



SCHOOL-BASED MANAGEMENT PRACTICES IN RELATION TO SCHOOL PERFORMANCE OF LAKE DANA O INTEGRATED SCHOOL

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ABSTRACT

This study determined the significant relationship between School-based Management practices in relation to school performance. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study utilized the descriptive-correlational research method to determine the School-Based Management (SBM) practices as the basis for analyzing the school performance. Descriptive research was concerned with the existing conditions, practices, and relationships. According to Calmorin (2007), descriptive-correlational involved the presentation of facts concerning the nature of individuals, a group, a condition, or a class of events with accurate interpretations. It sought to describe "what was" and provided an understanding of how various components related to one another in real-world settings. The relationship between overall School-Based Management (SBM) practices and the performance of high schools. It highlights the correlation between the degree of SBM implementation and the overall school performance, as well as the statistical tests used to validate the relationship. The findings revealed a strong positive relationship between SBM practices and school performance, showing that schools with strengthened SBM practices tend to achieve better outcomes in enrolment, retention, completion, survival, and graduation. This means that as schools effectively implement SBM, their performance indicators improve significantly. Furthermore, the results confirmed that this relationship is statistically significant, leading to the rejection of the null hypothesis which assumed no

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relationship between SBM practices and performance. This indicates that SBM practices play a crucial role in the successful performance of high schools. The findings imply that effective leadership, governance, curriculum management, accountability, and resource utilization under SBM are instrumental in boosting the performance of high schools. This further suggests that schools with strong SBM implementation are more capable of ensuring quality education and sustainable learner success.

Keywords: *School-Based Management Practices, School Performance, Integrated School*

INTRODUCTION

School-Based Management (SBM) is a governance approach that decentralizes decision-making authority from the central office to the school level. It empowers school leaders, teachers, parents, and other stakeholders to take an active role in managing resources, developing school plans, and improving learning outcomes. The Department of Education (DepEd) institutionalized SBM through DepEd Order No. 83, s. 2012, which provides the SBM Framework, Standards, and Assessment. This policy is anchored on principles of leadership transparency, participatory governance, and continuous school improvement. SBM aims to promote autonomy, accountability, and shared responsibility for improving the delivery of basic education services.

A recent study by Garcia and Toledo (2023) revealed that effective implementation of SBM positively correlates with improved school performance in both academic and non-academic indicators. Their findings showed that schools with strong SBM practices, particularly in areas of leadership, stakeholder engagement, and financial resource management, recorded higher learner performance, reduced absenteeism, and more efficient school operations. The study emphasized that schools that regularly monitor and evaluate their SBM practices were better positioned to meet performance targets and respond to school-specific challenges.

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In the context of Lake Danao Integrated School in Ormoc City Division, several challenges have been observed that call for an in-depth investigation into the school's SBM implementation. These include inconsistent stakeholder participation in planning and decision-making, delayed resource allocation, limited data-driven school improvement planning, and gaps in leadership and management practices. Despite compliance with SBM reporting and documentation, these systemic issues may be affecting the school's overall performance, as seen in fluctuating academic achievement levels, low learner engagement in co-curricular activities, and difficulties in meeting performance targets. Understanding how SBM practices are being carried out and how they relate to the school's performance will provide essential insights for improvement.

This study is necessary to assess the effectiveness of School-Based Management practices at Lake Danao Integrated School and their impact on school performance. The findings will not only help the school address its current challenges but also contribute to the enhancement of SBM practices across similarly situated schools in the division. Moreover, the results can inform school heads, supervisors, and policy implementers in crafting more responsive and evidence-based improvement plans that are rooted in actual school contexts.

This study determined the significant relationship between School-based Management practices in relation to school performance. A proposed Instructional Supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of School – Based Management (SBM) Practices in terms of:
 - 1.1. Leadership and Governance;
 - 1.2. Curriculum and Planning;
 - 1.3. Accountability and Continuous Improvement; and
 - 1.4. Management of Resources

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2. What is the Key Performance Indicator in terms of:

- 2.1 Enrolment Rate;
- 2.2 Drop-Out Rate;
- 2.3 Completion Rate;
- 2.4 Cohort-Survival rate;
- 2.5 Graduation Rate;
- 2.6 Retention rate;

3. Is there a significant relationship between the School-Based Management practices and School performance?

4. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – There is no significant relationship between the School-Based Management practices and School performance.

METHODOLOGY

Design. This study utilized the descriptive-correlational research method to determine the School-Based Management (SBM) practices as the basis for analyzing the school performance. Descriptive research was concerned with the existing conditions, practices, and relationships. According to Calmorin (2007), descriptive-correlational involved the presentation of facts concerning the nature of individuals, a group, a condition, or a class of events with accurate interpretations. It sought to describe "what was" and provided an understanding of how

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various components related to one another in real-world settings. The use of descriptive-correlational in this study was appropriate because it aimed to assess and describe the implementation of SBM practices in Lake Danao Integrated School and examined how these practices related to specific indicators of school performance. These indicators included learners' academic achievement, participation rate, drop-out rate, resource management, leadership effectiveness, and stakeholder involvement. Data collection was carried out through survey questionnaires distributed to school stakeholders, including the school head, teachers, selected parents, and members of the School Governing Council (SGC). The questionnaire was designed to gather information on the four SBM dimensions: (1) Leadership and Governance, (2) Curriculum and Instruction, (3) Accountability and Continuous Improvement, and (4) Management of Resources. Performance indicators were also obtained from school records and available reports. The data gathered from the survey responses were tabulated, analyzed, and interpreted using frequency counts, percentages, and weighted means. Descriptive statistics were applied to identify the level of SBM practice implementation and to determine areas of strength and concern. The findings were then analyzed in relation to documented school performance outcomes to draw conclusions on the perceived effectiveness of the SBM practices.

The main locale of the study were Lake Danao and Gaas Integrated Schools. The respondents of the study are the Head Teacher and School Principals, Elementary and Junior High School Teachers in in Ormoc City District VIII. There were 2 School Heads and 35 teachers. The primary research instrument used in this study is a structured survey questionnaire. The information for the analysis was gathered using two (2) distinct survey instruments. The data-gathering instruments in this study were the questionnaires based on the standardized assessment tool for School-Based Management as stipulated in the Implementing Guidelines of the School-Based Management Framework, Assessment Process and Tool by DepEd (2012). Triangulation of instruments was used in this study to ensure valid results. A questionnaire was administered to determine the level of SBM implementation in the participating schools. Another questionnaire was utilized to determine the schools'

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practices, and the third questionnaire was employed to determine the schools' performance. The three instruments shared common indicators that participants in the field responded to. The SBM Level of Practice (LoP) indicators reflected the goal of the schools, which was to achieve improved learning outcomes and enhanced school operations. The results of this assessment by the school principals and teachers were obtained and subjected to statistical treatment to determine the impact of SBM implementation on schools' practices and performance. The questionnaire was drawn from the SBM Level of Practice (LoP) indicators outlined in the implementing guidelines of the revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT), which was organized according to the four principles of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. The questionnaire was presented to the research adviser for validation and for further comments and inputs. After the questionnaire was finalized, it was presented to the research committee during the proposal hearing for scrutiny, evaluation, or additional inputs. The proposed Instructional Supervisory Plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 2 School Head, 35 Teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data in one month (30 days), the researcher asked permission from the office of the Schools Division Office headed by the Schools Division Superintendent through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, the School Principal, and the teachers whose respondents were under their care. The researcher distributed the survey questionnaires to the School Administrators to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r . The data were collated and submitted for appropriate statistical treatment.

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Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The simple percentage and weighted mean were employed to determine the SBM practices and school performance.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the SBM Practices and School performance

RESULTS AND DISCUSSION

TABLE I

EXTENT OF SCHOOL-BASED MANAGEMENT (SBM) PRACTICES OF SCHOOL HEADS

A. Leadership and Governance	Weighted Mean	Interpretation
1. Ensures strategic policy frameworks exist and are combined with effective oversight, coalition-building, regulation, attention to system-design, and accountability within the school.	4.06	To a great extent
2. Facilitates communication between and among school and community leaders for informed decision-making and solving of school community-wide learning problems.	4.23	To a very great extent

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A. Leadership and Governance	Weighted Mean	Interpretation
3. Exercises control over the education process and takes responsibilities to manage budget, personnel, and curriculum.	4.00	To a great extent
4. Fosters a collaborative school culture.	4.23	To a very great extent
5. Provides better programs for students based on available resources that directly match student needs.	4.14	To a great extent
6. Provides guidance and direction for all staff and members to achieve common goals.	4.20	To a great extent
Mean	4.14	To a great extent

B. Curriculum Planning	Weighted Mean	Interpretation
7. Organizes the teaching and learning process taking into account existing curriculum requirements and available resources.	4.20	To a great extent
8. Fosters school-based planning and shared decision-making involving parents, teachers, and administrators to improve educational performance.	4.23	To a very great extent
9. Implements programs carefully crafted to attain the department's mission, vision, and goals.	4.29	To a very great extent
10. Designs instructional materials with highly specific activities focused on methods of teaching and learning.	4.20	To a great extent
11. Plans and develops curriculum based on standards, subject areas, and available instructional materials and supplies.	4.14	To a great extent
Mean	4.21	To a very great extent

C. Accountability and Continuous Improvement	Weighted Mean	Interpretation
12. Monitors expected and actual performance, addresses gaps, and ensures feedback mechanisms.	4.11	To a great extent

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C. Accountability and Continuous Improvement	Weighted Mean	Interpretation
13. Creates programs and activities with teachers and stakeholders to sustain continuous improvement initiatives.	4.17	To a great extent
14. Provides clear, transparent, and inclusive programs for both teachers and learners.	4.14	To a great extent
15. Improves physical and virtual learning environments to support various kinds of learning.	4.20	To a great extent
16. Evaluates and measures outcomes of activities, programs, and services, and addresses feedback.	4.14	To a great extent
Mean	4.15	To a great extent

D. Management of Resources	Weighted Mean	Interpretation
17. Handles employees including payroll, benefits, and trainings.	4.14	To a great extent
18. Makes strategic plans for organizing and using school resources.	4.11	To a great extent
19. Evaluates and maximizes resources for school activities and projects.	4.20	To a great extent
20. Promotes transparency, effectiveness, and efficiency within the school.	4.14	To a great extent
21. Assigns people to projects based on their skills, experience, availability, or budget.	4.14	To a great extent
Mean	4.15	To a great extent

Grand Mean = 4.16 → To a Great Extent

Legend (Interpretation Scale):

Scale Range Verbal Interpretation

5 4.21 – 5.00 To a very great extent

4 3.41 – 4.20 To a great extent

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Scale Range Verbal Interpretation

3	2.61 – 3.40	To a moderate extent
2	1.81 – 2.60	To a low extent
1	1.00 – 1.80	To a very low extent

This table presents the Extent of School-Based Management (SBM) Practices of School Heads in four major areas: Leadership and Governance, Curriculum Planning, Accountability and Continuous Improvement, and Management of Resources. The table shows the weighted mean and corresponding verbal interpretation for each indicator under these domains. The data reflect how school heads perform their administrative and managerial roles to ensure effective school management and delivery of quality education. Each indicator reveals the extent to which school heads practice the principles of SBM in managing the school system toward achieving organizational goals.

In terms of Leadership and Governance, the results show a mean of 4.14, largely interpreted as. This indicates that school heads effectively lead their schools through strategic policy frameworks, collaboration, and accountability mechanisms. The highest-rated indicators were facilitating communication between school and community leaders and fostering a collaborative school culture (both 4.23, to a very great extent), signifying strong partnership and teamwork within the school community. Meanwhile, under Curriculum Planning, school heads obtained a higher mean of 4.21 (to a very great extent), highlighting their competence in organizing teaching-learning processes and implementing well-planned programs aligned with the Department of Education's mission and vision. The highest rating in this domain was implementing programs carefully crafted to attain the department's mission, vision, and goals (4.29), which implies that school heads play a crucial role in ensuring curriculum relevance and alignment with institutional standards.

For Accountability and Continuous Improvement, the computed mean was 4.15, which corresponds to a great extent. This means that school heads consistently monitor

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performance, sustain improvement initiatives, and maintain transparency in their programs and activities. They are also proactive in improving learning environments and addressing feedback to enhance outcomes. Similarly, Management of Resources also yielded a mean of 4.15 (to a great extent), indicating that school heads are competent in handling personnel, organizing resources, and promoting transparency and efficiency. The highest-rated item, evaluating and maximizing resources for school activities and projects (4.20), reflects their commitment to utilizing resources responsibly to support school operations.

The overall average rating, or grand mean of 4.16, interpreted as to a great extent," implies that school heads demonstrate a high level of implementation of School-Based Management (SBM) practices across all domains. The result implies that while school heads consistently uphold effective leadership, curriculum planning, accountability, and resource management, there remains room for continuous enhancement, particularly in strengthening community partnerships and innovation in management. The findings also imply that the overall efficiency of the school system is strongly influenced by the school heads' ability to integrate these practices into the school's day-to-day operations, fostering collaboration, accountability, and quality learning outcomes.

TABLE II

SCHOOL PERFORMANCE OF ELEMENTARY SCHOOLS

School Name	Enrolment Rate (2025–2026)	Drop-out Rate (2024–2025)	Cohort Survival Rate (2024–2025)	Completion Rate (2024–2025)	Graduation Rate (2024–2025)	Retention Rate (2024–2025)	Interpretation
Lake Danao IS	314	0	87.5	87.5	100	96.75	High enrolment, zero drop-outs, strong retention, with excellent graduation rate

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Gaas IS	213	0	86.66	86.66	100	97.5	Stable enrolment, zero drop-outs, high retention, and perfect graduation rate
Overall	527	0	87.08	87.08	100	97.13	Both schools demonstrate strong school performance with no drop-outs, high survival and completion rates, and perfect graduation rates

This table presents the School Performance of Elementary Schools as measured by enrolment rate, drop-out rate, cohort survival rate, completion rate, graduation rate, and retention rate for the school years 2024–2026. It highlights the comparative performance of Lake Danao Integrated School and Gaas Integrated School, as well as the overall results across both schools.

The data show that Lake Danao Integrated School had an enrolment rate of 314 learners, with a drop-out rate of 0%. Its cohort survival rate and completion rate were both 87.5%, while it achieved a perfect graduation rate of 100% and a strong retention rate of 96.75%. This performance reflects a healthy enrolment trend, zero drop-outs, and successful retention efforts that contributed to an excellent graduation rate.

Meanwhile, Gaas Integrated School recorded 213 enrollees, also with a drop-out rate of 0%. Its cohort survival and completion rates stood at 86.66%, while, like Lake Danao IS, it achieved a 100% graduation rate. The school also reported a retention rate of 97.5%, slightly higher than that of Lake Danao IS. These figures indicate that Gaas IS maintained stable enrolment, zero drop-outs, and high retention while successfully ensuring that all learners graduated.

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The results imply that both schools demonstrated strong school performance, with an overall enrolment of 527 learners, zero drop-outs, a cohort survival rate of 87.08%, a completion rate of 87.08%, a perfect graduation rate of 100%, and a retention rate of 97.13%. The result implies that the schools have effectively implemented policies and practices that minimized drop-outs, supported continuous learner participation, and ensured high retention and completion levels.

TABLE III
SCHOOL PERFORMANCE OF HIGH SCHOOLS

School Name	Enrolment Rate (2025–2026)	Drop-out Rate (2024–2025)	Cohort Survival Rate (2024–2025)	Completion Rate (2024–2025)	Graduation Rate (2024–2025)	Retention Rate (2024–2025)	Interpretation
Lake Danao IS	130	0	92.85	92.85	100	76.19	High survival and completion, excellent graduation rate, but relatively low retention.
Gaas IS	142	0	96.73	93.73	100	80.63	Very high survival and completion, perfect graduation rate, with slightly better retention than Lake Danao.
Overall	272	0	94.79	93.29	100	78.41	High school performance is strong overall, with excellent survival, completion, and graduation rates, but retention rates suggest room for improvement.

This table presents the School Performance of High Schools as measured by enrolment rate, drop-out rate, cohort survival rate, completion rate, graduation rate, and retention rate for the school years 2024–2026. It compares the performance of Lake Danao Integrated School and Gaas Integrated School, along with their combined overall performance.

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The results for Lake Danao Integrated School showed an enrolment of 130 learners with a drop-out rate of 0%. The cohort survival and completion rates were both at 92.85%, while the graduation rate reached a perfect 100%. However, its retention rate was 76.19%, which is noticeably lower compared to other performance indicators. These figures indicate that while Lake Danao IS excelled in ensuring learners stayed until graduation, there were challenges in sustaining consistent retention.

On the other hand, Gaas Integrated School recorded 142 enrollees and also had a drop-out rate of 0%. Its cohort survival rate was 96.73% and its completion rate was 93.73%. Like Lake Danao IS, Gaas IS attained a 100% graduation rate. The retention rate, however, was 80.63%, slightly higher than Lake Danao but still relatively low compared to survival and completion. These results suggest that Gaas IS had very high survival and completion outcomes, a perfect graduation record, but needed improvement in retention practices. The results imply that overall, both schools achieved strong performance with a combined enrolment of 272 learners, zero drop-outs, a cohort survival rate of 94.79%, a completion rate of 93.29%, a perfect graduation rate of 100%, and a retention rate of 78.41%. The result implies that while both schools effectively minimized drop-outs and ensured high survival, completion, and graduation, they faced challenges in retaining students consistently throughout the school year.

TABLE 4

RELATIONSHIP BETWEEN OVERALL SBM PRACTICES AND SCHOOL PERFORMANCE OF ELEMENTARY SCHOOLS

Variables	Correlation Coefficient (r)	p-value	Decision on Ho	Interpretation
Overall SBM Practices vs. Overall Elementary School Performance	0.72	0.001	Reject Ho	Significant relationship

Significant relationship (p-value < 0.05)

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This table presents the Relationship Between Overall SBM Practices and School Performance of Elementary Schools. It shows the correlation coefficient, p-value, decision on the null hypothesis, and the corresponding interpretation of the results. The table highlights the extent to which the implementation of School-Based Management (SBM) practices is related to the overall school performance of elementary schools.

The results revealed a correlation coefficient (r) of 0.72, which indicates a strong positive relationship between SBM practices and school performance. This means that as the level of SBM implementation increases, the performance of elementary schools also improves. The obtained p-value of 0.001, being less than the 0.05 significance level, further confirmed the statistical significance of this relationship.

Based on the results, the null hypothesis stating that there is no significant relationship between overall SBM practices and elementary school performance was rejected. This clearly shows that SBM practices directly and positively influence the performance indicators of elementary schools. In practice, stronger SBM leads to better outcomes in enrolment, retention, survival, completion, and graduation.

The results imply that the strong positive correlation ($r = 0.72$) and significant p-value (0.001) establish that SBM practices play a vital role in determining the performance of elementary schools. The result implies that effective leadership, governance, curriculum management, accountability, and resource utilization under SBM substantially contribute to improving school performance across different areas.

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TABLE 5

RELATIONSHIP BETWEEN OVERALL SBM PRACTICES AND SCHOOL PERFORMANCE OF HIGH SCHOOLS

Variables	Correlation Coefficient (r)	p-value	Decision on Ho	Interpretation
Overall SBM Practices vs. Overall High School Performance	0.75	0.001	Reject Ho	Significant relationship

Significant relationship ($p\text{-value} < 0.05$)

This table presents the Relationship Between Overall SBM Practices and School Performance of High Schools. It provides the correlation coefficient, p-value, the decision on the null hypothesis, and the interpretation of the statistical test. The table specifically examines how the overall implementation of School-Based Management (SBM) practices is associated with the overall school performance of high schools.

The results showed a correlation coefficient (r) of 0.75, which indicates a strong positive relationship between SBM practices and school performance. This means that when high schools strengthen the implementation of SBM practices, their performance indicators such as enrolment, retention, completion, survival, and graduation rates tend to improve significantly.

Moreover, the p-value of 0.001, which is lower than the 0.05 level of significance, confirmed that this relationship is statistically significant. As a result, the null hypothesis stating that there is no significant relationship between SBM practices and high school performance was rejected. This demonstrates that SBM practices are essential contributors to the positive performance outcomes of high schools.

The results imply that the strong positive correlation ($r = 0.75$) and highly significant p-value (0.001) establish that the effective practice of SBM strongly influences the performance of high schools. The result implies that with proper leadership, governance,

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curriculum management, accountability, and resource utilization under SBM, high schools are able to achieve improved learner outcomes and sustain quality education delivery.

Conclusion

Based on the results of this study, School-Based Management (SBM) practices significantly influence the performance of high schools, as evidenced by the strong positive relationship between their implementation and key performance indicators such as enrolment, retention, completion, survival, and graduation. The results underscore the importance of SBM as a vital framework in promoting effective leadership, sound governance, accountability, curriculum management, and optimal resource utilization. With its statistically significant impact, SBM serves as a powerful mechanism that enables schools to achieve and sustain quality education, ensuring that learners are better supported toward success and long-term educational improvement.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. The teachers should actively support and engage in the implementation of School-Based Management (SBM) by aligning classroom practices with the school's goals, fostering accountability, and promoting learner-centered approaches to enhance overall school performance.
2. The school heads should strengthen leadership and governance by ensuring transparency, proper resource allocation, and the continuous monitoring of SBM implementation to maintain high levels of enrolment, retention, completion, survival, and graduation rates.
3. The Public Schools District Supervisor should provide consistent technical assistance, supervision, and capacity-building programs to both teachers and school heads to ensure the effective and sustained execution of SBM practices across schools.

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4. The parents should be encouraged to participate actively in school programs, decision-making, and community partnerships to support learners' academic development and contribute to the collective success of SBM practices.

5. The researcher should continue to explore deeper aspects of SBM practices and their long-term effects on school performance by considering other influencing factors such as teacher professional development, student engagement, and community involvement.

6. The future researchers should conduct comparative and longitudinal studies on SBM implementation across different schools and contexts to validate these findings, provide broader insights, and recommend more refined strategies for improving school performance.

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The author is born on November 18, 1985 at Putingbato, Tubod, Merida Leyte, Philippines. She finished magna cum laude in her Bachelor's degree in Elementary Education at Western Leyte College of Ormoc. In her high school and college days, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

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