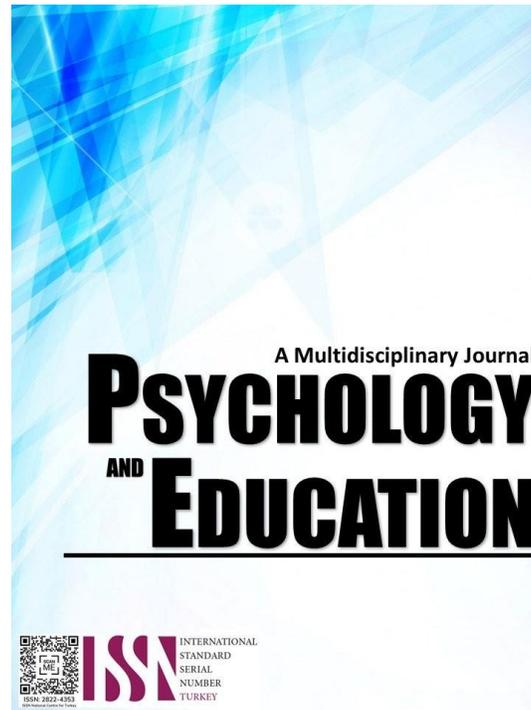


**MANAGEMENT PRACTICES, TEACHERS' COMPETENCE AND
PERFORMANCE OF NON-SCHOOL BASED MANAGEMENT
(SBM) SCHOOLS IN REGION XII**



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Management Practices, Teachers' Competence, and Performance of Non-School Based Management (SBM) Schools in Region XII

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Abstract

This study explores the management practices of school heads, teachers' competence and performance of Non-School Based Management (SBM) schools in Region XII. Using a descriptive-correlational design with data triangulation to examine the management practices, teachers' competence, and performance of non-School-Based Management (SBM) schools in Region XII schools, data from 26 school heads and 316 teachers, utilizing complete enumeration were collected. Data were analyzed using percentages, means, standard deviations and revealed that school heads' management practices were rated outstanding, demonstrating effective leadership. Teachers' competence was rated very satisfactory, highlighting the need for continuous professional development. The performance level of non-SBM schools was rated good/developing, indicating they are in the developmental phase of school-based management. Correlation analysis found no significant relationship between school heads' management practices and school performance, nor between teachers' competence and school performance.

Keywords: *management practices, teachers' competence, non-school based management practices*

Introduction

School heads' management practices and teachers' competence play a vital role in shaping the overall success of educational institutions worldwide. Effective school leadership fosters a positive learning environment, improves teacher performance, and ultimately enhances student outcomes (Day & Sammons, 2016). When school heads implement strategic management practices, they create a culture of excellence, ensuring that teachers are well-supported, resources are efficiently utilized, and students receive high-quality education.

Correspondingly, School-Based Management (SBM) is a global reform strategy that decentralizes decision-making to empower stakeholders to manage resources and implement tailored programs to improve school performance (World Bank, 2021; Moos & Shore, 2016; Reimers & Chung, 2022). Non-SBM schools, on the other hand, only possess basic structures for community involvement. They often have limited mechanisms to foster substantial community participation and may struggle to generate meaningful improvements in learning outcomes (Department of Education, 2017; Leithwood et al., 2020).

In the local context, the Department of Education (DepEd) Region XII, School-Based Management (SBM) is implemented through a decentralized approach that enhances schools' autonomy and decision-making capabilities. This localized strategy empowers school heads and stakeholders to tailor SBM practices to their specific contexts, with the SBM grant serving as a vital resource to support these initiatives (DepEd Order No. 45, 2015).

Once every three years, a team of practitioners and experts from various educational levels conducts an SBM Level of practice validation, ensuring a comprehensive assessment of each school's management practices (Camacho & Farrales, 2019; Teacher PH, 2021). Schools are evaluated based on their School-Based Management (SBM) levels of practice, classified into three categories: Level I (Developing/Good, 0.5-1.49), Level II (Maturing/Better, 1.5-2.49), and Level III (Advanced/Best, 2.5-3.0). Levels I and II are categorized as non-SBM, indicating that these schools are still in the early stages of developing effective structures and community participation to enhance learning outcomes.

However, participating in this program is still a problem for many schools. Despite intense encouragement and support, many city schools, considering all their access, remain non-SBM. School heads, teachers, and stakeholders encounter difficulties and obstacles in implementing effective management practices. It aligns with findings by Cabardo (2016), which highlight that challenges persist in effectively engaging stakeholders even with robust frameworks.

Research Questions

This study aimed to determine the management practices, teachers' competence, and performance of non-SBM elementary schools in Region XII. Specifically, the researcher sought to answer the following research questions:

1. What is the extent of management practices among school heads in the non-SBM schools in terms of:
 - 1.1 strategic leadership;
 - 1.2 management of school operations and resources;
 - 1.3 focus on teaching and learning;
 - 1.4 development of self and others;
 - 1.5 partnership; and
 - 1.6 plus factor?

2. What is the level of teachers' competence in the non-SBM schools in terms of:
 - 2.1 content, knowledge and pedagogy;
 - 2.2 learning environment and diversity of learners;
 - 2.3 curriculum and planning
 - 2.4. assessment and reporting;
 - 2.5 personal growth and professional development; and
 - 2.6 plus factor?
3. What is the performance level of non-SBM schools in terms of:
 - 3.1 principles; and
 - 3.2 performance improvement?
4. Is there a significant relationship between the management practices of school heads and the performance of non-SBM schools?
5. Is there a significant relationship between the teachers' competence and the performance of non-SBM schools?

Methodology

Research Design

The study utilized a descriptive-correlational design which comprised documentary analysis, supported by data triangulation which seeks to validate findings by incorporating data from various sources to confirm the consistency of the results (Carter et al., 2014). It investigated the extent of management practices and teachers' competence and their effect on the performance of public non-SBM elementary schools in Region XII, focusing on school heads' management practices, teachers' competence, and the performance of non-SBM schools. The descriptive-correlational design is highly applicable to the study as it enables the investigation of existing relationships among the identified variables without manipulation. This design allows the researchers to describe current management practices and teacher competencies while examining how these factors correlate with the performance of non-SBM schools in the region.

Respondents

The study respondents were the school heads with principal items and teachers of the public non-SBM elementary schools of the three identified city divisions in Region XII, including Tacurong City, Koronadal City, and General Santos City. The non-SBM schools in city divisions qualify to become the respondents of the study because considering the accessibility of resources in urban areas, some city schools remain classified as non-SBM institutions due to challenges in decentralization, limited community participation, and insufficient training (World Bank & AusAID, 2014).

Additionally, as Abulencia (2012) cites, effective SBM implementation requires capacity-building efforts, which may be lacking in these schools. Moreover, Lopez et al. (2022) emphasize that procedural and administrative barriers, such as incomplete documentation and unestablished instructional mechanisms, hinder progress toward SBM adoption. Thus, despite urban advantages, transitioning to SBM remains dependent on addressing these structural and managerial challenges.

Instrument

This study used a standardized test questionnaire consisting of 20 items for non-verbal reasoning and 10 items for problem-solving. The non-verbal reasoning test, developed by the Math Centre Community Project (Mathcentre, 2003), included four components: completing a sequence, identifying the odd one out, identifying common features, and applying operations. The problem-solving test was sourced from the Program for International Student Assessment (PISA), an international assessment that evaluates students' competencies in Mathematics, Science, and Reading (OECD, 2006). Pilot testing was conducted to ensure reliability, with Cronbach's alpha yielding a reliability coefficient of 0.83 for the non-verbal reasoning test and 0.72 for the problem-solving test, indicating acceptable internal consistency.

Procedure

The data used in this study were directly obtained by the researcher from the principal's office. Since the data are secondary, the researcher requested the assistance of the administrative officer and guidance coordinator of the respondent schools to encode the data, which included the Office Performance Commitment Review Form (OPCRF) results for the school head and the Individual Performance Commitment Review Form (IPCRF) results for teachers for the 2022-2023 school year. For data triangulation, the researcher served as the primary research instrument, conducting semi-structured interviews to validate and corroborate the findings, whether the quantitative data supports, enhances, or contradicts the findings of the open-ended questions. Additionally, semi-structured interviews were formulated to enable the researcher to cover specific topics while allowing the interviewee to elaborate or provide additional information (Creswell & Plano Clark, 2011b). These interviews prove valuable when the researcher possesses some knowledge about a topic yet desires to allow participants to introduce new topics. They are advantageous when the researcher confronts a complex issue, as they can employ probes and impromptu questions to delve into, enhance comprehension, and elucidate responses to inquiries (Wilson, 2014).

After gathering data from the respondents, the data were organized, tabulated, analyzed, and interpreted based on the problem statement. The Data Matrix was employed to highlight the different responses of the target respondents. The data were computed and treated using the appropriate statistical tools.

Extent of Schools Heads' Management Practices. Mean and standard deviation were used to determine the management practices of school heads using their OPCRf results during the school year 2022-2023, which includes strategic leadership, management of school operations and resources, focus on teaching and learning, developing self and others, partnership/building connections, and plus factor. Mean, representing the average of a dataset, is essential for understanding overall trends (Fassett et al., 2022), and standard deviation, quantifying the dispersion of data points around the mean, aids researchers in assessing variability within their data (Kallio et al., 2016).

Furthermore, the data gathered were interpreted using the following matrix anchored on DepEd Order No. 24, s. 2020 pertains to the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH). **Data Analysis**

This study used a variety of statistical tools to analyze the collected data. To address sub-problems 1, 2, and 3, frequency counting, a transmuted 60-based scoring system, and percentage analysis were employed. Sub-problem 4 was analyzed using the Pearson correlation coefficient, which assessed the relationship between non-verbal reasoning ability and problem-solving competency by measuring the linear correlation between the two variables.

Results and Discussion

Extent of Management Practices among School Heads in the Non-SBM Schools

Table 1 summarizes the extent of management practices among school heads in non-SBM Schools

Table 1. *Summary on the Extent of Management Practices among School Heads in the non-SBM schools*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
Strategic Leadership	4.91	0.13	Outstanding
Management of School Operations & Resources	4.78	0.19	Outstanding
Focus on Teaching and Learning	4.76	0.31	Outstanding
Development of Self and Others	4.78	0.22	Outstanding
Partnership (Building Connections)	4.61	0.32	Outstanding
Plus Factor	4.33	0.56	Very satisfactory
Overall Mean	4.69	0.29	Outstanding

The data in Table 1 summarizes the extent of management practices among school heads in the non-SBM schools. The overall mean across all indicators was 4.69 (SD 0.29), categorizing the management practices as "Outstanding." This high overall mean suggests that the management practices of school heads demonstrate an extraordinary level of achievement and commitment in terms of quality of work, efficiency, and timeliness (DepEd Order No.24, s. 2020)

Additionally, when school heads demonstrate effective leadership, such as leading by example and organizing activities like team-building exercises that create a supportive and safe work environment for teachers, they foster a sense of value and support among staff. This, in turn, can increase teachers' motivation and commitment to their roles (Mustafa & Othman, 2022). Additionally, a positive work environment cultivated by strong leadership enhances teacher performance and contributes to higher retention rates, which is crucial for sustaining long-term school success.

Among the specific indicators, the highest mean score for strategic leadership is 4.91 (SD=13), categorized as "Outstanding." This indicates that school heads are highly effective in setting a clear vision, developing strategic plans, and aligning school goals with institutional policies. This is supported by the study of Aquino (2022), which stated that school heads who engage in strategic planning are better equipped to identify priorities, allocate resources effectively, and implement initiatives that support their vision. Liebowitz and Porter (2019) also stated that Effective strategic leadership is essential for fostering a shared vision and driving continuous improvement in educational outcomes. Conversely, the lowest-rated indicator for school heads was Plus Factor, with a mean score of 4.33 (SD=0.56). To prove, one school head reflected,

"We always try to go the extra mile, but there are times when balancing regular duties with additional initiatives can be challenging."

Another informant also responded,

"The lack of flexibility in funding and resources. Most of our budget is tied to specific activities or operational costs, and there is little room for creative projects or additional programs. We have the drive to innovate and implement extra initiatives, but without the right financial or administrative support, it becomes difficult to achieve. We hope to address this by seeking external partnerships and tapping into local resources in the future."

Additionally, school heads convey a sense of appreciation from the school community. However, they also highlight the need for increased funding, more time, additional resources, and financial support from external sources and local stakeholders.

In addition, Table 2 summarizes the level of teachers' competence among non-SBM schools.

Table 2. *Summary of the Level of Teachers' Competence among non-SBM Schools*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
Content Knowledge and Pedagogy	4.81	0.29	Outstanding
Learning environment and Diversity of Learners	4.69	0.35	Outstanding
Curriculum and Planning	4.61	0.31	Outstanding
Assessment and Reporting	4.25	0.55	Very Satisfactory
Personal Growth and Professional Development	4.20	0.53	Very Satisfactory
Plus Factor	4.11	0.66	Very Satisfactory
Overall Mean	4.45	0.45	Very Satisfactory

The analysis of teachers' competence among non-School Based Management (SBM) schools reveals an overall mean score of 4.45 (SD = 0.45), categorized as "Very Satisfactory", indicating that the competence of the teachers exceeds quality of work, efficiency, and timeliness. However, the rating reflects a need for further improvement in professional development and broader engagement beyond core responsibilities. Establishing clear assessment goals aligned with curricular objectives for accurate gauging of student progress and providing structured opportunities like Graduate school scholarships, training, and workshops for teachers to set personal development goals based on national standards from DepEd is highly needed.

Content Knowledge and Pedagogy emerged as the highest-rated domain, with a rating of 4.81 (SD=0.29). This outstanding rating reflects teachers' deep understanding of their subject matter and ability to deliver instruction effectively. To support this, Razak et al.(2023) suggest that mastery of content knowledge and pedagogical skills is critical for fostering student engagement and promoting meaningful learning experiences.

The lowest-rated domain pertains to Personal Growth and Professional Development: 4.20 (SD=0.53). Categorized as "Very Satisfactory," this domain highlights opportunities for improvement. Schools should prioritize targeted professional development programs that address teachers' specific needs. In addition, engaging teachers in collegial dialogue about best practices can foster a culture of continuous improvement and professional growth (Collie & Martin, 2017).

Summary table on Performance Level of non-SBM schools on Principles and Performance Improvement

Table 3. *Summary of Performance Level of Non-SBM Schools in Principles and Performance Improvement*

<i>Factors</i>	<i>Mean</i>	<i>SD</i>	<i>Verbal Description</i>
Performance Principles	1.09	0.10	Good/Developing
Performance Improvement	1.31	0.09	Good/Developing
Overall Mean	1.20	0.09	Good/Developing

Table 3 analyzes the performance level of non-SBM schools, providing insights into principles and performance improvement dimensions as evaluated by team evaluators.

The summary of performance levels for non-SBM schools in Region XII across both *Performance Principles* and *Performance Improvement* factors shows an overall mean score of 1.20 (SD = 0.09). It is classified as "Good/Developing." This implies that the developing structures and mechanisms have an acceptable level and extent of community participation and impact on learning outcomes. This further reflects moderate progress among non-SBM schools in achieving foundational performance levels.

The highest mean score of 1.31 (SD = 0.09) and categorized as "Good/Developing" were observed in *Performance Improvement*, suggesting that non-SBM schools have exerted efforts on making incremental improvements in areas like access and efficiency. However, this score also implies the need for sustained and targeted actions to support long-term, comprehensive performance growth. As cited by Leithwood et al. (2020) and Harris and Jones (2019), their study findings emphasize that improvement initiatives should be continuously evaluated and adapted to better meet students' evolving needs, ensuring that performance gains are impactful and sustainable.

Conversely, *Performance Principles*, which is also categorised as "Good/Developing," received the lowest rating, with a mean of 1.09 (SD = 0.10). This lower score highlights challenges in establishing consistent principles across leadership, governance, curriculum, and resource management. Strengthening these areas is essential, as studies indicate that effective governance and clear principles are foundational for sustainable school improvement (UNESCO, 2018; Sun & Leithwood, 2017).

Correlational Analysis between the School Heads' Management Practices and the Performance of non-SBM Schools

Table 4. The correlational analysis between school heads' management practices and the overall performance of non-SBM schools demonstrates no significant relationships, as indicated by the computed R-values. The overall correlation between management practices and overall performance ($r = 0.198$) is below the critical r-value ($r = 0.388$), suggesting that management practices of school heads do not statistically significantly impact the schools' overall performance. Among the specific management domains, "Management of School Operations & Resources" showed the highest correlation ($r = 0.375$), approaching the threshold for significance

but still falling short. This indicates a possible, though not statistically proven, influence of operational management on school performance, aligning with literature that underscores resource management's role in improving educational outcomes (Leithwood et al., 2020).

Table 4. *Correlational Analysis between the School Heads' Management Practices and the Overall Performance of non-SBM Schools*

Management Practices	Principles	Performance Improvement	Overall Performance of non-SBM Schools
Strategic Leadership	0.245	-0.202	0.127
Management of School Operations & Resources	0.429*	-0.321	0.375
Focus on Teaching and Learning	-0.141	0.145	0.157
Development of Self and Others	-0.365	0.273	0.103
Partnership (Building Connections)	-0.209	0.192	0.012
Plus Factor	-0.006	0.23	0.052
Overall Practices	-0.155	0.269	0.198

Note: critical $r(24, .05)=0.388$

The other management practices, such as "Strategic Leadership" ($r = 0.127$), "Focus on Teaching & Learning" ($r = 0.157$), "Development of Self & Others" ($r = 0.103$), and "Partnership" ($r = 0.012$), exhibited low correlations, further highlighting the limited impact of these practices on overall performance. This lack of significant correlation may suggest that management practices, in their current form, do not sufficiently address the specific challenges faced by non-SBM schools. The findings align with the study findings of Day et al. (2016) and Sun and Leithwood (2017) that highlight the complexity of school performance, which is influenced by various factors beyond management practices, including teacher collaboration, community involvement, and external support.

In another context, Table 5 shows the Correlation Analysis between the Teachers' Competence and the Overall Performance of non-SBM Schools.

Table 5. *Correlation Analysis between the Teachers' Competence and the Overall Performance of non-SBM Schools*

Teachers' Competence	Principles	Performance Improvement	Overall Performance of non-SBM Schools
Content Knowledge and Pedagogy	0.035	0.003	0.018
Learning environment and Diversity of Learners	0.160*	0.062	0.115*
Curriculum and Planning	-0.047	0.003	-0.020
Assessment and Reporting	-0.070	-0.088	-0.090
Personal Growth and Professional Development	-0.178*	-0.181*	-0.202*
Plus Factor	-0.141*	-0.093	-0.126*
Overall Teachers' Competence	-0.116*	-0.119*	-0.132*

Note: critical $r(314, .05)=0.112$

The correlation analysis between teachers' competence and the overall performance of non-SBM schools reveals mixed relationships, highlighting positive and negative correlations with various performance metrics.

Highlighting the correlation analysis overall result ($r = -0.132^*$) between "Teachers' Competence" and "Overall Performance" the findings shows that teachers competence is significantly related to schools overall performance, however the relationship is indirect indicating that higher levels of teacher competence do not significantly contribute to improved overall school performance.

This suggests a need to better align individual competencies with school goals. Teachers' competencies alone may not ensure improved school outcomes; they must be part of a cohesive strategy aligned with institutional objectives (Darling-Hammond et al., 2017). This underscores the importance of aligning professional development and additional roles with the broader aims of school improvement.

Notably, "Learning Environment and Diversity of Learners" shows a significant relationship with both "Principles" ($r = 0.160^*$) and "Overall Performance" ($r = 0.115^*$), suggesting that efforts to create an inclusive and supportive learning environment contribute positively to school performance. This finding aligns with Marzano and Waters (2018) and Leithwood et al. (2019), who emphasize that attention to diverse learner needs enhances school effectiveness.

In contrast, several competencies exhibit negative correlations. "Personal Growth and Professional Development" has significant indirect relationship with "Principles" ($r = -0.178^*$), "Performance Improvement" ($r = -0.181^*$), and "Overall Performance" ($r = -0.202^*$), suggesting that when teachers focus on individual growth without alignment to school objectives, it may detract from overall performance. Research by Harris and Jones (2019) and Sun and Leithwood (2017) supports this, indicating that professional development must be strategically integrated to benefit school performance.

Additionally, the "Plus Factor" variable, which may represent additional tasks for teachers, shows a significant indirect relationship with "Overall Performance" ($r = -0.126^*$) and "Principles" ($r = -0.141^*$). This implies that added responsibilities might not directly improve school outcomes, potentially due to workload burdens that distract from primary instructional duties (Day et al., 2016).

Conclusions

Based on the findings, school heads in non-SBM schools in Region XII demonstrated an outstanding level of management practices, particularly in strategic leadership, school operations and resource management, focus on teaching and learning, development of self and others, and partnership-building. This level of performance reflects a high degree of commitment, efficiency, and timeliness. However, their performance in the "Plus Factor" area was rated only as very satisfactory, suggesting a need for improvement in managing additional responsibilities with enhanced dedication and effectiveness.

Teachers in these schools showed a varied level of competence. While they excelled in areas such as content knowledge and pedagogy, creating inclusive learning environments, and curriculum planning, other domains such as personal growth and professional development, assessment and reporting, and the "Plus Factor" were rated as very satisfactory. This overall evaluation highlights the need to strengthen professional development opportunities and refine assessment strategies to promote a more holistic approach to teaching and learning.

The performance level of non-SBM schools was found to be at a "Good/Developing" stage across all indicators, signaling the absence of more advanced strategies such as data-driven decision-making, innovative instructional approaches, and active stakeholder engagement. Furthermore, the study revealed no significant relationship between the management practices of school heads and the performance of non-SBM schools. This result led to the rejection of the corresponding hypothesis and contradicts the Instructional Leadership Theory of Hallinger (2003), which emphasizes the importance of direct involvement of school heads in curriculum and teacher development. It also contrasts with the findings of Mustafa and Othman (2022), who argued that effective school leadership contributes significantly to school improvement by fostering a supportive and motivating work environment.

Likewise, the absence of a significant relationship between teachers' competence and school performance led to the rejection of the second hypothesis. This outcome aligns with Stevens' (1993) Opportunity-to-Learn Theory, suggesting that student achievement is influenced not only by teacher competence but also by external factors such as resource availability, student motivation, and parental involvement. These external constraints may limit students' learning opportunities and ultimately affect school performance.

In light of these findings, a multifaceted approach is recommended to support the advancement of non-SBM schools. Capacity-building activities such as workshops and team-building initiatives are needed to enhance school heads' commitment and effectiveness, especially in fulfilling additional duties. Teachers would benefit from professional development programs that focus on personal growth, improved assessment strategies, and cultivating innovation and creativity through mentorship and peer support.

To further strengthen educational leadership and instruction, a comprehensive intervention program should be implemented. This program should include capability enhancement in SBM documentation preparation, and training focused on data-informed leadership, innovative teaching methodologies, and effective community engagement to facilitate the transition toward SBM Level 3.

Additionally, further research is encouraged to examine other potential factors influencing school performance. Exploring elements such as community and parental involvement, resource distribution, and collaborative teaching practices could provide deeper insights into school effectiveness. Moreover, investigating the broader educational environment, including systemic challenges that limit learning opportunities, may help identify strategic solutions to improve outcomes in non-SBM schools.

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