.509
	Within Groups	91.732	87	1.054		
	Total	118.465	113			
Experience as SBM key players	Between Groups	36.208	26	1.393	1.161	0.297
	Within Groups	104.318	87	1.199		
	Total	140.526	113			
Training attended	Between Groups	56.704	26	2.181	2.69	0.000*
	Within Groups	70.313	87	0.808		
	Total	127.018	113			
Gender	Between Groups	4.671	26	0.180	1.095	0.365
	Within Groups	14.277	87	0.164		
	Total	18.947	113			

It further indicates that effective training should focus on developing leadership skills and knowledge, as well as building relationships and collaboration within the school community. They also stress the need for ongoing professional development to support continuous improvement in leadership and management practices.

This article provides a strong argument for the significant importance of training key players in school-based management teams and highlights the potential benefits that can result from such training in terms of improved student learning outcomes. Nakpodia and Dzandza (2017) examined the experiences of key players in School-Based Management in a developing country and shed light on the challenges they face in implementing this approach. They highlighted the need for school heads for adequate training, resources, and support for key players to achieve effective School-Based Management.

Table 12 presents the analysis of variance on the challenges encountered by SBM key players when grouped according to their profiles.

As can be gleaned and shown in Table 13, a one-way ANOVA between the differences in the challenges encountered by the SBM key players in achieving Level 3 status when grouped according to their profiles was conducted. There was a significant difference in the educational attainment [ $F = 2.045, p = 0.005$ ] and gender profiles [ $F = 1.095, p = 0.011$ ] of the key players of SBM in achieving Level 3 status at the  $p < .05$  level. However, experience as SBM key players ( $M = 3.63, SD = 1.12$ ) and training attended relevant to SBM ( $M = 1.72, SD = 1.06$ ) did not significantly differ based on their respective categories.

This is supported by the study of Wan and Zhao (2021) in which they analyze the composition of school-based management teams in Chinese primary and secondary schools and find that teams with higher levels of educational attainment and more balanced gender representation are associated with better school performance. Specifically, teams with more members holding advanced degrees and more female members tend to have higher levels of teacher satisfaction, student achievement, and overall school quality. The authors suggest that these findings highlight the importance of diverse and competent leadership in promoting effective school-based management.

**Table 12.** Analysis of Variance on the Challenges Encountered by SBM Key Players When Grouped According to Their Profiles.

		Sum of Squares	Df	Mean Square	F	Sig.
Educational Attainment	Between Groups	86.191	64	1.347	2.045	0.005*
	Within Groups	32.274	49	0.659		
	Total	118.465	113			
Experience as SBM key players	Between Groups	65.895	64	1.030	0.676	0.929
	Within Groups	74.631	49	1.523		
	Total	140.526	113			
Training attended	Between Groups	70.184	64	1.097	0.945	0.587
	Within Groups	56.833	49	1.160		
	Total	127.018	113			
Gender	Between Groups	13.281	64	0.208	1.794	0.017*
	Within Groups	5.667	49	0.116		
	Total	18.947	113			

Table 13 presents the regression analysis summary predicting the level of practice in achieving SBM Level 3. Regression analysis was used to test if the SBM key players' profile significantly predicted participants' level of practice in achieving Level 3 status.

The results of the regression indicated that one predictor explained 6.70% of the variance ( $R^2 = .067$ ,  $F(2, 113) = 1.963$ ,  $p < .05$ ). It was found that experience as SBM key players significantly predicted the level of SBM practices ( $\beta = .066$ ,  $p < .001$ ).

**Table 13.** Regression Analysis Summary Predicting Level of Practices in Achieving SBM Level 3.

Variables	B	SE	$\beta$	T	p
(Constant)	4.538	0.244		18.562	0.000
- Educational Attainment	-0.027	0.037	-0.067	-0.723	0.471
- Experience as SBM key players	0.066	0.034	0.178	1.915	0.049*
- Training attended	-0.008	0.036	-0.021	-0.222	0.825
- Gender	-0.159	0.094	-0.158	-1.703	0.091

Research suggests that the level of involvement and practices of these key players can predict the success of school-based management initiatives in achieving level 3, which is the highest level of implementation Harris, A., & Jones, M. (2017).

Another study by Yang et al. (2019) investigated the factors that influenced the success of school-based management initiatives in China. The study mentioned that the level of involvement of stakeholders as well as the quality of communication and collaboration among the stakeholders were significant predictors of success of SBM initiatives.

Studies have shown that when school administrators provide strong leadership and support, teachers are more likely to embrace school-based management practices and engage in collaborative decision-making. Similarly, when parents are actively involved in school governance and support school initiatives, it can lead to greater student achievement and better school outcomes

The involvement and practices of key players in school-based management are crucial for achieving level 3 implementation and improving school outcomes. Effective school-based management can lead to increased student achievement, improved school climate, and greater stakeholder satisfaction.

A study conducted by Lai et al. (2019) examined the impact of school-based management practices on student achievement in Hong Kong. The study found that the level of involvement of school leaders, teachers, and parents

in decision-making processes was positively associated with higher levels of student achievement.

Furthermore, a study by Spector and Belfiore (2020) examined the relationship between school-based management practices and school performance in the United States. The study found that effective school-based management practices, including shared decision-making and collaboration among key stakeholders, were positively associated with higher levels of academic achievement and school performance.

Harris and Jones (2017) discuss the relationship between key players' experiences of school-based management and their perceived level of practice in achieving Level 3 implementation. The study involved interviews with school administrators, teachers, and parents to gain insight into their experiences of school-based management and their perceptions of the effectiveness of the approach. The findings suggest that key players' experiences are closely linked to their ability to implement school-based management practices effectively and achieve Level 3 implementation.

## **5. CONCLUSION AND RECOMMENDATION**

Based on the findings, the following are the conclusions drawn:

1. Most of the SBM key players of the Agusan del Sur Division are pursuing higher education. With higher levels of educational attainment, they could better design and implement effective instructional strategies and assess student learning. They could gain the knowledge and skills needed to make informed decisions and lead effectively. Since most of the SBM key players had more than four years of SBM leadership roles, their leadership skills were developed, have greater abilities to communicate the vision of the school SBM to stakeholders. This ensures effective implementation of SBM in the school and thus achieved SBM Level 3 status. Also, most of the participants are only trained in SBM for less than five days. Hence, there is a shortage of the number of days of necessary training and orientation needed in the implementation of SBM. This is considered one of the challenges encountered by SBM key players since SBM training provides knowledge, skills, and tools needed in SBM implementation. It can be noted that most of SBM's key players are females and so it follows that the SBM implementation in schools was handled with care.
2. Having a clear school leadership and governance structure and work arrangements created a healthy and productive learning and working environment. Whereas there is a great need to improve a Network of Leadership and Governance so that the school will be more responsive and relevant to the context of diverse environments.
3. The critical component of effective SBM is ensuring that resources are mobilized, with transparency, effectiveness, and efficiency obtained at the highest level of practice. Thus, school stakeholders are well-informed regarding school resources and that necessary resources are provided to achieve high-quality education and support for students. However, improvement is sought in planning and resource programming, regular monitoring, evaluation, and reporting processes of resource management. Monitoring resource management is crucial to provide checks and balances within and among school stakeholders.
4. There are several experiences encountered by SBM key players in achieving SBM Level 3 in the Division of Agusan Del Sur like stakeholders' participation in Brigada Eskwela and school decision-making process are improving; the school and community collaboration improving which positively impacted the sense of ownership and accountability among the members of the school community; school leaders' very big role in making school mission and vision become a reality due to the increased stakeholder's support to the school administration; the school is becoming more and more transparent to the school community resulting to more effective use of resources and a better allocation of funds resulting to the improvement of the school; and the trust and confidence of the community to the school is improving due to the improved transparency, effectiveness, and efficiency of the school operations. Identifying these experiences is needed to get a true and clearer picture of SBM implementation in schools.

5. Some challenges are also encountered in achieving SBM Level 3 among key players in the Division of Agusan Del Sur namely the lack of learning and teaching materials and equipment; the minimal or no economic capacity of stakeholders to provide financial contributions to augment limited school resources; and the lack of laboratories, classrooms, and suitable learning facilities leave learners at a disadvantage. These challenges must be addressed properly to have a smooth-sailing implementation of SBM and eventually achieve its intended purpose.
6. The provision of adequate relevant training is essential for the effective implementation of SBM. Training SBM key players benefits the school in terms of improved student learning outcomes.
7. Since the majority of the SBM key players obtained higher graduate credentials and are females, the SBM key players can provide quality care benefitting the schools.
8. The number of years performing a leadership role in SBM implementation positively influences the schools' level of SBM practices. The SBM key players' leadership experiences are closely linked to their ability to implement SBM practices effectively and achieve Level 3 implementation.

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