

SCHOOL-BASED MANAGEMENT PRACTICES AND SCHOOL MANAGEMENT EFFECTIVENESS IN DAVAO CITY

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ABSTRACT

The School-Based Management (SBM) is a system of public education which is systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountabilities. Thus, this study is primarily aimed to evaluate the implementation of the School Based Management (SBM) and its correlation to the school management effectiveness. The researcher used a descriptive research of a correlation type in determining the respondents' impression on the existence of the School-Based Management. The data gathered were treated through the use of Pearson's r , Standard Deviation, and Kruskal Wallis. Results show that there is positive moderate correlation between SBM and SME which resulted in the correlation test. There are indicators of school-based management that significantly influence school management effectiveness. School leadership and school-based resources are the two domains that produced strong evidences. The data suggests that school management effectiveness of teachers is significantly influenced by school leadership and school resources.

Keywords: SBM, SME, elementary teachers, learning, academic performance, Davao City

1. INTRODUCTION

School management effectiveness is yet again faced with concerning challenges. These challenges include limited resources, student diversity, changing educational landscape, increasing expectations, staff turnover, accountability, and community engagement. These challenges can, in one way or another, shape and influence the ability of the school to provide quality education. Now that the world is starting to heal from the disruptive pandemic, schools also begin to reopen their doors to learners. However, with the pressing issues on school-based management practices, the quality of school management effectiveness is also at stake.

In the Philippines, school management effectiveness is also being tested by various challenges. First, many schools in the Philippines lack the necessary resources to provide quality education to students. This includes inadequate infrastructure, lack of technology, and insufficient learning materials (Bernardo, 2023). In addition, the Philippine education system suffers from chronic underfunding, which has a significant impact on the quality of education provided (Joaquin, Biana, & Dacela, 2020). Furthermore, the Philippines faces a shortage of qualified teachers, particularly in remote or rural areas (Magsambol, 2022). In addition, teachers in the Philippines are among the lowest-paid in the region, which has led to issues with teacher retention and job satisfaction (Luna, 2019).

Based on the available literature, there is no agreed-upon definition of school-based management, which makes it challenging to compare results across studies. In addition, there is a need for more research that considers the unique contextual factors that influence school-based management practices and school management effectiveness. While many studies have examined the impact of school-based management practices on student outcomes, fewer have focused on the implementation of these practices. Finally, some studies have relied on self-reported data or have used non-randomized samples, which may limit the generalizability of the findings. Addressing these gaps requires a more nuanced understanding of the factors that influence school-based management practices and their impact on school management effectiveness. Thus, the conduct of this study.

School-Based Management Practices

School-based management (SBM) is an effective way of enhancing participatory decision-making, budgetary transparency, and community participation (Tansiri & Bong, 2019). School-based Management was officially rolled out by the Department of Education in all public schools in 2012 though it has been existing for several decades in the educational systems of other countries such as Australia, United States, Indonesia, and others. One of its goals is improving outcomes of learning by getting all schools to continuously improve. That is, the management framework must investigate the specific needs of the pupils and the community. However, there are challenges being encountered in the implementation of SBM which hinder schools from improving.

In addition, school-based management gives authority and delegation of authority to schools to carry out continuous improvement and quality improvement. In its operationalization, SBM demands the ability of principals to carry out the education process, carry out various innovative activities in improving quality, and empower all human resources, learning resources, and funding resources, facilities and facilities (Aryanti & Suhardan, 2020).

School Leadership. The concepts of leadership, management and administration overlap and have been accorded different emphases over time and in different contexts. Their usage varies across countries and professional cultures (Day, Sammons, & Corgen, 2020). In fact, there are different terms, concepts and representations of school leadership which vary according to language, country, culture and the structures that govern education. For this study, school leadership refers to the persons or teams that direct, manage, or lead education institutions at primary and secondary levels (Hallinger, 2019). The uses of the term school leadership reflect changes in the role of leaders over the last twenty to thirty years. In many education systems a shift can be observed; from a more administrative and bureaucratic function to one that is more involved in working with teachers and other staff for the improvement of school results (Glatter, 2019).

In fact, an important area of research related to school leadership has focused on the analysis of the factors that contribute to the improvement of education (Pont, 2020). International examples of original research provide consistent evidence that demonstrates the influence and impact of kinds and practices of leadership on school organization, culture, and teachers' work (Day, Gu, & Sammons, 2019). Comprehensive and increasingly systematic reviews of such evidence (Hitt & Tucker, 2019; Gumus, Bellibas, Esen, & Gumus, 2019; Leithwood, Harris, & Hopkins, 2020) all provide considerable empirical evidence that the quality of leadership can be a critical factor in explaining variation in student outcomes between schools (Leithwood et al., 2020).

Internal Stakeholders' Participation. Internal stakeholders are primary with legal contracts to the institution while the external stakeholders are secondary who have an interest in the institution but without a contract (Stuud, 2002, as cited in Nakiyaga, Serem, & Ssentamu, 2021). Therefore, internal stakeholders have powers that affect or be affected by the institution. Without the support of these stakeholders, the organizations' existence would crumble over the long haul (Harrison, 2019).

Furthermore, internal stakeholders' participation in school management became a dominant approach to education management in the last two decades, when the Organization for Economic Co-operation and Development (OECD) countries appreciated its impact on responsive school management (Hooge & Wilkoszewski, 2019). The aim was to improve accountability of their decision making in management as well as enhancing the instructional processes to improve the quality of educational output (Nakiyaga et al., 2021). The perception was that if joint decision-making in school improvement, budgeting process, and curriculum implementation were devolved to schools from the central government, secondly, if school stakeholders held management more accountable for its performance, then school management would become more responsive, efficient, and effective in terms of management (Ayeni & Ibukun, 2019). Stakeholder participation became a global agenda for school management in the early 2000s as part of The United Nations Millennium Development Goals (Prew, 2019). Hence, education leadership needs to encourage internal stakeholders to participate in school management to enhance the learners' academic performance (Nakiyaga et al., 2021).

External Stakeholders' Participation. Stakeholders in education include both those who are directly involved (such as parents, teachers, and students) and those indirectly impacted (such as government officials and local business leaders) by the success or failure of an educational system. With this, all members of a community are stakeholders in education. Watts (2022) defined external stakeholders are those who do not work within the school system daily (e.g., government officials, education policymakers, parents, and other community members). Watts (2022) added that stakeholder involvement in education plays an important part, as the purpose of each stakeholder is to reach a common educational goal through team effort. When multiple stakeholders are engaged, the team effort increases the chances of success in reaching these goals.

In addition, external stakeholders have a critical role to play in sustaining improved outcomes. If they are informed of the school's effort to improve reading outcomes, they can help sustain the district's focus over time on mission-oriented change—improvement that lies squarely at the heart of the district's mission or purpose—thereby moderating the effects of staff turnover, maintaining reading as the top priority, and eliminating mission drift (Nguyen, Chileshe, Rameezdeen, & Wood, 2019).

School Improvement Process. School improvement can be viewed as what a school community does to enhance teachers' and leaders' capacity to increase its students' learning outcomes. Hence, school improvement is a systematic and sustained effort aimed at making changes that accomplish educational goals more effectively and enhance student outcomes, as well as continuing to strengthen the school's capacity to make and sustain further improvements (Woods & Brighthouse, 2019).

Moreover, the importance of school improvement is evident in the agreement between governments that framework should include self and independent assessment of each school against the National School Improvement Tool, or its

equivalent, by someone external to the school on a cyclical basis to allow schools to identify and benchmark their performance (Council of Australian Governments, 2019). The National School Improvement Tool (NSIT), developed by the Australian Council for Educational Research (Masters, 2019), commences with the statement that research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. In fact, school improvement policies in education systems aim to support student learning and ensure young people are prepared to join today's workforce and global economy (Anderson-Butcher, Bates, Lawson, Childs, & Iachini, 2022).

School-Based Resources. Resources are the basic tools necessary for the performance of tasks and for the growth and development of human organizations (Nguyen & Nguyen, 2021). The constitution of a resource is determined by the uses to which it can be put. In economic terms, a resource is identified by its ability to solve problems and yield more wealth. Resources can be invisible or visible (Awuor, 2019). Resources are classified as being visible when they exist and can be quantified in forms such as human beings, land, money, property, books and so on. Resources are invisible when they exist in the form of skills and physical ability and can be measured only in terms of productivity and quality of work. It is difficult to determine invisible skills or abilities if tasks are not assigned to human beings. Human beings are considered a special resource (Crites, 2008, as cited in Nguyen & Nguyen, 2021). Unlike physical capital, human resources cannot be used as collateral for loans. Human capital is therefore consciously created through education and training (Al-Samarrai, Cerdan-Infantes, & Lehe, 2019).

In the field of education, professionals (teachers) are required for the effective manipulation of educational resources. The cost of creating human capital falls mostly to individuals or their families, philanthropic institutions, or the state. Financial capital is a significant resource often assumed to be a part of physical capital; it is actually the basis for procurement, utilization, and maintenance of all types of resources (Dang, 2020).

School Management Effectiveness

The success of a school is usually determined by the extent to which educational goals can be achieved in a certain period according to the length of education that took place at school (Rastogi, 2020). Therefore, there emerged effective schools and ineffective schools. Effective schools have a high level of conformity between what has been formulated to be done with the results achieved by the school (Agih, 2019). Effective schools always perfect their programs every year so that they can develop student competencies that are adaptive to every development of science and technology and the global environment (Akbuber, Erdik, Guney, Cimsitoglu, & Akbuber, 2019). So, an effective school is a school that has a level of conformity between the results achieved with the plan and the target results that are determined in advance. Effective schools are schools that have good, transparent, and accountable management that can empower all school components to achieve school goals effectively (Muawanah, 2021).

In addition, effective schools are schools that carry out their function as the best place to learn and provide quality educational services for students. Effective schools also demonstrate a professional work environment, visionary leadership, staff development, and collaborative planning. Effective schools have the characteristics of superior teaching and low dropout rates, effective school climates also share targets and high expectations of lessons. Moreover, effective school is a school that can carry out its functions optimally, and all students can develop themselves as far as possible compared to the initial conditions when they enter school (Indrasari, 2019).

Strong Leadership. Leadership is one of the most researched concepts, in terms of its characteristics in the historical process, which elements it contains, and which dimensions it consists of, conceptually (Kalkan, Altınay Aksal, Altınay Gazi, Atasoy, & Dağlı, 2020). A leader is the one who has specific characteristic features that motivate individuals in the organization to help reach the common goal that conveys his or her experiences, the one who prepares them to change by interacting with them, motivates the staff by creating a synergy, exceeds the usual practices and authorities, and affects and directs the behaviors, beliefs, and attitudes of the staff who are under his or her management (Altınay, 2019).

In the literature, Morton et al. (2011) as cited in Kalkan et al. (2020) stated that school administrators were able to realize the transformation of their institutions thanks to their personality traits and abilities, and that the arrangements of leadership and administrative activities exhibited by the school administrator were necessary for institutional success. It was found that having a vision for a leader is important for reform, innovation, and change (Fasola, Adeyemi, & Olowe, 2020), which affects proactive behaviors by affecting intrinsic motivation (Yi, Uddin Md, Das, Mahmood, & Do, 2019). Moreover, innovative and motivating school principals tend to exhibit more transformational leadership characteristics (Mi, Gan, Xu, Long, Qiao, & Zhu, 2019), and a visionary leader who structures a change-based leadership understanding is a reliable, respected social architect who constantly communicates with his or her followers (Güçlü, Kalkan, & DAĞLI, 2019). In addition, studies focused on areas such as the structure of leadership,

teacher behaviors and student achievement, mobbing, organizational cynicism, work, quality of life, and organizational commitment enrich the literature (Yalçın & Akan, 2019).

Emphasis on Basic Skill. The process of quality education is the process of learning and providing education. Quality output is graduates who have the required competencies. Consequently, quality outputs are graduates who can continue their education to a higher level (Ennis, 2019). In fact, there are four competencies that must be possessed, namely generic competences in which there is basic numeracy literacy, applied competencies, technological vocational competencies, higher order thinking skills (HOTS), and character competencies (Nusret, 2019).

Furthermore, the implementation of educational activities is a forum that aims to make human life better and nobler and capable and intelligent to keep up with changing times and civilizations in welcoming a brighter future. Therefore, all activities or those involving all learning activities or thinking activities both systematically and holistically are carried out in all educational activities so that the achievement of the desired educational goals can be felt (Lee & Tan, 2019). So it is necessary to carry out educational activities that are directed, measurable and have clear goals, so that what is to be achieved and aspired to in forming noble and noble human beings can run well and maximally (Ismail, Ali, & Us, 2022).

Secure Environment. School safety is fundamental to fostering positive short and long-term outcomes for children, including positive mental health, school connectedness, student retention and academic success (Eisman, Heinze, Kilbourne, Franzen, Melde, & McGarrell, 2020). The same authors defined a safe school as one that minimizes violence, promotes student mental health, and fosters a social climate that promotes positive development. Unfortunately, concerning rates of school violence persist (i.e., students were bullied, carried a weapon at least once in a month, and had been threatened or injured with a weapon) (Kann, McManus, Harris, Shanklin, Flint, Queen, & Ethier, 2020). Rates of violent, aggressive, and bullying behaviors are similarly concerning among younger students with elementary and middle school students reporting daily or weekly bullying (Diliberti, Jackson, & Kemp, 2019). Violence victimization is associated with distress, adjustment difficulties, and mental health problems. Exposure to violence, including direct victimization and well as exposure in the school environment, is a potent risk factor for poor mental health outcomes including depression and anxiety (Kennedy, Bybee, Sullivan, & Greeson, 2020; as cited in Eisman et al., 2020).

To effectively address challenging issues such as school safety, communities need to deliver multicomponent interventions targeting prevention efforts across levels of social ecology (Komro, Flay, Biglan, & Wagenaar, 2019; PriCowan, Vaillancourt, Rossen, & Pollitt, 2019). Even the best individual interventions have relatively limited scope in terms of outcomes when offered alone, and, consequently, small effects when taken to scale; therefore, multicomponent interventions have greater potential to achieve positive outcomes at the school or community level than a single intervention alone (Komro et al., 2016).

Yet, more complex, multicomponent interventions are also more challenging to implement. Such interventions require effective implementation strategies to adopt the constellation of interventions and adapt them to suit the needs of the context, providers and target population (Eisman et al., 2020). Interventions will fail to achieve their desired effects if not implemented well (Durlak, 2019). Researchers have acknowledged that evidence-based interventions must be complemented by implementation strategies to achieve desired public health outcomes (Kirchner, Waltz, Powell, Smith, & Proctor, 2019).

Moreover, important aspects of the school context include the presence of physical security measures, especially those that focus on the monitoring and control of students such as security guards and security cameras, and social school environment factors, such as adult support and perceived fairness (Nguyen, Yuan, & McNeeley, 2020). In addition, the same authors found out that school security measures and school social environment are associated with students' fear of crime and avoidance, and they suggest that schools need to reconsider the use of security measures and to focus on fair development and implementation of school rules instead (Nguyen et al., 2020).

High Expectation on Achievement. There is general agreement from researchers, policymakers, and education professionals alike that it is essential for educators to hold high expectations for their students (Papageorge & Gershenson, 2019). The concept of high-expectations relationships, described as two-way relationships that are both supportive and challenging (Stronger Smarter Institute, 2019), is a key foundational element to support and enact a high expectations performance agenda (Sarra, Spillman, Jackson, Davis, & Bray, 2020).

Moreover, teacher expectations can be viewed as predictions of future student achievement (Ready & Chu, 2019). Many researchers have only considered students' current achievements to be accurate on the basis of teacher expectations (Rubie-Davies & Peterson, 2019). In fact, teachers' expectations may shape their feedback practice based on mental schemata (Fazio & Olson, 2019). Based on their teaching experience, teachers can have internalized

schemata of high-achieving and low-achieving students, that is, mental representations about typical characteristics and behaviors of high-achieving and low-achieving students, as well as perceptions about the appropriate teaching of these students (Pendry, 2019).

In addition, when a school environment is underpinned by high-expectations relationships, this provides the basis for educators to develop quality relationships with their students, robust and dialogic environments with colleagues that are conducive to high expectations pedagogy, and strong relationships with parents and careers that will optimize support for students' educational efforts and aspirations. These positive educational attributes work to ensure that the school's vision for a high-expectations educational agenda is supported and owned across the whole school community (Sarra et al., 2020).

Continuous Assessment. Teaching today has shifted from traditional teacher-centered to Constructivist learner-centered approach to accommodate for the advancement of science and technology (Crawford, 2019). A learner centered approach to teaching requires learners to become actively engage in science learning, and not only receiver of the information (Mkimbili, 2018). In this approach, learners are engaged in critical thinking skills and problem solving (Crawford, 2019; Mkimbili, 2019). Learners who are educated based on this constructivist approach can apply the acquired knowledge in science for solving various problems in society and are able to participate in various decision on controversial issues (Crawford, 2019).

In the same vein, educational goals and objectives can only be attained when assessment procedures match with curriculum goals (Abejehu, 2019). Retaining traditional assessment strategies for a competence-based and learner centered curriculum can limit the attainment of new curriculum goals. It is important to devise assessment strategies that can enhance the attainment of established curriculum goals (Mkimbili & Kitta, 2020). To effectively engage learners in problem solving and critical thinking, the assessment procedures need to be revised to accommodate assessment of competency by engaging them in formative assessment (Meyers, 2018). In addition, learner-centered assessment uses a variety of methods such as portfolios, practical tasks, oral examinations, and performance assessments. It involves learners from its initial planning and provides continuous feedback to students, which leads to improved learning (Tilya & Mafumiko, 2010, as cited in Mkimbili & Kitta, 2020).

Furthermore, Continuous Assessment is a learning strategy evaluation that assesses learners' development or performance during a program. This is done to avoid relying solely on tests at the conclusion of the academic term. It is a technique for evaluating students' final grades in cognitive, affective, and cognitive areas of performance over a particular time period. It is a phenomenon in which pupils are regularly tested during the majority of their schooling (Nyamudzodza, Mthombeni, Siziva, Sifile, & Manuere, 2021). As such, the efficacy of continuous assessment learning area will never be in any serious doubt if properly planned (Zhou, 2021). The basis of such success is robust engagement of teachers as the implementers of educational reforms, availing resources by state for workshops and successful implementation based on developed standardized tools of assessment and interoperability, as well as adequate time for piloting the intended reforms before implementation (Nyamudzodza et al., 2021).

Finance Management Flexibility. Absence of financial support prevents the achievement of good quality education, but the situation is even worse when available funds are misused (Aina & Bipath, 2020). Schools, as organizations, have goals and objectives. To achieve these goals effectively the school funds should be managed properly (Zengele, 2019). Understanding what school financial management entails and compliance with the legal requirements when making financial decisions are vital requirements for achieving effective financial management in schools (Aina, 2019).

School financial management is defined as the performance of managerial activities associated with schools' financial phases in order to provide quality education (Mestry, 2019). Moreover, effective financial management as a system with the following in place: clearly defined responsibilities of the financial manager(s); a clearly outlined budget aligned with the school's goals; monitoring systems; an active financial control procedure; a precise and suitable recording system; an appropriate procurement method; effective bank account operations with proper reconciliation of bank balances and accounting records (Mestry & Govindasamy, 2019). Thus, the financial management responsibilities of the school governance team and managers should be clearly defined (Mestry, 2019).

Moreover, in the process of financial management, school heads need auditing skills to help them detect financial errors, frauds, and understand the sources of financial gains or losses in school (Amos, Ephrahem, & Bhoke-Africanus, 2021). Eventually, the head of school, with financial resources mobilization skills, generate more income to ensure an adequate supply of teaching and learning materials for their respective school, instead of depending on government capitation alone (Kuboja, 2019).

This study is anchored primarily on Transformational Leadership Theory. This theory suggests that effective school management is associated with the transformational leadership style, which involves inspiring and motivating followers to achieve shared goals (Hussain & Ali, 2019). Moreover, this study is also anchored on Contingency Theory. This theory proposes that effective school management is contingent on the school context and the leadership style adopted by the school principal (Othman & Rahman, 2019).

Furthermore, this study is explained by Resource Dependence Theory. This theory posits that school management effectiveness is related to the ability of the school to manage its resources, such as funding, staffing, and facilities, and to develop partnerships with external stakeholders (Elbasha & Awadallah, 2019). Finally, this study is also anchored on Social Capital Theory. This theory suggests that effective school management is associated with the development of social networks and relationships among school stakeholders, such as parents, teachers, and community members, which can facilitate the exchange of information and resources (Liu & Guo, 2020). Overall, these theories highlight the importance of leadership, context, resources, and relationships in explaining the relationship between school-based management practices and school management effectiveness.

This study aims to determine the relationship between school-based management practices and school management effectiveness in the Division of Davao City.

Specifically, this study seeks to answer to the following questions:

1. What is the extent of school-based management practices as perceived by the teachers in terms of:

- 1.1. school leadership;
- 1.2. internal stakeholders' participation;
- 1.3. external stakeholders' participation;
- 1.4. school improvement process;
- 1.5. school-based resources; and
- 1.6. school performance accountability?

2. What is the extent of school management effectiveness as perceived by the teachers in terms of:

- 2.1. strong leadership;
- 2.2. emphasis on basic skill;
- 2.3. secure environment;
- 2.4. high expectation on achievement;
- 2.5. continuous assessment; and
- 2.6. finance management flexibility?

3. Is there a significant relationship between school-based management practices and school management effectiveness?

4. Which among the indicators of school-based management practices significantly influence school management effectiveness?

2. METHODOLOGY

The study used descriptive quantitative research design employing correlational study. Quantitative research is a systematic process of measuring and analyzing observable phenomena, using mathematical, statistical, and computational tools to arrive at conclusions that are objective, generalizable, and replicable (O'Leary, 2021). This study will be conducted to determine the relationship between the school-based management practices (independent variable) and school management effectiveness (dependent variable).

In addition, this study is descriptive since it determines the levels of school-based management practices and school management effectiveness. Descriptive research is a type of research that is concerned with describing a particular phenomenon or situation. According to Creswell (2021), descriptive research is designed to describe the characteristics of a population or phenomenon being studied. It is a method of research that involves the collection and analysis of data in order to describe or summarize the features of a population or phenomenon. This descriptive study addresses the objectives which focus on the level of school-based management practices and school management effectiveness. Thus, data will be collected using questionnaires for the analysis. The survey questionnaire is an efficient approach to collect the target data to answer the research questions.

The respondents of the study will be 150 public school teachers in the Division of Davao City. Additionally, the teachers must have been working at their stations for a minimum of three years and have a permanent appointment status. The researcher also teaches in the same division, which motivates the researcher to understand the current condition of school-based management practices on school management effectiveness to offer improvements.

The first set of the questionnaire deals with the level of school-based management practices. The questionnaire for this variable will be adapted from the Department of Education (2009), contents of which will be modified to suit the context of this study. It is composed of six indicators, namely: school leadership, internal stakeholders' participation, external stakeholders' participation, school improvement process, school-based resources, and school performance accountability.

The second set of the instrument will embark with the level of school management effectiveness. The questionnaire for this variable will be adapted from Verma and Chabra (1996), contents of which will be modified to suit the context of this study. It is composed of six indicators, namely: strong leadership, emphasis on basic skill, secure environment, high expectation on achievement, continuous assessment, and finance management flexibility.

In the study, the statistical tools that will be used for data analysis and interpretations are the following statistical treatments:

Mean. This will be used to determine the extent of school-based management practices and school management effectiveness in the Division of Davao City.

Pearson Product Moment Correlation Coefficient. This statistical tool will be used to determine the significant relationship between school-based management practices and school management effectiveness in the Division of Davao City.

Linear Regression. This statistical tool will be used to predict the influence of school-based management practices on school management effectiveness in the Division of Davao City.

3. RESULT

School-based management (SBM) practices as perceived by the teachers in terms of school leadership, internal stakeholders' participation, external stakeholders' participation, school improvement process, school-based resources, and school performance accountability

Direction, managing, or leading are the activities that teachers do as they practice school-based management. Teachers of school D and E (3.72) are extensively do school leadership activities. Schools A, B and C (3.67, 3.66 and 3.58 respectively) are also extensively do activities of the leaders.

Internal stakeholders of school D (3.75) participate in the school's management. Teachers, staff, students and administrators are internal stakeholders of the school who participate in the decision-making of the school. Stakeholders of schools B, E, C, and A also extensively participate in decision-making as part of the school-based management practices (3.73, 3.72, 3.69, 3.61 respectively).

Teachers of school A (3.70) and their external stakeholders like community organizations, barangay officials, professionals, and other individuals of the community participate in the decision-making and problem-solving of the school. Other schools (B, 3.69; E, 3.68; D, 3.63; and B, 3.55) also extensively participate in decision-making activities. This data means that stakeholders introduce or implement projects to the school's goals; provide support to schools community project; and help the school implement LSB programs for the school.

Teachers in the five schools are extensively doing improvement processes. School B (3.86) led the five schools in this indicator followed by school A (3.72), D (3.66), C (3.63) and E (3.54). This means that teachers observe improvement processes that includes an assessment tool; demanding continuous school improvement process; being held accountable; informing, consulting and engaging stakeholders in activities for school improvement; and activities for the development of children.

Teachers in the five schools used resources to improve the school. School C (3.77) teachers are managing and controlling resources; executing school budget with efficiency and cost effectiveness; sustaining supplemental budget of the school; undertaking own budget subject to DepEd guidelines; and the recording, utilizing, reporting and accounting of all resources. Other teachers of the remaining school are also extensively in the proper use of resources (D-3.68; A & E (3.62 and 3.61); and B (3.57).

Teachers in school A (3.74) extensively engaged in school performance accountability which means they exercise transparency in its functions; developing school and stakeholders multi sectoral and dimensional systems with innovations; participation of all stakeholders in all activities; doing school performance with satisfaction survey; and improvement are tracked with other schools. School performance is followed by other school (C-3.69; B-3.67; D-3.65 and E-3.63).

School management effectiveness as perceived by the teachers in terms of strong leadership, emphasis on basic skill, secure environment, high expectation on achievement, continuous assessment, and finance management flexibility.

Leadership is shown by the school administrator who has clear vision in achieving the school goal (B-3.71). The rest of the schools and its school administrator showed strong leadership and extensively engage in leadership qualities. Schools C-3.66, D-3.64, E-3.61 and A-3.58 showed strong leadership in its strong sense of direction and goal-direction; leading in peace and order; and knowledgeable in DepEd issuances and its interpretation.

Basic skill is important – literacy skills, numeracy skill and oral skills should be learned while the child is developing physically, emotionally, psychologically and cognitively. Teachers in school B (3.74) gave emphasis on basic skills followed by school E (3.72), D (3.69), A (3.66) and C (3.64). All five schools extensively gave emphasis on basic skills which means learning the diverse interests and abilities of learners; basic skill which are contextualized and localized; acquisition of basic life skill; and responsive to basic needs of the learners.

School environment which is safe and secure provides motivation for the development of the child. There is respect and trust; cultural differences are respected; clean and well-maintained buildings exist; all work together to keep the school safe, clean and attractive; and maintaining facilities through inspection; and all five schools are extensively proving secure environment led by three school – B, D and E (3.67 respectively). School A (3.56) also provides safe and secure environment by all schools.

High expectation on achievement is conducted by teachers of school B (3.78) followed by school B (3.70), E (3.69), D (3.67), and C (3.58). The data means that teachers expect high standards, behaving in school activities, disciplined, achievable goals of teachers, and interventions by teachers.

Continuous assessment is experienced by the five schools in Davao City. All five schools and their teachers are continuously assessing their respective schools as part of assessing school management effectiveness. Led by schools D & E (3.81) followed by schools A (3.69), B (3.64) and C (3.63). This means that learners are assessed in a variety of ways; parents are informed how their child in doing in school; utilize formative assessment tools; employ summative assessment strategies' and employed performance based assessment strategies.

Teachers conduct strategies to know school management effectiveness through finance management flexibility. Monitoring, managing and recording of budget and expenses are done accordingly by teachers. Led by schools B and D (3.77 respectively), the other three schools have also extensively experienced financial management flexibility (C-3.75; E-3.73; and A-3.59).

Relationship between school-based management practices and school management effectiveness

The results of the correlation showed that among the indicators of school-based management practices, there showed moderate positive relationship to school management effectiveness. The relationships are significant since their p-values are less than .05 ($p < .05$).

This mean teachers tend to practice better school-based management practices when their school administrator supports them intellectually such as teaching their learners how to read, helping learners do their seat works, giving their needed books and materials, and motivating their learners to study the lessons. Teachers also perform better on their school management effectiveness when they are motivated because of their dreams teaching, they feel excited about the lessons, they want to excel in their instructions, they want to prove something to themselves, and they enjoy and love their classes or learners.

Indicators of school-based management practices that significantly influence school management effectiveness

Multiple regression was applied to determine the indicators of school-based management (SBM) which significantly influence the school management effectiveness (SME) of elementary teachers in the Division of Davao City. Of the six (6) indicators, two produced coefficients that provided evidence for significant contribution.

School leadership with the p-value of .051 (2.547) and school-based resources with p-value of 0.42 (1.356) are the two domains that produced strong evidences. The regression formula in predicting the influence of school-based management practices (SMB) to school management effectiveness of teachers.

4. ANALYSIS

School leadership refers to the persons or teams that direct, manage, or lead education institutions at elementary and secondary levels (Hallinger, 2019). The uses of the term school leadership reflect changes in the role of leaders over the last twenty to thirty years. In many education systems a shift can be observed; from a more administrative and bureaucratic function to one that is more involved in working with teachers and other staff for the improvement of school results (Glatter, 2014). International examples of original research provide consistent evidence that demonstrates the influence and impact of kinds and practices of leadership on school organization, culture, and teachers' work (Day, Gu, & Sammons, 2019).

Internal stakeholders are primary with legal contracts to the institution while the external stakeholders are secondary who have an interest in the institution but without a contract (Stuud, 2002, as cited in Nakiyaga, Serem, & Ssentamu, 2021). Therefore, internal stakeholders have powers that affect or be affected by the institution. Without the support of these stakeholders, the organizations' existence would crumple over the long haul (Harrison, 2019). The proponents of the decentralization policy of school management from the central government to the local school level argued that decentralization promoted a wider representation of internal stakeholders' interest in decision making (Cabrado, 2019). Stakeholders in education include both those who are directly involved (such as parents, teachers, and students) and those indirectly impacted (such as government officials and local business leaders) by the success or failure of an educational system. With this, all members of a community are stakeholders in education.

School improvement can be viewed as what a school community does to enhance teachers' and leaders' capacity to increase its students' learning outcomes. Hence, school improvement is a systematic and sustained effort aimed at making changes that accomplish educational goals more effectively and enhance student outcomes, as well as continuing to strengthen the school's capacity to make and sustain further improvements (Woods & Brighthouse, 2019). Perceptions of reality can help to explain the leadership attributes that influence the outcomes of the school improvement process. It is people's stories and ideas across layers in an organization that can be captured and used to describe the attributes. These social mechanisms, such as decision-making and sentiments, are unobservable and may directly or indirectly contribute to outcomes.

Resources are the basic tools necessary for the performance of tasks and for the growth and development of human organizations (Nguyen & Nguyen, 2021). Resources are classified as being visible when they exist and can be quantified in forms such as human beings, land, money, property, books and so on. Resources are invisible when they exist in the form of skills and physical ability and can be measured only in terms of productivity and quality of work.

Human beings are considered a special resource (Crites, 2008, as cited in Nguyen & Nguyen, 2021). Unlike physical capital, human resources cannot be used as collateral for loans. Human capital is therefore consciously created through education and training (Al-Samarrai, Cerdan-Infantes, & Lehe, 2019).

In the field of education, professionals (teachers) are required for the effective manipulation of educational resources. The cost of creating human capital falls mostly to individuals or their families, philanthropic institutions, or the state. Financial capital is a significant resource often assumed to be a part of physical capital; it is actually the basis for procurement, utilization, and maintenance of all types of resources (Dang, 2020).

School accountability—the process of evaluating school performance on the basis of student performance measures—is increasingly prevalent around the world. In the United States, accountability has become a centerpiece of both Democratic and Republican federal administrations' education policies. This chapter reviews the theory of school-based accountability, describes variations across programs, and identifies key features influencing the effectiveness and possible unintended consequences of accountability policies. School personnel respond to accountability in both positive and negative ways, and that accountability systems run the risk of being counter-productive if not carefully thought out and monitored.

A leader is the one who has specific characteristic features that motivate individuals in the organization to help reach the common goal that conveys his or her experiences, the one who prepares them to change by interacting with them, motivates the staff by creating a synergy, exceeds the usual practices and authorities, and affects and directs the behaviors, beliefs, and attitudes of the staff who are under his or her management (Altınay, 2019). A leader is important for reform, innovation, and change (Fasola, Adeyemi, & Olowe, 2019), which affects proactive behaviors by affecting intrinsic motivation (Yi, Uddin Md, Das, Mahmood, & Do, 2019). Moreover, innovative and motivating school principals tend to exhibit more transformational leadership characteristics (Mi, Gan, Xu, Long, Qiao, & Zhu, 2019), and a visionary leader who structures a change-based leadership understanding is a reliable, respected social architect who constantly communicates with his or her followers (Güçlü, Kalkan, & DAĞLI, 2019).

Quality output are graduates who have the required competencies. Consequently, quality outputs are graduates who can continue their education to a higher level (Ennis, 2019). In fact, there are four competencies that must be possessed, namely generic competences in which there is basic numeracy literacy, applied competencies, technological vocational competencies, higher order thinking skills (HOTS), and character competencies (Nusret, 2016).

School safety is fundamental to fostering positive short and long-term outcomes for children, including positive mental health, school connectedness, student retention and academic success (Eisman, Heinze, Kilbourne, Franzen, Melde, & McGarrell, 2020). The same authors defined a safe school as one that minimizes violence, promotes student mental health, and fosters a social climate that promotes positive development.

Important aspects of the school context include the presence of physical security measures, especially those that focus on the monitoring and control of students such as security guards and security cameras, and social school environment factors, such as adult support and perceived fairness (Nguyen, Yuan, & McNeeley, 2020). In addition, the same authors found out that school security measures and school social environment are associated with students' fear of crime and avoidance, and they suggest that schools need to reconsider the use of security measures and to focus on fair development and implementation of school rules instead (Nguyen et al., 2020).

The concept of high-expectations relationships, described as two-way relationships that are both supportive and challenging (Stronger Smarter Institute, 2019), is a key foundational element to support and enact a high expectations performance agenda (Sarra, Spillman, Jackson, Davis, & Bray, 2020). When a school environment is underpinned by high-expectations relationships, this provides the basis for educators to develop quality relationships with their students, robust and dialogic environments with colleagues that are conducive to high expectations pedagogy, and strong relationships with parents and careers that will optimize support for students' educational efforts and aspirations. These positive educational attributes work to ensure that the school's vision for a high-expectations educational agenda is supported and owned across the whole school community (Sarra et al., 2020).

In this approach, learners are engaged in critical thinking skills and problem solving (Crawford, 2019; Mkimbili, 2019). Learners who are educated based on this constructivist approach can apply the acquired knowledge in science for solving various problems in society and are able to participate in various decision on controversial issues (Crawford, 2019), the assessment procedures need to be revised to accommodate assessment of competency by engaging them in formative assessment (Meyers, 2019). In addition, learner-centered assessment uses a variety of methods such as portfolios, practical tasks, oral examinations, and performance assessments. It involves learners from its initial planning and provides continuous feedback to students, which leads to improved learning (Tilya & Mafumiko, 2010, as cited in Mkimbili & Kitta, 2020).

School financial management is defined as the performance of managerial activities associated with schools' financial phases in order to provide quality education (Mestry, 2019). Moreover, effective financial management as a system with the following in place: clearly defined responsibilities of the financial manager(s); a clearly outlined budget aligned with the school's goals; monitoring systems; an active financial control procedure; a precise and suitable recording system; an appropriate procurement method; effective bank account operations with proper reconciliation of bank balances and accounting records (Mestry & Govindasamy, 2019).

The result points that there is positive moderate relationship between school-based management (SBM) and school management effectiveness. Teachers perform better when their school administration through his/her leadership and school resources are present in school.

The result of the correlation analysis implies that teachers should emphasize and continue to give concern not only on the intellectual and emotional aspect of their children but also on the social interrelationship with others so that they can also participate in all school activities which is gauge to being a learned person in all aspect of his life.

The formula suggests that for every unit increase of school management effectiveness, there corresponds to a 2.547 unit increase of school leadership. Likewise, for a unit increase of school-based resources, there corresponds to a 1.356 unit increase in the school management effectiveness of teachers. This formula suggests that school management effectiveness of teachers is significantly influenced by school leadership and school resources.

5. DISCUSSION

This study is primarily aimed to evaluate the implementation of the School Based Management (SBM) and its correlation to the school management effectiveness. The researcher used a descriptive research of a correlation type in determining the respondents' impression on the existence of the School-Based Management. The data gathered were treated through the use of Pearson's r , Standard Deviation, and Kruskal Wallis. Results show that there is positive moderate correlation between SBM and SME which resulted in the correlation test. There are indicators of school-based management that significantly influence school management effectiveness. School leadership and school-based resources are the two domains that produced strong evidences. The data suggests that school management effectiveness of teachers is significantly influenced by school leadership and school resources.

The present study highlight various perspectives on the concept of school based management but still the widely accepted concept explains the six (6) dimensions of school management effectiveness (SME). Though SME of teachers in public schools do get affected by the factors like strong leadership, emphasis on basic skill, secure environment, high expectation on achievement, continuous assessment, and finance management flexibility but the strength and magnitude of the effect varies. In some cases, the public school provides more scope of effectiveness i.e. by providing better training and skill set enhancement opportunities, the scope of availing nonmonetary benefits and

especially implementing family support strategies but overall analysis suggest that teachers' commitment level is even more effective.

This is mainly because of more opportunities for growth, more scope of monetary benefits, opportunities of availing promotions and especially due to healthy working conditions. However, as the sustainable development goals consist of a plan of improving education facilities along with making recent technology available and accessible to every educational institute thus it would provide an opportunity of improving the working condition of public school and hence would raise the effectiveness level of teachers.

This study was based on a study of SBM of teachers in public schools thus though dimensions of school management effectiveness are analyzed still the impact of each factor is not analyzed on the dimensions of the organizational commitment (OC). Thus, further study could be either specific dimension of OC based comparative analysis of public school teacher's commitment or individually each dimension could be included in the study. This would help in determining the kind of commitment teachers have with the school.

Further, this study focuses on some specific factors. However, there are many other factors like local government policies, teacher's personalities, school principals, cognition, absence, and organizational citizenship, which affect the commitment of teachers (John P. Meyer et al., 2020 Werang, 2019). A study of 332 teachers (Terzi, 2019) suggests that Organizational citizenship behavior has a significant relationship with OC.

Further, a study conducted by (Chi, Yeh, & Choum, 2020) suggested that personality traits of teachers have an impact on their management efficiency. Even job involvement has a mediating effect between OC and teacher's efficiency, but personality traits don't have any moderation effect between teaching efficiency and job involvement.

Thus, these studies suggest that many other relevant factors could be included in the study which has mediating and moderating effects too. This analysis is based on analyzing individually via factors the OC of teachers of public schools. Further this could also be done that impact of employee-relevant outcomes and organization-relevant outcomes can be analyzed in composite form i.e. instead of individual factor analysis, the analysis could be done in combined form so as to determine whether employee-centric or organization centric strategies regulate the effectiveness of teachers. Further, the analysis could also be done so as to empirically test the mediating and moderating effect of factors on the relationship between the OC of teachers and performance and also include more of the studies based on using structural models so as to reduce the effect of measurement errors.

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