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STRATEGIC LEADERSHIP ON SCHOOL-BASED MANAGEMENT (SBM) IN THE DIVISION OF ALBAY: A BASIS FOR CRAFTING A SCHOOLS' STRATEGIC PLAN

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ABSTRACT

This study aimed to assess the implementation of School-Based Management (SBM) in the Division of Albay, focusing on enhancing school performance and management effectiveness in public secondary schools. Specifically, it examined the status of school heads based on their OPCRf ratings and SBM levels from the latest DepEd Albay evaluations, as well as the extent of strategic leadership in the areas of vision and strategic planning, decision-making, resource management and stakeholder engagement. The research also evaluated SBM implementation in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. Utilizing a descriptive-correlational research design, data were collected through documentary analysis and survey questionnaires from junior high school heads and teachers. Results showed that all school heads received outstanding OPCRf ratings, and most schools were assessed at SBM Level 2 (Maturing). Despite a favorable association between school leaders' strategic leadership and SBM implementation, the relationship was not statistically significant, indicating that other variables may more significantly impact SBM outcomes. The study concludes with the development of a strategic plan aimed at strengthening leadership capabilities and addressing key gaps in SBM practices. These findings emphasize the need for systemic improvements and targeted interventions to advance SBM levels across the Division of Albay.

KEYWORDS: - Division of Albay, School-Based Management, School Heads and Teachers, Strategic Leadership.

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1.0 INTRODUCTION

In this evolving educational landscape, strategic leadership practice is becoming increasingly crucial to promote effectiveness and guiding academic institutions properly. When everyone is focused on the quality of education, strategic leadership in the school-Based Management (SBM) is one of the key areas that must be given attention and priority in order to avoid several challenges. According to several studies, strategic leadership is examined through various dimensions, including leadership behavior, perspective, and style. These highlight how leaders approach decision-making, their outlook on organizational goals, and the methods they employ to guide their teams. Also, strategic leadership is shaped by a range of economic, social, and technological aspects that can either facilitate or hinder an organization's progress.

As noted by Tipuric (2022), strategy was defined as the fundamental justification to an organization for its existence, the most important part of the managerial elite's task in seeking and creating organizational purpose while leadership according to Yukl et al (2020), it is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. He added that the success of an organization can be decomposed into two elements: (1) efficacy of strategic leadership, and (2) efficacy of all other actors in the organization and in its surroundings. The greater the share of the first component in overall success, the greater the sensitivity of the organization to the quality of strategic leadership.

The research conducted by Samimi et al (2022) state that, strategic leadership refers to the functions performed by individuals at the top levels of an organization that are intended to have strategic consequences for the organization. They added that strategic leadership encompasses top-level individuals that make strategic decisions, engaging with stakeholders, managing information, overseeing operations, and addressing ethical, social issues, and conflicting demands. This were vital to explore the driving potentials of strategic leadership, essential to be implemented and utilized by the school heads and teachers in the Province of Albay to efficiently and effectively materialize rooms for improvement.

Likewise, Business Jargons (2025) state that strategic leadership is the ability of top-level managers to determine future courses of action and motivate members to make efforts in that direction. This involves setting a vision, employing strategies, motivating others, anticipating changes, making decisions, communication, and adapting to changes which are needed in promoting an effective and efficient leadership in school.

Thus, the present study examined strategic leadership within Albay schools, emphasizing the alignment of SBM practices with community educational needs to ensure long-term success.

As stated by Usman et al (2019) study in Indonesia, it explains that the interaction between strategic leadership and school-based management can strongly influence educational outcomes and thus is among the priority research and practice interests.

Morrison -Porter (2021) also discovered in his study in Portugal, that strategic leader in the education industry must navigate complex situations, promote progress, and foster a visionary culture, involving stakeholder collaboration and efficient resource management. It significantly impacts school success, influencing student outcomes, teacher satisfaction, and academic achievement.

This implies that top leaders are evolving the purpose. At this strategic level, leadership requires a forward-thinking mindset, innovation, and sustainability. In the context of education, this means that schools and educational systems should not be governed solely out of administrative management; instead, they require visionary leadership that aligns overarching strategies with school-level decision-making autonomy to achieve meaningful educational outcomes.

Globally, School-Based Management (SBM) has been recognized as a key strategy to improve quality education by allowing schools to make decisions to strengthen accountability and promote leadership effectiveness at the school level.

As defined by World Bank, (2007) it is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. It gives stakeholders more authority and responsibility for school operations and decision-making with the goal of improving student outcomes, reflecting priorities, and increasing school autonomy.

Hence, strategic leadership is important, as it has become a critical factor in driving school improvement and sustaining educational change. However, the effectiveness of it varies by region and often hindered by insufficient strategic planning and lack of leadership capacity.

Relative to this, School-Based Management (SBM) was first introduced last 2001 with the passage from Republic Act 9155 also known as the Governance of Basic Education Act of 2001, to provide a framework for the governance of basic education in the Philippines. Hence, the Department of Education issued DepEd Order No. 83, series 2012 to present a revised framework, assessment process, and tools for School-Based Management (SBM). This initiative aims to enhance SBM practices while emphasizing the importance of learner and community involvement in delivering basic education services for decentralized decision-making at the school level. The policy update underscores that SBM is essential for improving school effectiveness. By understanding the connection between SBM and organizational success, schools are better equipped to strive for excellence.

Hence, school-based management enables stakeholders to actively contribute in the learning outcomes by supporting school operations and resources. This system fosters cooperative, accountable learning environments, empowering parents, teachers, and school heads to take responsibility for their educational institution.

Moreover, as emphasized by Capacite (2021), in his study at Eastern Visayas region of the Philippines, focusing on public secondary schools, poor learning experiences, teachers'

incompetence, and mismanagement of school governance by school heads are identified as factors that impact the achievement of quality school performance.

Likewise, the study conducted by Osea (2022) to the six public schools across Albay and Camarines Sur, located in the Bicol Region of the Philippines, encountered difficulties related to the accessibility, authenticity, and accuracy of documents during SBM evaluation. The validation team's appreciation of these documents was identified as the most significant challenge. These indicate that SBM implementation practices not only in Bicol Region require improvement, emphasizing the need for a collaborative effort among all stakeholders to establish a more innovative level of school-based management. However, challenges related to leadership skills remain.

Last school year, 2020, the Schools' Division Office of Albay conducted SBM evaluations at several schools in the division. Most schools were categorized as Level II, with only eight schools classified as Level III. This indicates that the SBM implementation in the Schools' Division of Albay is progressing, with most schools demonstrating maturing levels of school-based governance and decision-making. However, the limited number of Level III schools highlights a need for intensified capacity-building efforts, sharing of best practices, and stronger support mechanisms to elevate more schools to an advanced SBM status, which is the deemed hope and objectives of making this study.

With the underlying issues in the school-based management implementation across areas not only in Albay but also in Bicol Region, this study would contribute in the leadership best practices employed by school heads and teachers to the development of the academic and educational systems, but also the students' performance.

Hence, this study assesses the Albay School's Division's School-Based Management (SBM) implementation and School Heads strategic leadership by identifying areas for improvement. This study will provide recommendations to stakeholders committed to the effective school-based management in maintaining quality basic education for everybody.

1.1 Objectives of the Study

The purpose of this study is to evaluate the implementation of School-Based Management (SBM) within the Division of Albay, focusing on improving school performance and management efficiency as of School Year 2024-2025. The study specifically aims to achieve the following objectives:

1. Describe the status of secondary schools in the Division of Albay in terms of:
 - 1.1. School Heads OPCRf Rating
 - 1.2. SBM Level Evaluation based from:
 - 1.2.1. DepEd Albay Records, and
 - 1.2.2. Number of Schools Evaluated

2. Identify the strategic leadership on SBM of school heads in terms of:
 - 2.1. Vision and Strategic Planning,
 - 2.2. Decision-Making and Problem Solving,
 - 2.3. Resource Allocation and Management, and
 - 2.4. Stakeholder Engagement and Communication
3. Determine the implementation of school-based management practices in the Division of Albay in terms of:
 - 3.1. Leadership and Governance
 - 3.2. Curriculum and Learning
 - 3.3. Accountability and Continuous Improvement, and
 - 3.4. Management of Resources
4. Appraise if there is a significant relationship between the strategic leadership of school leaders and the implementation of SBM in the Division of Albay
5. Develop a strategic plan for improving strategic leadership and governance on SBM practices in the Division of Albay.

1.2 Theoretical Framework

This study is anchored in three (3) theoretical perspectives. The theoretical paradigm is illustrated in Figure 1.

Strategic Leadership Theory, School Based Management Theory and Contingency Theory of Leadership form the foundation of this study. They support the framework for conceptualizing and executing the research which lead to an effective and efficient school-based management system that will enhance the competency of the school and provide long-term goals. Strategic leadership in education involves managing daily school operations and assisting in navigating possibilities and challenges by creating and implementing appropriate solutions.

Hambrick and Mason (1984) Strategic Leadership theory argued that an organization's outcomes reflect the characteristics of its top leaders, linking leader decisions to organizational performance. This highlights that strategic leadership requires more than just a system (such as SBM); it also necessitates having the right people. Because, leaders who comprehend their context and make sound, values-based judgments are the ones who drive significant change and educational achievement. This theory emphasizes that the school leader's ability to envision, and adapt while working with others guarantee the school's long-term sustainability. It emphasizes the importance of visionary leadership in achieving organizational success.

This study utilizes this theory to investigate how school leaders' in Albay Divisions' strategic leadership practices impact the efficacy and implementation of SBM practices. Since, school performance and management are impacted by how leaders view management through strategy choices and plans.

Brian J. Caldwell and Jim M. Spinks' 1988 book, titled, *The Self-Managing School*, defines self-managing schools as those with consistent decentralization in resource allocation decisions, that lays the foundation of School-Based Management (SBM) theory, emphasizing local autonomy and shared decision-making. Their 1992 sequel, *Leading the Self-Managing School*, emphasizes

leadership responsibilities for SBM, shaping global educational reforms and provide a model for effective decentralized governance. Just like this study, it emphasizes SBM has a great impact in terms of fostering school improvement.

Likewise, according to Mas and Haris 2020, the foundation of School-Based Management theory is that giving schools more control over decision-making that will help better meet local needs and perform better. This theory was intended to serve as a reference to describe how school leaders' strategic leadership practices impacted SBM implementation in Albay Division and how they enhance educational outcomes. This study will determine how the division's schools handle resources, engage with communities, and make choices that best suit their unique situations and issues.

The Fred Fiedler's Contingency Theory of Leadership 1964 as an interactional model suggests that a leader's effectiveness is determined by how well their leadership style aligns with the specific circumstances or environment, they are in. According to this theory, there is no one ideal way to lead, rather, effective leadership techniques depend on how well they meet the needs of the moment (Nguyen, 2023). This theory was used to examine how various SBM strategic leadership philosophies and practices can effectively address the particular opportunities and problems that each school in the Division of Albay faces. The goal is to bring about beneficial changes and transformation in societal or human structures, to assist employees, develop and be prepared to become future leaders, this concept supports in the integration of their ideal's motivation and morale which is also the concern of this study.

School-Based Management (SBM) in the Division of Albay emphasizes the importance of long-term strategies connecting school goals to community and government objectives. School managers must manage daily operations and create reforms aligned with educational goals. This underscores the importance of leadership that goes beyond task, focusing on establishing the school's direction and ensuring its success, which helps in an effective school plan. When integrated with the Contingency Theory of Leadership, which states that there is no one-size-fits-all approach and that effective leadership depends on their internal and external environmental factors.

The integration of these theories demands a school leader' that is responsive to both internal and external community concerns within the Division of Albay. Hence, effective leadership in this context requires not only managing everyday activities, but also strategically developing school goals that align with bigger aims. This underscores the need of context-driven decision-making as leadership approaches can be adjusted to the needs of each school environment in order to enhance long-term achievement.

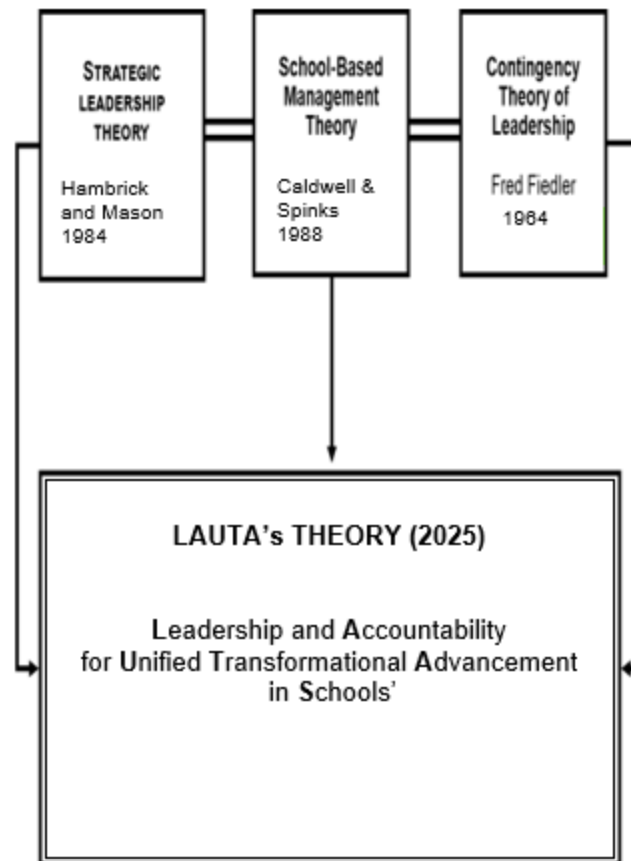


Figure 1
Theoretical Paradigm

1.3 Conceptual Framework

In order to thoroughly examine strategic leadership and SBM practices in the Division of Albay, this study uses the IPO model significantly to the analysis and improvement of the division's educational management.

The essential variables that may be regarded as the research's cornerstone are included in the input phase. It starts with strategic leadership techniques. First, the Assessment of School Heads OPCR is conducted, followed by evaluating the number of schools assessed during SBM evaluation.

Strategic leadership is also examined to determine the level of commitment by school leaders, using the four Key Result Areas indicators of SBM: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources.

The final part, the Development of Recommendations, involves the study's findings to inform the creation of plans for improving strategic leadership and SBM practices.

The findings and conclusions from the research process are represented in the Output Phase. An improved understanding of leadership and SBM effectiveness that offers a comprehensive examination of how strategic leadership practices influence SBM success in the Division of Albay.

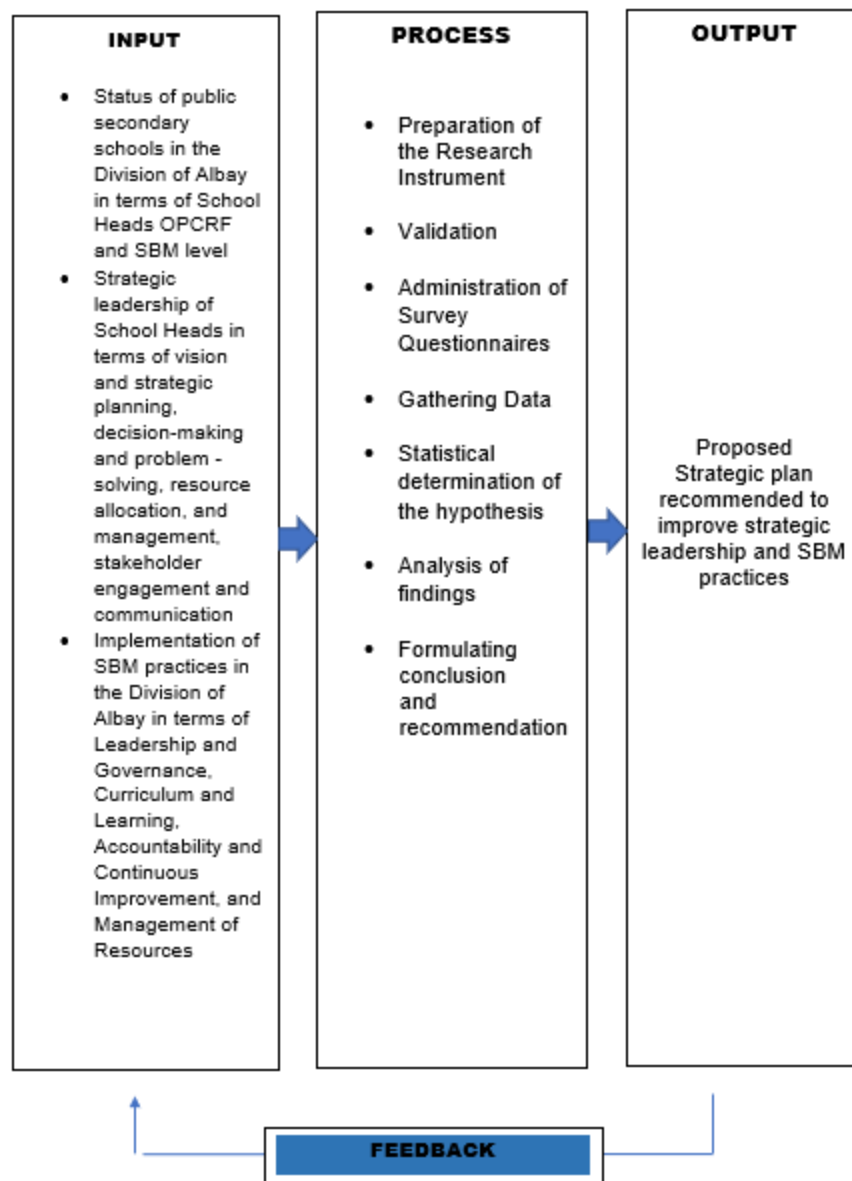


Figure 2
Conceptual Paradigm

2.0 METHODOLOGY

This section outlines the study's plan and framework, detailing the instrumentation used by the researcher to gather data from respondents, which is crucial for achieving the study's objectives. Additionally, the sampling strategy for selecting respondents, the study site, and ethical considerations in data collection are discussed. Furthermore, once all the data has been collected, the appropriate statistical tools were applied for analysis.

2.1 Research Design

This study employed a quantitative descriptive-correlational research design to determine the relationship between strategic ability of school leaders and the implementation of SBM in the Division of Albay.

According to Clarete et al. (2023) study, a quantitative descriptive-correlational research design is employed to examine the relationships between variables without manipulating them. This allows researcher to describe the current state of affairs and assess the strength and direction of associations between variables. It is particularly useful in educational settings to understand how different factors are related.

In this study, the researcher collects numerical data to described the status of secondary schools in the Division of Albay based on school heads' OPCRf ratings, the latest SBM evaluation, based from DepEd Albay Division record, along with the number of schools assessed and appraise the relationship between the strategic leadership of school heads and the implementation of SBM in the Division of Albay. Documents were analyzed using documentary analysis.

Additionally, the study focused on assessing the strategic leadership abilities of school leaders in areas such as vision and strategic planning, decision-making and problem-solving, resource allocation and management, and stakeholder engagement and communication. The researcher also examined the implementation of SBM practices in leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management, with data collected via a survey. The relationship was assessed through the Spearman Footrule formula and T-Test to infer the degree of correlation between the variables.

2.2 Research Instrument

The researcher used documentary analysis and survey-questionnaires as the instruments of the study. The researcher collected documents pertaining information to describe the status among secondary schools in the Division of Albay.

Meanwhile, survey-questionnaire was established into two parts: strategic leadership of school leaders and school-based management implementation practices. The collected data describes the status among secondary schools in the Division of Albay, through documents, which entails information of the school heads OPCRf rating and SBM level latest evaluation based from DepEd Albay records and number of schools evaluated. The documents were collected in the Schools Division Office of Albay.

As outlined in DepEd Order No. 2, s. 2015, titled Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, this order serves as the framework for setting performance expectations, monitoring progress, and evaluating outcomes for DepEd personnel, including school heads.

The Office Performance Commitment and Review Form (OPCRf) serves as critical instrument in evaluating the school heads performance. The evaluation ratings are anchored in descriptive

analysis that summarizes the school head's overall performance. Under this system, it is used to assess the performance of school heads, aligning their Key Result Areas (KRAs) and objectives with the overall organizational goals of the Department.

The numerical rating is a scoring system used to evaluate the performance of a school head while the corresponding adjectival rating descriptions are used to classify performance levels. These categories provide a clear and systematic method for assessing the effectiveness of school leadership and SBM Implementation along Key Result Areas (KRAs). It follows a 5-point Likert Scale encompassing with corresponding adjectival interpretations: (5) Outstanding, (4) Very Satisfactory, (3) Satisfactory, (2) Unsatisfactory and (1) Poor.

The OPCR Rating was shown in Table A.

Table A
OPCRF Rating

Range	Adjectival Interpretations	Description
5	Outstanding	Excellent performance with significant impact on the school
4	Very Satisfactory	Consistently meets expectations with good results
3	Satisfactory	Meets expectations but may have areas needing improvement
2	Unsatisfactory	Performance does not consistently meet expectations
1	Poor	Performance is below the required standard

Source: DepEd Order no. 2 s. 2015

Likewise, DepEd Order no. 83 s. 2012, titled Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool (APAT)—was issued by the Department of Education (DepEd) to enhance the decentralization of school governance and improve the quality of education through community involvement and accountability. It provided guidelines for assessing schools' SBM practices using the APAT, which includes a self-assessment checklist to identify areas for improvement in school operations. Sixty percent of the evaluation focused on the improvement of learning outcomes, while the remaining 40% was based on validated Department of Education (DepEd) practices. Similarly, the latest SBM evaluation, based on DepEd Albay records and the number of schools evaluated was used in this study.

Table B
School-Based Management Level of Practice

Rating	Adjectival Rating	Description
0.5-1.4	Level 1 – Developing	Developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes
1.5-2.4	Level 2 – Maturing	Introducing and sustaining continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes
2.5-3.5	Level 3 – Advanced	Ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining.

Source: DepEd Order no. 83 s. 2012

Meanwhile, to ensure the credibility of the instruments, the researcher was taken into accounts following proper validation process. To begin with, a formal letter of intent addressed to collect documents from the Schools Division of Albay was prepared by the researcher. Along with the constructed survey-questionnaire to the Research Adviser and the panel of examiners for consultation. Upon consultation, all the suggestions and recommendations were added to the finalized instruments. A newly-developed instrument were presented again to the Research Adviser and the panel of examiners for validation. Once approved, a copy of validation form was given to the researcher from the Office of the Registrar to be signed by both the Research Adviser and the panel of examiners, and the Research Director. A finalized instrument was now ready to collect data from its respective recipients.

The survey-questionnaire were designed to be answered by the Junior High School, School Heads and teachers from Schools Division of Albay. It was composed of questions to identify the strategic leadership of school heads and determine the implementation of SBM practices.

Survey-questionnaire Part I entails questions that sought to identify the strategic leadership of school heads. It contains information centered along vision and strategic planning, decision-making and problem solving, resource allocation and management, and stakeholder engagement and communication.

On the other hand, the Part II caters questions that sought to determine school-based management practices implementation along Four Key Result Areas (KRAs). It was solely focused along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Both Part I and Part II was structured using a 4-point Likert Scale. The weighted mean description was shown in Table C.

Table C Weighted Mean Description			
Scale	Range	Description	
		Strategic Leadership	SBM Practices
4	3.25-4.00	Strongly Agree (SA)	Highly Implemented
3	2.50-3.24	Agree(A)	Implemented
2	1.75-2.49	Disagree D	Moderately Implemented
1	1.00-1.74	Strongly Disagree (SD)	Not Implemented

2.3 Data Gathering Procedures

In collecting data, the researcher has taken a consecutive time and procedures to ensure that all processes went beyond ethical considerations and legal compliance.

To initiate the process, the researcher presented a formal letter of request signed by the Research Director and Research Adviser to the Schools Division Office of Albay to collect documents such as name of schools, number of Junior High School teachers, records of school heads OPCRf rating, schools' SBM level latest evaluation records and number of schools evaluated. Once a copy of documents was given to the researcher, the data and information indicated in the documents were treated with the most appropriate statistical tool, encompassing confidentiality.

For the survey proper, the researcher presented a formal letter of request signed by the Research Director and the Research Adviser to the respondents to ensure the protection, confidentiality, rights of the participant's responses as well as the measures taken to safeguard data.

Before any data is actually collected, all participating candidates were asked for their informed permission, which includes a detailed explanation of the study's objectives, the methods that to be followed any possible challenge and the advantages of taking part. Also, each respondent was informed that they can discontinue participating at any time without incurring any penalties. Confidentiality was strictly ensured through anonymization and storage in a locked database that only the researcher has access to.

Once the respondent accepted and approved the letter, a copy of survey questionnaire and a Google Link form were given to each respondent to examine several aspects of strategic leadership and SBM practices. Each respondent was given sufficient time to answer the questions indicated in the survey-questionnaire to facilitate its correctness.

During data collection, the researcher captured photographs for academic compliance and documentation purposes. After answering by the respondents, it was retrieved to come up the results. All the survey responses were first be meticulously coded and tallied to facilitate methodological analysis. Upon all data were tallied, appropriate statistical tools were used to reveal the findings. All data were presented, analyzed, interpreted, and discussed by the researcher.

2.4 Respondents of the Study

The researcher selected secondary Junior High School principals and teachers from the Schools Division of Albay as the respondents for the study. They were chosen to assess school head's strategic leadership and SBM Implementation in their schools focusing on areas such as vision and strategic planning, decision-making and problem-solving, resource allocation and management, stakeholder communication and participation, as well as the implementation of School-Based Management (SBM) in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. By capturing a wide range of perspectives and experiences, this study provides a comprehensive analysis of strategic leadership and SBM practices across various educational contexts, offering a well-rounded understanding of how management and leadership strategies influence the Division's performance. The respondents of the study were shown in Table D below.

Table D
Respondents of the Study

Districts	Respondents			
	School Heads		Teachers	
	Actual Number	Sample Size	Actual Number	Sample Size
First District	28	19	406	201
Second District	27	17	773	264
Third District	49	40	384	196
TOTAL	104	76	1563	661

As shown in Table D, there were 76 school heads and 661 teachers selected to be the subject of the study. The number of school heads was determined by the count of schools that had validated SBM levels during the most recent SBM evaluation from the previous school year, 2020. The data for teachers was determined through Slovin's formula, incorporating proportional random sampling through fishbowl method and convenient sampling, whereas the number of respondents from each school is calculated accounting for the proportional size of each school to the overall population to ensure that all data was treated and gathered with ethical considerations.

This study does not cover the school heads and teachers in Senior High School Department of any public schools.

2.5 Sampling Technique

In this study, Slovin's formula was used to determine the appropriate sample size of teacher participants, with a 5% margin of error to ensure statistical reliability. Once the sample size was determined, proportional random sampling was used to distribute the sample across schools depending on the total number of teachers at each institution. Each school employed a fishbowl approach (a simple random sampling technique refers to randomly selected subset of a population whereas each member has an exactly equal chance of being selected (Thomas, 2020). In settings when access is limited or participation is not essential, convenience sampling was employed to reach willing respondents while ensuring that the sample is representative.

Slovin's formula is used to select the number of respondents through calculation of sample size (Ellen, 2020). It was calculated by dividing the given population size to the sum of 1 and a product upon calculating the given population size and the product of multiplying the margin of error. The Slovin's formula was shown below:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n=No. of samples

N= total population

e= margin of error

2.6 Study Site

The study was conducted in public secondary schools within the jurisdiction of the Division of Albay, Region V - Bicol. The division comprises schools from different municipalities and districts in Albay province but independent city divisions such as Legazpi City Division, Tabaco City Division, and Ligao City Division were excluded.

The chosen schools represent different degrees of School-Based Management (SBM) implementation, providing a comprehensive leadership practice, stakeholder engagement, and SBM compliance within the division.

The First District of Albay is located in the northeastern part of the province. It comprises the City of Tabaco and the municipalities of Bacacay, Malilipot, Malinao, Sto. Domingo, and Tiwi. This district is geographically defined by its coastal areas facing the Lagonoy Gulf and the Pacific Ocean, as well as its proximity to Mayon Volcano (Province of Albay, 2025).

The Second District of Albay encompasses the capital city of Legazpi and the municipalities of Camalig, Daraga, Manito, and Rapu-Rapu. Geographically, it is situated in the northeastern part of Albay, bordered by the Pacific Ocean to the east and the slopes of the iconic Mayon Volcano to the west. Economically, the Second District is diverse. Legazpi City serves as the economic and educational center, hosting government offices, universities, and commercial establishments. (Wikipedia contributors 2025). But, Legazpi City Division was not included as the site of the study. The Third District of Albay is situated in the central part of the province, encompassing the city of Ligao and the municipalities of Guinobatan, Jovellar, Libon, Oas, Pio Duran and Polangui. Only schools located within the abovementioned municipalities under the jurisdiction of the Division of Albay were included in the study (Wikipedia contributors, 2025).

Hence, due to its diverse geographical and economic status, the setting offers rich contextual background, making it an ideal setting for studying SBM practices and strategic leadership in public schools.

With this, considering the educational landscape of Albay varies across districts, the researcher deemed hope that this study will contribute valuable knowledge on how strategic leadership can be adapted to diverse school settings—ensuring that SBM initiatives are not only implemented but also sustained and contextualized.

2.7 Data Analysis

This study utilized documentary analysis, both descriptive and inferential statistical methods to analyze the data collected from surveys with school leaders and educators.

Data from the structured survey questionnaires was summarized using descriptive statistics on the Strategic Leadership of School Heads' and SBM Implementation in the Division of Albay.

One such tool is the weighted mean, which helps determine the average response while taking into account the relative importance of each item (see appendices A-B) . The formula for the weighted mean is shown below.

$$\bar{x} = \frac{\sum (w \cdot x)}{\sum w}$$

Where:

\bar{x} = weighted mean

X = value or score (e.g., Likert scale rating)

W = weight or frequency of each value

$\Sigma (X \cdot W)$ = sum of the products of the values and their corresponding weights

ΣW = sum of all weights

The descriptive statistics entails statistical tools to interpret data using weighted mean formula while inferential statistics comprises statistical tool to treat the data using Spearman Footrule formula to infer significant degree of correlation between variables of the study.

On the other hand, inferential statistics comprises statistical tool to treat the data using Spearman Footrule formula.

The Spearman Footrule is a statistical tool used to measure the similarity or difference between two ranked lists. To determine the alignment between school administrators' and teachers' priorities in SBM implementation, the Spearman Footrule and T-Test was applied. This method quantified the dissimilarities between their respective rankings, with a lower footrule value indicating a closer agreement.

As noted by Zeng et al. (2025), this approach is beneficial in measuring rank-based differences in nonparametric educational data.

In this study, it was integrated to the findings revealed in objective 4 which is to determine the significant relationship between the strategic leadership ability of school leaders and the school-based management implementation in the Division of Albay. The statistical formulas were shown below:

$$\text{Rho} = 1 - \frac{6 \Sigma G}{N^2 - 1}$$

Where:

Rho = Spearman's rank correlation coefficient

ΣG = sum of the squared differences between the ranks

N = number of items

To test the significance of Spearman's footrule correlation, which is a measure of the strength and direction of association between two ranked variables, a t-test can be used. The test statistic is calculated as:

$$t = r_s * \sqrt{\frac{N - 2}{1 - r_s^2}}$$

Where:

T - Represents the calculated t-statistic

r_s - Is the Spearman rank correlation coefficient

N- Number of pairs of observations

3.0 RESULTS AND DISCUSSION

This section discusses the data collected in the study clearly and systematically. It delves into the meaning, interpretation, and broader context and comprehensively explains the research outcomes. Generally, the findings revealed were centered along the status among secondary schools in the Division of Albay, strategic leadership of school heads, school-based management implementation, practices, and its significant relationship between the strategic leadership ability of school leaders and the school-based management implementation in the Division of Albay. Further, the researcher develops a strategic plan to improve the strategic leadership and school-based management practices in the Division of Albay. The status of secondary schools in the Division of Albay was shown in Table 1.

Table 1
Status of Public Secondary Schools in the Division of Albay

Districts	OPCRF Rating	Adjectival Interpretation	SBM Rating	Level	Adjectival Interpretation	ACTUAL NO. OF SCHOOLS	SCHOOLS WITH VALIDATED SBM	PERCENTAGE
First	4.98	Outstanding	2.32	2	Maturing	28	15	68%
Second	4.88	Outstanding	1.77	2	Maturing	27	17	63%
Third	4.91	Outstanding	1.95	2	Maturing	49	40	82%
AVERAGE	4.92	Outstanding	2.03	2	Maturing	104	76	71%

Source: SDO Albay Division School Year 2020

The findings tackle in this portion are all about the status of the public secondary schools in the Division of Albay. It covers the findings along the school heads' Office Performance Commitment and Review Form (OPCRF) rating, SBM level latest evaluation based from DepEd Albay records and number of schools evaluated last School Year 2020.

3.1 School Heads' Office Performance Commitment and Review Form (OPCRF)

3.1.1 Rating

The Office Performance Commitment and Review Form (OPCRF) in the Department of Education (DepEd) is a key performance tool used to assess and the effectiveness and efficiency of offices within the department.

Presented in the table 1 is the Office Performance Commitment and Review Form (OPCRF) ratings and School-Based Management (SBM) status of public secondary schools in three districts of the Division of Albay for the school year 2020, with an Outstanding OPCRF ratings and an average of 4.92, signifying excellent performance within the division. The school heads in the 1st district were assessed to have the highest OPCRF rating of 4.98. This is followed by the 3rd District with an average OPCRF rating of 4.91. Least was school heads' OPCRF rating of 4.88 from the 2nd District. All of these were interpreted as Outstanding. The results showed that school heads demonstrated a consistent high rating classified as Outstanding across all districts.

The outstanding rating reflects high level of performance by school leaders in the management and leadership of their respective schools. The OPCRF results for the three districts in the Division of Albay indicates that school heads received Outstanding ratings, ranging from 4.88 to 4.98. While

the differences are small, the 2nd District scored the lowest average OPCRf rating (4.88), compared to 4.91 in the 3rd District and 4.98 in the 1st District.

This supports the findings of Reyes (2023), Madis (2024) and the Division of City Schools - Tagbilaran (2020), which emphasizes the role of OPCRf in measuring school heads performance and effectiveness in school management and leadership.

Likewise, Arengue agreed that OPCRf is a standardized tool used by the Department of Education (DepEd) in the Philippines to assess and document the performance of schools and their leaders that aligns individual and institutional objectives with the organization's goals, ensuring accountability and facilitating performance evaluations. This promotes accountability and responsibility to their school's progress.

Moreover, as noted by Santos (2020), school leaders with consistently high OPCRf ratings signifies strong leadership ability skills which contribute to improved school-based management practices and student outcomes. However, a lower OPCRf rating does not necessarily impede the effective SBM implementation as pointed out by Almazan et al (2022) wherein even with moderate performance ratings, schools can achieve high SBM outcomes, potentially due to strong collaborative practices and community involvement. Likewise, Mahinay et al (2025), affirmed that there was no significant relationship between school heads' SBM practice levels and their schools' academic performance. This suggests that even with moderate performance ratings, schools can achieve high SBM ratings and outcomes, potentially due to strong community practices and engagement. They also affirmed that schools with higher readiness levels, including strong leadership and effective resource management, demonstrated advanced SBM practices and better academic outcomes.

As an outcome, it is important that public secondary school heads must continue to improve their performance by strengthening connections with their stakeholders, while Banua et al (2022) recommend to focus on learning, collaboration, data use support, curriculum assessment, and instruction alignment, Aquino (2023) emphasized the importance of responsibility in handling organizations and in managing organizations effectively.

3.1.2 School-Based Management (Sbm) Latest Evaluation Rating

School-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools (World Bank,2007). It gives stakeholders more authority and responsibility for school operations and decision-making with the goal of improving student outcomes, reflecting priorities, and increasing school autonomy.

The SBM ratings across the districts average at 2.03, which corresponds to Level 2: Maturing, based on Department of Education (DepEd) SBM Level Assessment standards, indicates that, overall, the Division of Albay is in the "Maturing" phase, implying that the SBM process is ongoing and evolving across the division, but is not yet at the advanced or optimal stage. The fact that all districts are rated as "Maturing" suggests that there is a good foundation for SBM in place. School heads and stakeholders are likely engaging in decentralized management practices, promoting

community involvement, and creating a more responsive educational environment. The ratings indicate that there is significant room for improvement to fully mature the SBM process.

The maturing stage indicates that strategic leadership is still evolving within the schools. SBM emphasizes the importance of community involvement in school governance. It suggests that while some involvement has been achieved, there may be gaps in fostering genuine collaboration among stakeholders (parents, teachers, local communities, and students). Schools need to work towards increasing the participation of all stakeholders to ensure sustainable and inclusive development.

Despite the outstanding performance of school heads, the SBM levels across Albay remain at Level 2. This phenomenon may be explained by several systemic and institutional factors, including resource limitations, the absence of sustained capacity-building initiatives, and challenges related to the local context.

A study by Cruz and Bautista (2020) on SBM implementation in the Bicol Region found that:

"While school leadership plays a pivotal role in the successful implementation of SBM, the advancement to higher SBM levels often hinges on broader systemic support, which includes adequate training for all stakeholders, funding allocation, and consistent monitoring from the division office. In the absence of these components, even outstanding school heads may struggle to move beyond Level 2 of SBM, particularly in resource-constrained areas."

It suggests that, while school leadership is crucial, systemic support and infrastructure tend to be the determining factors for SBM advancement.

Hence, to achieve an advanced level of SBM, school heads will need to engage in data-driven decision making, promote innovative educational practices, and focus on long-term sustainability. Leadership training programs should be aligned with these goals to help school heads better address the evolving challenges of SBM. Moving forward, there is a need for strengthening collaboration between school leadership and external stakeholders, including local governments, community leaders, and parents, to ensure that SBM is not just a top-down initiative, but a community-driven effort that benefits all parties involved.

The SBM ratings of Level 2 - Maturing in the Division of Albay reflect significant progress in School-Based Management implementation but also highlight areas for improvement. Strategic leadership is key to advancing SBM to its full potential. The Division should continue focusing on empowering school heads and increasing stakeholder engagement to foster a more mature and sustainable SBM system, ultimately leading to improved educational outcomes.

An analysis of Bane et al (2024) emphasized the importance of student achievement, effective and efficient leadership, teacher morale, innovation, community involvement, and professional development for schools to achieve SBM Level Status. However, difficulties like limited resources, inequality, capacity building, and sustainability needs to be addressed. A structured plan is suggested to address these issues.

Also, a study made by Race (2020) demonstrates the impact of implementing sufficient Means of Verification (MOVs) in School-Based Management (SBM) evaluations. This aimed to enhance SBM implementation in the Division of San Pablo City, Philippines. It identified shortcomings in the existing SBM validation process, such as lack of self- assessment, inadequate coordination meetings, limited validation teams, and unclear guidelines. By developing standardized processes, creating a standard assessment tool with suggested MOVs, and organizing multiple validation teams, the study achieved a 100% validation rate of schools within five months, compared to 85% over ten months in the previous year.

Gecolea et al (2020) also investigated the factors influencing the SBM level of practice in developing schools. The research identified that the most hindering factor affecting the SBM level of practice was the "Organizing and Filing of Documents/Artifacts." This suggests that inadequate documentation and MOVs can impede the effective implementation of SBM, thereby affecting performance level ratings.

Therefore, to improve SBM performance level ratings, schools must conduct a thorough MOV audit to identify missing or disorganized documents and create a checklist aligned with DepEd standards. Establishing a clear documentation system, with designated SBM Teams and organized folders (physical or digital), to ensure proper labeling and accessibility was encouraged.

Thus, obtaining School-Based Management Level Status is influenced by a number of essential elements. Since achieving the Advance Level of SBM is also difficult, the idea of strategic leadership fits in with these elements as essential to successful SBM implementation. Nevertheless, the study also highlights problems like scarce resources, inequality, capacity building, sustainability, and recommends the creation of a systematic plan to deal with these problems, a more comprehensive strategic plan was needed to address these issues.

While promising, this level also shows that most schools are still progressing toward higher levels of autonomy and community involvement. utilization, and stakeholder participation. While it indicates that stakeholder participation is a critical component of SBM, its impact on SBM practices varies.

A study of Lam-an (2023) noted that higher stakeholder participation did not necessarily correlate with a higher level of SBM practice. Instead, collaborative efforts and positive school-stakeholder relationships significantly impacted all aspects of SBM, including leadership, governance, curriculum, accountability, and resource management.

This highlights the need of not only involving stakeholders, but also establishing effective collaboration and trust. The disparity in SBM validation suggests that some districts especially those with low SBM evaluation ratings may require more targeted capacity-building efforts, such as training for school heads and local stakeholders, to reach higher SBM levels.

According to the Department of Education (DepEd Order No. 83, s. 2012), full implementation of SBM is crucial for improving school governance and learner outcomes. Schools that lack validated

SBM status may be less efficient in planning, resource allocation, and decision-making processes, which can hinder their ability to meet educational goals effectively. Without a validated School-Based Management (SBM) status, these schools may struggle to align their improvement plans with actual community needs, resulting in missed opportunities for stakeholder engagement and sustainable development.

Hence, aiming and attaining a high or advanced School-Based Management (SBM) level status is critical for fostering effective leadership, improving school performance, and ensuring sustainable educational development. A strategic plan is hereby recommended to address the issue related concern.

As stated by Leithwood, Harris, and Hopkins (2020), a clearly communicated, aspirational vision aligned with the school's values enhances commitment to improvement initiatives, underscoring the importance of strategic leadership in SBM.

Silabay and Alegre (2023) emphasized that SBM practices can be improved through ongoing training, higher education promotion, gender-balanced leadership, and constant key player designations, resulting in long-term school improvement.

Similarly, Maca (2025) discovered that advanced SBM practices are associated with improved academic achievements, stakeholder involvement, and resource efficiency—all of which are important measures of success at SBM Level III.

In addition, Dones et al. (2023) affirm SBM's importance in improving leadership, curriculum, accountability, and resources, while emphasizing the need for greater collaboration in the face of persistent obstacles such as unclear roles and inadequate communication.

Tropicales (2024) concluded that teacher participation in SBM boosts empowerment and teaching effectiveness, reinforcing the need to maintain active SBM programs for improved school outcomes. While, Kilag et al. (2024) affirmed the need for adaptive responses to issues such as stakeholder readiness and resource limitations to ensure sustainable SBM implementation.

Finally, Kumar et al. (2021) point out that incomplete documentation hinders SBM efficiency, recommending improved record-keeping and staff training to enhance effectiveness.

Collectively, these findings provide strong justification for schools in the Division of Albay to strive for higher SBM levels to realize strategic, inclusive, and high-impact educational leadership and outcomes.

3.1.3 Number Of Schools With Sbm Evaluation

The table indicates how SBM evaluation rates vary by district. While most schools have finished their assessments, there's still evaluation gaps that must be addressed. There are still schools in the First and Second Districts that need to be reviewed, therefore targeted support and intervention are needed. The Division Office can improve the evaluation system and ensure that all schools

benefit from the SBM framework by removing barriers, providing resources, giving Technical Assistance and ensuring consistent follow-up. The need for targeted support and intervention indicates that the current evaluation process is not reaching all schools in a timely and comprehensive manner. It calls to make concentrated efforts to identify and address impediments that hinder schools from conducting SBM evaluations.

Of the 104 schools in all districts, 76 had validated SBM status, which led to a 71% validation rate. This indicates that the Division of Albay achieved School-Based Management (SBM) statuses that align with the Department of Education's framework, but a need to strengthen the evaluation system and promotes continuous improvement. However, the remaining 29% need targeted interventions to bridge the gap and improve the division's overall SBM level. The Department of Education considers SBM validation as a crucial indicator of school readiness for autonomy and accountability (DepEd Order No. 83 s. 2012). It signifies that a higher number of validated schools leads to efficient resource management, instructional leadership, and data-driven improvements, aligning with national standards and enhancing the evaluation system's credibility.

As Torregos (2021) study emphasized that, SBM validation ensures that schools are aligned with national standards for performance and planning, and schools with validated SBM statuses tend to exhibit better alignment between their improvement plans and actual learning needs, resulting in more effective use of budget and resources.

If fewer schools participated in the SBM evaluation, it limits the ability to identify areas that need improvement. It can be challenging to identify specific challenges that aren't reviewed since they might overlook important input on their general performance, management strategies, and efficacy of instruction. This absence makes it difficult to carry out interventions that could raise the standard of education. Furthermore, it decreases accountability, and reduces the evaluation process's overall efficacy. Hence, to promote equity, accountability, and ongoing growth, it is imperative that all schools take part in evaluations.

Just what School-Based Management theory emphasized and is described in this study, this will give schools more control over decision-making that will help them better meet local needs and perform better. Granting each school, a great deal of autonomy, it creates an efficient educational approach that best suits the demands and circumstances of the student body. So, an evaluation of SBM practices is needed to serve as a reference for describing how SBM practices are implemented in Albay Division and how they enhance educational outcomes.

Likewise, a study made by Race (2020) demonstrates the impact of implementing sufficient Means of Verification (MOVs) in School-Based Management (SBM) evaluations. It identified shortcomings in the existing SBM validation process, such as lack of self-assessment, inadequate coordination meetings, limited validation teams, and unclear guidelines. By developing standardized processes, creating a standard assessment tool with suggested MOVs, and organizing multiple validation teams, the study will achieve a 100% validation rate of schools within five months, compared to 85% over ten months in the previous year.

This was agreed by the study of Osea's (2022) that explores the challenges Albay faces in implementing School Based Management (SBM) due to limited resources, decentralized decision-making and resistance from educators, focusing on leadership techniques to overcome obstacles. These findings provide practical contributions to the present study as it may be considered by the school heads and teachers in the Province of Albay in crafting the implementation of SBM. Thus, it is vital that local government authorities and sole agencies of education must provide adequate financial support to the school heads and teachers to effectively and efficiently materialize the SBM. He also asserted that challenges such as issues with document availability and authenticity, and the appreciation of documents by validating teams, during SBM Validation may affect the ratings to get Level 3 status. Just like Table 1, wherein majority of schools in Albay is in Level 2 Maturing Stage, these may consider to be one of the factors, that's why reaching SBM Level 3 Advanced Level is difficult also in Albay.

This affirms Fred Fielders Contingency theory, that is used in this study, which state that, there is no one ideal way to lead, rather effective leadership techniques depend on how well they meet the needs of the moment as cited also by Nguyen (2023). Hence, a strategic plan is needed to reach a particular goal.

Another study made by Bacani (2019) confirmed that that there is impact of implementing sufficient Means of Verification (MOVs) in School-Based Management (SBM) evaluations.

Therefore, the use of Means of Verification (MOVs) during SBM validation is crucial as it provides evidence for assessing the implementation of SBM practices, thereby ensuring transparency, accountability, and informed decision-making for ongoing improvement in school management and performance.

Likewise, the study of Saro et al (2022) states that, schools with higher readiness levels, characterized by effective leadership and resource management, exhibited better SBM implementation and improved academic performance.

Both studies highlight the critical impact of school readiness—particularly in terms of leadership effectiveness and resource management—on the successful implementation of School-Based Management (SBM) and the resulting academic outcomes and schools with higher levels of readiness were better positioned to implement SBM frameworks effectively, which translated into measurable improvements in learning performance.

This suggests that leadership readiness does not only influence administrative compliance but also directly correlates with academic success but also serves as a foundational condition for the successful application of SBM. They also affirm that without adequate leadership capacity and resource availability, SBM initiatives may stagnate at lower implementation levels, regardless of policy mandates. These insights support the theoretical underpinnings of Strategic Leadership Theory, SBM Theory, and Contingency Theory, reinforcing the idea that leadership quality and contextual preparedness are indispensable to SBM success. Likewise, the Contingency Theory explains that there is no one ideal way to lead; rather, effective leadership techniques depend on

how well they meet the needs of the moment. In the context of SBM, this means that school leaders must adjust their management techniques to their meet their school's needs.

Therefore, obtaining School-Based Management (SBM) Level Status is influenced by a number of essential elements and achieving the Advance Level of SBM is also difficult, the idea of strategic leadership fits in with these elements as essential to successful SBM implementation. Despite those challenges, all districts maintained Outstanding performance, exhibiting outstanding leadership and commitment. However, the slightly lower score suggests opportunities for improvement, particularly in addressing localized challenges that might hinder great performance outcomes.

Hence, it is recommended that school heads should develop strategic plans to address these challenges and that Department of Education leaders provide targeted support to enhance supervisory skills. The assessment of efficiency and accountability suggests that school-level decision-making should be data-driven, encouraging educators to use performance data to inform management strategies, identify improvement areas, and set goals for successful SBM.

3.1.4 Strategic Leadership of School Heads

Strategic leadership is the ability of top-level managers to determine future courses of action and motivate members to make efforts in that direction (Business Jargons, 2025). This involves setting a vision, employing strategies, motivating others, anticipating changes, making decisions, communication, and adapting to changes. This also conforms to the definition given by Indeed (2025) as well as by Yukl et al (2020) about strategy that it is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.

Therefore, it is the way on how managers employ creativity, problem-solving skills and strategic vision with various skills integration management techniques to develop a vision that enables their organization, to adapt to remain competitive in a changing economic and technological adaptation, so that each team members and organizations attain long-term goals. In this study, it refers to the ability of school leaders to administer schools towards effective and efficient school learning environment.

Mataas et al (2023) study agreed that school principal' leadership styles—particularly transformational, transactional, and strategic—have a significant relationship with the school-Based Management (SBM) level, therefore, strong and effective leadership style was found to directly impact the performance and success of SBM implementation, which cited in the theories used in this study.

Likewise, to Moquia et. al (2024) study found that strategic leadership significantly influenced organizational learning, suggesting that effective leadership is crucial for the development and sustainability of educational institutions. Hence, strategic leadership ensures growth and sustainability of the organization.

Strategic planning is a component for success of any organization, and in education sector. Leadership is an element in effectively implementing SBM since school heads are the ones who shape the schools' vision, direction, and growth by making informed decisions, fostering a positive culture, and aligning educational goals with the community's needs. This study explored how school heads apply strategic leadership to drive school improvement.

Tore et al. (2020) concludes that the strategic leadership behaviors of school heads positively influence contingency planning and its various sub dimensions. Hence, effective strategic leadership strengthens the ability of school managers to handle crises efficiently. This may serve as one of the foundational bases of the present study as it evaluates the strategic leadership capabilities and abilities of the school heads in implementing SBM in the Province of Albay. The Strategic Leadership of School-Heads in the Division of Albay was shown in Table 2, having the Average Weighted Mean, wherein the researcher used simple random sampling technique as cited by Thomas (2022) and Slovincs formula (Ellen 2020) to select the number of respondents. Likewise see attached appendices A for the Strategic Leadership of School Heads among Respondent A (School Head) and Appendices B for the (Teachers).

Table 2

Strategic Leadership of School Heads among the Group of Respondents

INDICATORS	SCHOOL HEADS' N= 76		TEACHERS N=661		AMW	AI
	WM	AR	WM	AR		
2.1 Vision and Strategic Planning						
Has a clear and well-communicated vision.	3.91	SA	3.70	SA	3.81	SA
Actively engages staff in strategic planning sessions	3.88	SA	3.82	SA	3.85	SA
The vision and strategic plans are regularly reviewed and updated to reflect current challenges, and opportunities and align with the school's goals	3.88	SA	3.57	SA	3.83	SA
AVERAGE WEIGHTED MEAN	3.76	SA	3.63	SA	3.70	SA
2.2. Decision-Making and Problem Solving						
Involve staff in the decision-making process for important school matters.	3.70	SA	3.51	SA	3.60	SA
Uses data and evidence to make decisions about school improvement.	3.94	SA	3.57	SA	3.76	SA
Decision-making at the school level is transparent and inclusive.	3.68	SA	3.52	SA	3.60	SA
Respond to challenges and find solutions to school-related problems	3.70	SA	3.54	SA	3.62	SA
AVERAGE WEIGHTED MEAN	3.75	SA	3.54	SA	3.64	SA
2.3. Resource Allocation and Management						
Effectively and sufficiently manages school resources (financial, human, material) to meet its strategic objectives	3.75	SA	3.48	SA	3.62	SA
Allocate resources (financial, material, human) to meet school objectives.	3.80	SA	3.51	SA	3.56	SA
Transparent in the process of managing resources in the school	3.83	SA	3.53	SA	3.58	SA
AVERAGE WEIGHTED MEAN	3.66	SA	3.50	SA	3.58	SA
2.4. Stakeholder Engagement and Communication						
Communicates regularly with stakeholders (teachers, parents, community) about school policies and initiatives.	3.85	SA	3.64	SA	3.74	SA
Has strong partnership between the school and local community organizations	3.57	SA	3.81	SA	3.59	SA
School Head effectively and actively involves parents and community in school management, decision making process to support school initiatives	3.80	SA	3.59	SA	3.60	SA
AVERAGE WEIGHTED MEAN	3.57	SA	3.61	SA	3.59	SA

Note: 3.25 – 4.00 Strongly Agree (SA), 2.50 – 3.24 Agree (A), 1.75 – 2.49 Disagree (D), 1.0 – 1.7 Strongly Disagree (SD), WM-Weighted Mean, AMW-Average Weighted Mean, AI-Adjectival Interpretation

3.1.5 Vision and Strategic Planning

Strategic leadership of school heads indicates their ability to set a clear vision, create long-term goals, and lead their schools toward achieving educational excellence. As defined by Tang (2025), this is the clear and compelling long-term goal set by school leaders, reflecting the aspirations for the institution's future, and it involves outlining actionable steps and allocating resources to achieve this vision, ensuring alignment with educational standards and community expectations. In DepEd, school head's role is critical in shaping the direction of their schools by aligning policies, programs, and resources with the department's strategic objectives. A clear and well-communicated vision can guide school heads in making informed decisions, fostering collaboration among staff, and adapting to new challenges and opportunities. This type of leadership is about setting long-term goals, engaging stakeholders in the process, and ensuring that the vision and plans are aligned with the goals of the school.

Table 2 presents the results regarding the strategic leadership of principal or school heads in terms of Vision and Strategic Planning across three districts as perceived by School Heads and teachers. As presented, school heads strongly agreed that public secondary school across all districts in the Division of Albay has a clear and well-communicated vision with an average weighted mean of 3.91. This indicator received the highest rating among the others similar with teachers with an average weighted mean of 3.70. Following closely with a tied rank in "Has a clear and well-communicated vision and "The vision and strategic plans are regularly reviewed and updated to reflect current challenges, and opportunities and align with the school's goals for school heads with an average weighted mean of 3.68 for school heads and 3.62 for teachers. The result indicates that public secondary schools in the Division of Albay have successfully created a clear and well-communicated vision which promotes a collective commitment within the school community. Additionally, it highlights that school heads and teachers recognize the importance of ensuring that their strategies remain responsive to changing educational needs and challenges. Moreover, it indicates that public secondary schools actively engage their staff in strategic planning sessions. This was affirmed by the study of Esogon (2024) wherein it recommends implementing school training programs to enhance transformational leadership skills among school heads that will significantly influence teachers' commitment and performance. This may be beneficial to the present study as school leaders in the Division of Albay play an important role for creating adaptable and forward-thinking plans that engage school heads, teachers and stakeholders to be responsive and adaptable to these changes, ensuring that the school's vision reflects an evolving educational landscape. In addition, it pointed out that strategic planning in schools allow leaders anticipate challenges, optimize resources, and promote a culture of resilience despite the presence of external uncertainties such as natural or man-made calamities.

The findings affirm that public secondary schools in the Division of Albay demonstrate strong strategic leadership, clear goal-setting, and active engagement in planning processes. These findings can be associated with the findings conducted by Leithwood et al (2020), Perez and Ramirez (2021) and Pigao (2024) study that school heads' visionary leadership significantly influences teachers' performance, which suggests that an effective vision must be inspirational, clearly communicated and aligned with the school's core values and goal. Hence, staff, students, and community are more committed to school improvement initiatives when they share a school leader's vision.

Likewise, Tucker et al (2021) and Samimi et al (2022) affirmed that making strategic decision along school's vision will foster successful intervention and direct improvement initiatives.

Teachers gave a low rating to "The vision and strategic plans are regularly reviewed and updated to reflect current challenges, opportunities, and alignment with the school's goals", with an average weighted mean of 3.57. This indicates a concern about the relevance and effectiveness of the plans given. As stated by Bantillan et al (2023), challenges in strategic planning, such as improper conduct and low stakeholder involvement, can impede the development of practical plans. While Azaña (2024) found that the collaboration, accommodating, and compromising conflict management styles by school heads positively correlates with various aspects of school performance, indicating that effective conflict resolution enhances educational outcomes. The findings may be essential to the present study as it both underscore the need to have a conflict resolution style to manage situations that can hinder the attainment of school goals, this technique must be known by the school head to foster positive school atmosphere.

Therefore, this suggests a need for school leadership to reassess and enhance mechanisms for involving teachers in the strategic planning process. Implementing structured opportunities for collaboration and ensuring that teacher' voices are heard, to lead to more effective and sustainable school improvement initiatives.

Hence, to sustain and build on these positive practices, school heads must continue to prioritize capacity-building programs that enhance both leadership skills and the professional growth of teachers. Ensuring that school leaders and teachers are equipped with effective governance, instructional supervision, and strategic planning skills that will contribute to a more resilient, forward- thinking, and high-performing education system. Just like the strategic leadership theory mentioned in this study, it is deeply relevant to this study of SBM in the Division of Albay, as it will provides framework for school leaders to navigate the complexities of school management, make informed decisions, and implement long-term strategies that foster continuous improvement ensuring alignment to DepEd's mission and vision. School heads can create a strong foundation for the successful implementation of SBM and improve educational quality and outcomes in the division by applying the principles of strategic leadership.

3.1.6 Decision-Making and Problem-Solving

School heads, teachers, and administrators are continuously faced with challenges that require strategic thinking, collaboration, and proactive solutions to ensure that schools functions smoothly and students to be successful, school leaders must make sound choices that are aligned with their institutions vision and goals. According to (Tariq 2024), Decision-Making and Problem-Solving is the critical competencies for school leaders which involves the ability to analyze situations, consider various perspectives, and implement effective solutions to challenges within the school environment, it may contribute to educational institutions overall success and improvement. It emphasizes on the competence of school heads to provide resolutions to the problems in the school. Rini et al. (2020) study examined decision-making practices in SBM highlighting the importance of involving school committees in strategic decisions related to school missions, vision, objectives, and various operational aspects. The study identified challenges such as inadequate parental

participation, coordination issues, and overlapping roles between principals and school committees. This emphasizes the need for improved stakeholder involvement and collaboration among school committees for more coherent and inclusive strategic planning in schools.

School heads and teachers strongly agreed they use data and evidence to make decisions about school improvement with an average weighted mean of 3.94 and 3.57 for teachers and turned out to be the highest indicator. Moreover, both strongly agreed that they respond to school-related problems challenges and find solutions related thereof, with an average weighted mean of 3.70 for school head and 3.54 for teachers. The data revealed that school heads rated themselves higher in decision- making and problem-solving than teachers do. While both groups strongly agreed with all the indicators, a slight gap between the school heads and teachers' self-assessment's perceptions. The highest-rated aspect for both school heads and teachers are data-driven decision-making, indicating that school leaders prioritize evidence-based approaches when making improvements in their schools.

This reflects the growing emphasis on accountability and data utilization in educational management. Meanwhile, the lowest-rated indicator is the involvement of staff in the decision-making process. Although still within the Strongly Agree category, this suggests the need for greater inclusivity in decision-making processes. This discrepancy could indicate that while school heads believe they engage staff effectively, teachers may feel they need more participation in key decisions. The average weighted mean for school heads is 3.75 and interpreted as Strongly Agree, while teachers rated it at 3.54 which they understood as strongly agree. This result was affirmed by the study of Mas and Haris (2020), about the foundation of School-Based Management theory, where the schools was given more control over decision-making that will help better meet local needs and perform better. This serves as reference to describe how school leaders' strategic leadership practices impacted SBM implementation in Albay Division and how they enhance educational outcomes. This study will determine how the division's schools handle resources, engage with communities, and make choices that best suit their unique situations and issues.

Likewise, Awyan's (2021) study state that distributed leadership, teacher involvement in decision-making and teamwork significantly influences organizational commitment, highlighting the importance of collaborative leadership. This provides practical contributions to the present study as collective actions have a profound impact on organizational structure of the school. Thus, as the present study evaluates strategic leadership of the school heads in the Province of Albay, these findings may be suggested along decision-making and problem-solving skills, in order to attain educational success.

This suggests both groups perceive the school heads as effective in decision- making and problem-solving. The findings suggest that school heads in the Division of Albay demonstrate strong strategic leadership in decision-making and problem- solving. The high ratings across all indicators affirm that school leaders effectively use data and evidence in decision-making, ensuring that policies and school improvement plans are data-driven and research-based, maintain transparency and inclusivity in decision-making, though there is room for improvement in fully engaging teachers and staff, respond to school-related challenges, as shown by their ability to find timely and

effective solutions to problems. The discrepancy in ratings between school heads and teachers regarding staff involvement in decision-making suggests that while school leaders believe they are inclusive, teachers may still feel somewhat excluded from key discussions. This highlights the need for greater collaboration and communication between school leaders and their staff to enhance shared governance.

To further strengthen decision-making and problem-solving in public secondary schools in the Division of Albay, the participatory decision-making should be enhanced by the school leaders to adopt more collaborative leadership approaches, provide further training on data interpretation and application can help teachers and other stakeholders participate more effectively in evidence-based decision-making, and implement more open forums, feedback mechanisms, and leadership training to ensure that staff members fully understand and contribute to decisions affecting their schools. Overall, while school heads are perceived as strong decision-makers and problem-solvers, there is an opportunity to foster a more collaborative and inclusive approach to leadership.

Likewise, Maillol et al., (2020) study affirmed that effective decision-making of a school principal positively influences teachers' performance, thus, a more collaborative and participatory decision-making should be practiced to promote strong and harmonious relationship among school heads and teachers within the school.

Sapkota et al. (2020), emphasized the importance of decentralized governance in enhancing school leadership, fostering a culture of shared responsibility, and ultimately improving educational outcomes. These results suggest that a collaborative decision-making model, supported by both policy and practice, can lead to more effective educational reforms in schools. This may be useful to the present study as collaborative effort has a significant role in the decision-making and problem-solving processes. Thus, school heads and teachers in the Province of Albay must navigate these practices to ensure that in-depth evaluations were executed.

Also, making wise decisions and solving problems are essential components of a school leader's job. As emphasized by Aronson et al (2020), Capacite (2024) and Shiwakoti (2020) argued that decision-making in schools requires an understanding of both the context and data. It has been demonstrated that inclusive, data-informed, and transparent decision-making procedures improve the chances of solving challenging issues. Moreover, Tucker et al. (2021) found that school leaders who adopt a collaborative approach to problem-solving, involving teachers and other stakeholders, tend to implement more successful interventions.

3.1.7 Resource Allocation and Management

Effective resource allocation and management is a fundamental aspect of school leadership that impacts the quality of education, operational efficiency, and school performance. Resource allocation involves strategic planning, budgeting and prioritization to meet students' diverse needs and teachers while adhering to government policies and guidelines. Proper management of school resources, including funding, personnel, infrastructure, and instructional materials, ensures that schools remain functional, sustainable and capable of providing quality education.

In the context of public secondary schools in the Division of Albay, school heads play a crucial role in ensuring that financial, human, and material resources are efficiently distributed and utilized to support teaching, learning, and school development. This was affirmed by the study of Alava (2022), which state that the strategic distribution and oversight of a school's financial, human, and material resources must be optimized to promote educational outcomes, this is to ensure that resources are equitably and efficiently distributed, that will facilitate teaching and learning and foster a place conducive for learning. This study described the strategic leadership of school heads in public secondary schools in the Division of Albay in terms of resource allocation and management.

From the school heads perspective, the highest rating was given to "Effectively and sufficiently managing school resources to meet strategic objectives with an average weighted mean of 3.75 while Transparency in the process of managing resources in the school" with an average weighted mean of 3.53 for teachers. The overall average weighted mean for school heads was 3.66 (Strongly Agree) while 3.50 for teachers also with strongly agree interpretation.

The findings indicate that Division of Albay school heads are perceived as highly competent in resource allocation and management. Both school heads and teachers recognize the transparency of resource management as a key strength, as this indicator received the highest rating. This suggests that decision-making processes regarding financial, human, and material resources are communicated openly, fostering trust among stakeholders. Additionally, the ratings show that school heads effectively allocate and utilize resources to support school objectives.

This implies that funding, personnel, and materials are distributed based on identified needs, ensuring the optimal use of available resources. The strong agreement from both school heads and teachers reflects a well- established resource management system within public secondary schools in the Division of Albay. The high ratings across all indicators suggest that resource management policies and guidelines are well-implemented and adhered to by school leaders, school heads are proactive in ensuring transparency, and resource allocation is aligned with strategic objectives, ensuring that funds, manpower, and materials contribute to educational outcomes improvement.

Just like Steiner and Hassel (2020), Bowers and Shoop (2021), and Rizada (2025), they highlight that effective school leaders must balance financial constraints with the need for instructional materials, professional development and staffing. Likewise, transparency in resource distribution and alignment with school goals contribute to improved teacher satisfaction, student performance and foster positive school culture. They believe that an effective school leader must balance financial constraints with the need for instructional materials, professional development, and staffing.

Also, a study made by Ige and Abiodun (2024) concluded that inefficient resource allocation and funding have resulted in resource limitations and inequitable distribution, creating disparities in the quality of education offered within the study area. This underscores that strategic resource allocation really plays a critical role of enhancing educational outcomes.

3.1.8 Stakeholder Engagement and Communication

Stakeholder engagement and communication are essential parts of any successful project, organization, or project. Strategic leadership in schools encompasses effective decision-making and resource management, with stakeholder engagement and communication playing pivotal roles. Educational leaders who prioritize transparent, two-way communication create inclusive environments that support shared goals and vision (Peace et al. 2024). They added, strategic communication enhances decision-making, fosters collaboration, and builds trust among stakeholders. Educational leaders who prioritize transparent, two-way communication create inclusive environments that support shared goals and vision. They leverage diverse channels, including digital platforms and face-to-face interactions, to engage stakeholders actively, address concerns, and celebrate achievements. Moreover, communication plays a pivotal role in managing change, resolving conflicts, and ensuring the alignment of organizational priorities with stakeholder expectations. This relates to the present study as it emphasizes the importance of strategic communication in the organizational structure and environment. It was notably distinguished that effective communication plays a vital role to successful educational leadership, which may be used and integrate by the school heads and teachers in the Province of Albay in implementing SBM.

Likewise, according to Sedmak (2021), it is the process by which school leaders identify, understand, and engage individuals or groups with an interest in the school's operations and success, promoting collaborative decision-making and fostering a supportive educational environment.

Hence, school heads must cultivate strong relationships to various stakeholders—such as students, staff, parents, community members, and educational authorities—to ensure that all parties are aligned with the school's mission, goals, and strategic initiatives.

When stakeholders feel heard, they are more likely to trust the organization. Transparent communication prevents misunderstandings and builds the organization. Stakeholders often have unique insights or concerns that help in better decisions. Engaging them early will let them identify risks and better decisions to identify risks opportunities, and improve planning.

From the school heads perspective, the highest rating was given to "Communicates regularly with stakeholders (teachers, parents, community) about school policies and initiatives" with an average weighted mean (AWM) of 3.85. Then, Effectively and actively involves parents and community in school management and decision-making" (3.60), "Has strong partnership between the school and local community organizations" (3.57) and " The overall average weighted mean for school heads was 3.57 (Strongly Agree).While , teachers also strongly agreed with these indicators, with the highest rating for "Communicates regularly with stakeholders" (3.64), followed by "Has strong partnership between the school and local community organizations" (3.61). "Effectively and actively involves parents and community in school management and decision-making" (3.59) and the average weighted mean for school head is 3.57 while 3.61 for teachers both with Strongly Agree interpretation.

The findings highlight that communication and collaboration with stakeholders are well-established practices in schools. School heads are perceived as proactive in engaging teachers, parents, and the local community. The highest-rated indicator for both groups (regular communication with stakeholders) emphasizes that school heads prioritize open lines of communication allowing for informed decision-making and collective involvement.

School heads should continue implementing regular meetings, consultations, and feedback mechanisms to ensure that stakeholders remain active in school affairs. While partnerships with local organizations are strong, school heads can further diversify collaborations by engaging private sector sponsors, NGOs, and alumni associations for additional support. Since active parent involvement in decision-making received slightly lower ratings than other indicators, school heads may consider initiating more structured programs for parent participation.

3.2 School-Based Management Implementation Practices in the

3.2.1 Division of Albay

The School-Based Management (SBM) implementation practices empowers school heads and stakeholders to actively participate in decision-making, allowing schools to tailor their strategies to meet local needs. It decentralizes authority, granting school leaders more autonomy in SBM Four Key Result Areas (KRAs) such as leadership and governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources.

The school-based management level implementation in the Division of Albay was shown in Table 3 for Leadership and Governance as well as Curriculum and Learning.

Table 3
School-Based Management (SBM) Implementation Practices

INDICATORS	SCHOOL HEADS' N=76		TEACHERS' N=661		AWM	AI
	WM	AR	WM	AR		
3.1 Leadership and Governance						
School Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community	3.64	SA	3.48	SA	3.56	SA
The development plan (e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities	3.63	SA	3.49	SA	3.56	SA
The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders	3.61	SA	3.52	SA	3.56	SA
A leadership network facilitates communication between and among school and community leaders for informed decision- making and solving of school-community wide learning problems	3.65	SA	3.55	SA	3.60	SA
A long-term program is in operation that addresses the training and development needs of school and community leaders	3.62	SA	3.52	SA	3.57	SA
AVERAGE WEIGHTED MEAN	3.63	SA	3.51	SA	3.57	SA
3.2. Curriculum and learning						
The curriculum provides for the development needs of all types of learners in the school community	3.61	SA	3.54	SA	3.58	SA
The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community	3.64	SA	3.55	SA	3.60	SA
A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving	3.60	SA	3.48	SA	3.54	SA
The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community	3.64	SA	3.46	SA	3.55	SA
Appropriate assessment tools for teaching and learning are continuously reviewed and improved and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills	3.69	SA	3.47	SA	3.58	SA
Learning managers and facilitators (teacher, administrators and community members) instill values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals	3.62	SA	3.39	SA	3.50	SA
Methods and resources are learner and community friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners. Learners are equipped with essential skills and values to assume responsibility and accountability for their own learning.	3.65	SA	3.39	SA	3.52	SA
AVERAGE WEIGHTED MEAN	3.64	SA	3.47	SA	3.56	SA

Note: 3.25 – 4.00 Strongly Agree (SA); 2.50 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1.00 – 1.74 Strongly Disagree (SD); WM-Weighted Mean, AWM-Average Weighted Mean; AI-Adjectival Interpretation

3.2.2 Leadership and Governance

The School-Based Management (SBM) implementation practices in leadership and governance focuses on decentralizing decision-making to empower school heads and stakeholders to actively engage the management of school. As defined by Nacionalesa (2024), Leadership and Governance is the dimension of SBM encompassing the structures and processes that ensure the school operates transparently and accountably; focuses on the effectiveness of school leaders in setting directions, establishing policies, and creating an environment conducive to educational excellence. In this study, it refers to school heads School-Based Management implementation practices along leadership and governance.

From school heads perspective, the highest rating was given to " A leadership network facilitates communication between and among school and community leaders for informed decision- making and solving of school-community wide learning problems with an average weighted mean (AWM) of 3.65. And followed by “School Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community” (3.64) and “The development plan (e.g. SIP) is

regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities” (3.63). The overall average weighted mean for school heads was 3.63 (Strongly Agree). Similarly, teachers also strongly agreed with these indicators, with the highest rating for "A leadership network facilitates communication between school and community leaders" (3.55), followed by a tie rank with an average weighted mean of 3.52 for the "The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders and "A long-term program is in operation that addresses the training and development needs of school and community leaders. The overall average weighted mean for school head is 3.63 and 3.51 for teachers both (Strongly Agree).

The findings suggest that school-based leadership and governance structures are well-established and effectively implemented. School heads are perceived as proactive in strategic planning, leadership development, and decision-making processes. The highest-rated indicator for teachers (leadership network for communication) emphasizes that collaboration between school and community leaders is strong and effective. The school improvement plan (SIP) is actively developed and reviewed, ensuring that school priorities align with emerging educational needs and community concerns. The strong agreement from both school heads and teachers indicates that school leaders promote a shared governance model, ensuring that stakeholders actively participate in school decision-making. This result was agreed by Lathan (2022), Bhujel 2021, Tushman (2021) and Hernandez et al (2023) that emphasizes strong leadership is important to the success and growth of the institution because leaders inspire and motivate their workforce, provide clear visions, and make difficult decisions when necessary. They suggest that enhancing school leaders' strategic leadership capacity through competencies, decision-making frameworks, and stakeholder involvement can improve school improvement practices, aligning school goals with SBM principles. These are essential for the present study to easily craft a strategic plan to improve strategic leadership and SBM practices in the Province Albay. With this, practices that may be crafted in the strategic plan may be utilized by the school heads and teachers for continuous improvement.

Furthermore, Monteiro et al. (2021), says that regular assessment promotes a continuous improvement, capacitating schools to adapt and refine practices that are based on feedback and outcomes, which is vital for sustaining high educational standards and responding to students' developing needs. This is agreed by the present study as its objective is to assess the impact of SBM practices in Albay focusing on school leadership, teacher professional development, and community, hence feedbacking serves as the springboard on continuous goal of achieving effectiveness and efficiency of school efforts, the results of this study may help to improve SBM implementation within the Division of Albay. These studies highlight the importance of leadership, teacher development, and community involvement in SBM practices. The study explores the management of Albay school principals within the SBM framework, focusing on aligning learning objectives, curriculum development, and instructional leadership with the school's goals. Assessing school-based management strategies is crucial for enhancing educational outcomes, efficiency, student learning, and engagement, contributing to existing literature and practical implications for educational leaders.

The results implied that schools should continue investing in leadership training programs to ensure that school heads and community leaders remain competent and adaptive to changing educational landscapes. While school leadership networks are effective, further improvements can be made by establishing advisory councils and expanding community involvement in school governance. Schools should strengthen mechanisms for evaluating and updating their development plans, ensuring that emerging issues and new educational policies are integrated. Digital platforms, such as school management systems, online meetings, and stakeholder portals, can further streamline communication, decision-making, and leadership coordination. The findings confirm that leadership and governance under School-Based Management are effectively practiced in schools. Moving forward, continuous leadership development, improved stakeholder engagement, and regular plan evaluations will further enhance school governance and effectiveness. Planning and policy implementation are collaborative efforts, reinforcing transparency and inclusivity in school leadership, training and leadership programs enhance the capabilities of both school and community leaders, ensuring long-term sustainability in governance.

According to Mendenhall et al. (2020), SBM encourages more responsive governance structures by enabling school leaders to spearhead reforms based on local needs and circumstances. The results imply that schools should continue investing in leadership training programs to ensure that school heads and community leaders remain competent and adaptive to changing educational landscapes. Moving forward, continuous leadership development, improved stakeholder engagement, and regular plan evaluations will further enhance school governance and effectiveness. See attached appendices C & D for the School-Based Management (SBM) Implementation Practices among School Heads.

3.2.3 Curriculum and Learning

Curriculum management and learning processes can be carried out effectively and efficiently, build student character, improve learning achievement, and improve the quality of education (Amon et al 2021). The curriculum and learning systems are anchored on the community and learners' contexts and aspirations. It must be collaboratively developed and continuously improved (Villanueva et al, 2024).

This emphasized that School-Based Management (SBM) implementation practices in terms of curriculum and learning emphasizes empowering schools to create and adapt their curricula to meet the various needs of their students and community. It allows school heads and teachers to take ownership of curriculum development, allowing them to create learning environments that reflect local context, cultural relevance, and educational priorities. This approach results in more relevant and interesting learning experiences, higher student achievement, and a greater sense of responsibility among educators and the community. The result is that schools must have the expertise, resources, and leadership to continuously develop, monitor, and assess their curriculum, ensuring that it aligns with national standards while also meeting local requirements. It is not just the responsibility of individual teachers but a shared goal among all stakeholders, including administrators, parents, and the community, who must work together to create a supportive and accountable learning environment.

The School-Based Management implementation practices in terms of curriculum and learning was determined based on various indicators, with responses gathered from school heads and teachers across three districts. The findings revealed that for school head, “Appropriate assessment tools for teaching and learning are continuously reviewed and improved and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills, with a weighted mean, 3.69 which have the highest score, followed by “Methods resources are learner and community friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners. Learners are equipped with essential skills and values to assume responsibility and accountability for their own learning.”3.55 while for teachers the highest rated indicator is “The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community, 3.55 and the curriculum provides for the development needs of all types of learners in the school community and rated it 3.54. The results indicate that School-Based Management (SBM) implementation practices in terms of curriculum and learning is well-supported by both school heads and teachers, as reflected in their strong agreement across all indicators. The consistently high ratings suggest that the curriculum is responsive to the diverse needs of learners, localized for better applicability, and supported by collaborative efforts among school stakeholders.

One of the key implications of these findings is that the current curriculum structure and its implementation effectively cater to the educational requirements of students, ensuring inclusivity and relevance. The strong agreement on the localization of the curriculum highlights its alignment with community needs, reinforcing the importance of contextualized learning in enhancing student engagement and application of knowledge in real-life situations. The data also revealed that collaborative efforts between school heads, teachers, and community stakeholders in monitoring learning systems contribute to a more efficient and effective educational approach. The high ratings on this aspect imply that there is a shared responsibility in ensuring quality education, which strengthens the overall impact of SBM on student development. These findings underscore the strength of SBM practices in shaping a responsive and effective learning environment which serves as a foundation for future policy directions and program enhancements aimed at sustaining the relevance and quality of education in the school community.

Likewise, Goddard et al. (2021) and Halinger et al (2020) study affirmed that collaborative leadership significantly contributes to school improvement by promoting shared goals, professional learning, and a culture of mutual responsibility among stakeholders, and this includes collaboration among teachers, administrators, and community members to have positive impact on student learning outcomes and school development. In this study, the findings may give substantial basis as it delves strategic leadership practices specifically stakeholder engagement and communication in a deeper essence. Thus, schools must initiate programs that will strengthen partnerships of schools to its community to promote shared responsibility on learners’ education. Also, (Kwan, 2020) affirmed that schools with strong leadership are more likely to get better academic outcomes, particularly in disadvantaged areas where leadership quality can really make a significant difference. These findings give significant affirmation to the present study as both studies examine how strong leadership influence curriculum and learning of the students.

Effective school leaders, with strong communication skills, negrity, responsibility, flexibility, self-determination, and a clear vision, are vital in implementing School-Based Management (SBM) to support academic success Culduz,et al (2023). The recent study evaluates the role of Albay school principals in fostering an inclusive culture within the SBM framework, focusing on assigning resources, creating policies, and defining academic standards to help learners reach their full potential.

Another important factor influencing academic achievement is students' mental state, issues such as anxiety, depression, and stress can significantly impair concentration, information retention, and overall academic performance (Feuerborn & Merell, 2020). These needs an utmost attention since school leadership and students' mental health is necessary to improve academic outcomes, which is also a significant part to consider since the school caters to diverse learners in the community and must also present in strategic plan to address such issues.

Table 3.a
School-Based Management (SBM) Implementation Practices

INDICATORS	SCHOOL HEADS' N=76		TEACHERS' N=661		AWM	AI
	WM	AR	WM	AR		
3.3. Accountability and Continuous Improvement						
Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	3.76	SA	3.37	SA	3.56	SA
Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action	3.64	SA	3.39	SA	3.56	SA
The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	3.66	SA	3.40	SA	3.53	SA
Accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	3.66	SA	3.58	SA	3.62	SA
Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.	3.82	SA	3.39	SA	3.60	SA
AVERAGE WEIGHTED MEAN	3.72	SA	3.51	SA	3.57	SA
3.4 Management of Resources						
Regular source inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization	3.78	SA	3.39	SA	3.58	SA
A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.	3.63	SA	3.39	SA	3.60	SA
In place is a community developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resources.	3.63	SA	3.38	SA	3.54	SA
Regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators and community stakeholders.	3.63	SA	3.38	SA	3.55	SA
There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	3.53	SA	3.38	SA	3.58	SA
AVERAGE WEIGHTED MEAN	3.68	SA	3.38	SA	3.56	SA

Note: 3.25 – 4.00 Strongly Agree (SA), 2.50 – 3.24 Agree (A), 1.75 – 2.49 Disagree (D), 1.001.7 Strongly Disagree (SD), WM-Weighted Mean, AWM-Average Weighted Mean, AI-Adjectival Interpretation

3.2.4 Accountability and Continuous Improvement

Accountability and continuous improvement are important components of SBM implementation techniques that schools are responsible for their performance and constantly seek to improve their processes.

In SBM, responsibility is decentralized, which means that school leaders, teachers and stakeholders are all responsible for the school's performance. SBM accountability fosters openness, trust and on student outcomes, whereas continuous improvement on promotes innovation and adaptation in schools. Together, they establish a dynamic school culture that reacts to student needs, but their success is dependent on skilled leadership, stakeholder participation and continued support. When schools are accountable to parents, the community and educational authorities, trust is built and participation increases.

Among the indicators assessed, the highest rating was given to the "Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment with school heads rating it 3.82 while for teachers "Accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed have 3.58 rate.

These was affirmed by the study of (Salazar & Maligalig, 2020), wherein one of the key principles of School-Based Management (SBM) is accountability, which ensures that schools are held responsible for their performance in critical areas such as resource utilization, teacher effectiveness, and student learning.

Likewise, SBM fosters an accountability culture, with regular evaluations, feedback systems, and stakeholder interactions driving continuous improvement by decentralizing decision-making and responsibility at the school level.

Similarly, Maranan et al. (2021) claim that in Albay Division, schools have implemented continuous improvement techniques by continuously evaluating student achievement and engaging the community.

Moreover, Dekker, De Jong & Schippers(2020) state that by emphasizing how strategic leadership may effectively incorporate accountability into SBM to accelerate student progress. The link between academic achievement, student mental health and school leadership is difficult because school leaders must handle a variety of challenges such as varied student needs and mental health issues, while preserving academic performance.

The study made by Agnafos et 2021, Shen et al 2020 and Tirri et al 2021, agreed that the influence of school leadership on academic outcomes, significantly played a crucial role in fostering academic success and creating healthy environment, amidst any challenges.

3.2.5 Management and Resources

In School-Based Management, school leaders are given the autonomy to allocate resources in a way that directly addresses the specific needs of them school to ensure efficient and equitable use of resources. This approach allows school leaders to prioritize investments that have the greatest impact on student learning and development.

SBM stresses the significance of good resource management for school improvement. It helps schools to make context-specific decisions to improves transparency and encourages the efficient use of funds. However, strong leadership, stakeholders' involvement and continuous capacity building are needed to ensure long-term and equitable educational outcomes.

With autonomy comes accountability for using resources wisely and transparently. School leaders shall maintain precise documentation, conduct regular audits, and involve stakeholders in school's decision making.

The data presented in the table among school heads which got the highest rated indicator was "Regular source inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization with an average weighted mean of 3.78. Similarly, teachers strongly agreed with this practice, rating it at 3.39. Three indicators shared the same AWM of 3.63 among school head. These includes the regular dialogue for planning and resource programming that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans, followed by, "In place is a community developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resources and Regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators and community stakeholders with a rating of 3.63. While Teachers also strongly agreed with two indicators "Regular source inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization rating them and " A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans, rating them as 3.39, and a tied rank for the rest of indicators.

The findings indicates that there is a strong and effective School-Based Management (SBM) implementation practices in terms of Management of Resources in the schools. One key implication of the results is that stakeholder engagement plays a vital role in resource management. The highest-rated indicator— Regular source inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization—implies that schools effectively involve various stakeholders in identifying and utilizing available resources. This participatory approach likely contributes to a more efficient and equitable distribution of resources, ensuring that educational needs are met.

Another important insight is that schools have successfully established linkages and partnerships to enhance resource sustainability. The strong agreement on systems managing networks and linkages

suggests that partnerships with external organizations, government agencies, and community groups contribute significantly to resource availability.

In addition, Rosyida and Purwanto (2022) study state that budget management transparency plays an important role in establishing trust during the implementation of SBM practices, hence an activity related to it like having financial reports and transparency board must be visible within school premise,

These findings suggest that schools continuously assess and improve their resource management strategies, ensuring that financial, material, and human resources are effectively used to enhance teaching and learning.

Likewise, Acejo and Jalos, 2023 affirmed that an effective implementation of SBM requires strategic leadership to create a clear vision, engage stakeholders, and ensure that resources and initiatives align with the school's priorities and goals. Thus, an effective and efficient strategic leadership is needed to resolve issues relevant to the alignment of resources and school initiatives. According to Petrick 2022, effective resource and financial management is a critical component of successful School-Based Management (SBM), with school leaders playing a central role in managing budgets and ensuring long-term financial sustainability.

While, Ramos and Lopez (2020), Finkler, Calabrese, and Smith (2022) noted that SBM has enhanced the use of both financial and human resources in schools, while school administrators must develop and manage budgets effectively to maintain financial stability.

Also, Benyamin et al. (2023) and Hernandez et al. (2021) further highlighted that effective resource management, under accountable leadership, is essential for improving educational quality and increasing community participation.

The study of Llego (2020) study, affirmed that the division's educational landscape demonstrates dedication to improving school management through strategic leadership and community involvement, despite facing notable challenges. These provides an in-depth understanding to the present study as it explores the effectiveness of strategic leadership in resource-limited settings, focusing on Albay's school administrators' efforts to overcome constraints and involve the community. This significant data offers a valuable resource in establishing areas of improvement, incorporating solutions and strategies that n

Needs to be address by Division and School based level. Hence, their collaborative efforts of having a successful SBM implementation lies on their ability to implement strategies and plans towards a more advance SBM level status within the Division of Albay.

Additionally, Chang et al. (2020) found that collaborative planning and decision-making enhance learning environments and student achievement, underscoring the need for continuous training in resource management for school leaders. Collectively, these studies affirm that resource

optimization within SBM yields the best results when guided by strategic, accountable, and well-trained leadership.

This study evaluates the financial management strategies of SBM school principals in Albay, focusing on how financial decisions impact student outcomes and school performance. See attached appendices C to F for the School-Based Management Implementation among School Heads' and Teachers.

3.3 Relationship between the Strategic Leadership Ability of School Leaders and the Implementation of SBM in the Division of Albay

This study determines the extent to which school leaders' strategic leadership skills influence SBM implementation. The results provide insights into whether stronger leadership abilities correlate with improved governance, curriculum planning, stakeholder engagement, accountability, and resource management. Furthermore, it helps identify perception gaps between school heads and teachers, shedding light on areas that may require intervention, policy adjustments, or capacity-building initiatives. The Table 4 below presents the relationship between the strategic leadership ability of school leaders and the implementation of SBM in the Division of Albay.

TABLE 4
Relationship between the Strategic Leadership Ability of School Leaders and the Implementation of SBM in the Division of Albay

TABLE 4
Relationship between the Strategic Leadership Ability of School Leaders and the Implementation of SBM in the Division of Albay

School Heads (X)	Teachers (Y)	Rank (X)	Rank (Y)	G	rho	t	Tabular t at 1%	Interpretation
3.76	3.63	1	1		.14	.35	1.96	Ho =accepted Not significant
3.75	3.54	2	3					
3.66	3.50	6	5	1				
3.67	3.61	5	2	3				
3.63	3.51	8	4	4				
3.64	3.47	7	6	1				
3.72	3.34	3	8					
3.68	3.38	4	7					
$\Sigma G=9$								

The table shows a correlation analysis between the school heads and teachers on the topic about the strategic leadership ability of school heads and the implementation of SBM in the division of Albay. The goal is to determine if there is a statistically significant association between these variables, where the researcher used quantitative descriptive -correlational design as stressed by Clarete et al. (2023) study, this is to examine the relationships between variables without manipulating them. This allows researcher to describe the current state of affairs and assess the strength and direction of associations between variables. It is useful in this study to understand how different factors are related. Also, a Spearman Footrule formula was used to measure rank-based differences in nonparametric educational data, as noted by Zeng et al. (2025).

The value of rho 0.14 reflects a weak positive correlation between the school leaders and teachers' rating scores. This means that while one increases, the other tends to rise slightly, although the

correlation is not significant. The calculated t-value of 0.35 is less than the critical t-value at 1% significance of 1.96, implying that there is no significant relationship between school leaders' strategic leadership skills and SBM execution in the Division of Albay. This means that the correlation between the two sets of scores is not statistically significant at the 1% level.

This was agreed by the study of Quinones and Abanto (2024), Williams (2021) and , Donquillo (2023) where both results indicate that there was no significant relationship between the school heads' shared governance practices and the implementation of the school-based learning continuity plan, and no significant relationship was found between the school heads' management styles and the implementation of the school-based learning continuity plan and also the same with the mentioned hypothesis of this study that while practices were assessed through various policies such as the School Improvement Plan (SIP) and the School Governance Council (SGC), there were inconsistencies in SGC operations. Correlation analysis revealed no significant relationship between the schools' profile and SBM implementation.

This suggests that factors other than school leaders' strategic leadership skills may influence SBM execution. Hence, strengthening strategic leadership skills alone may not be sufficient to improve SBM execution. Since external and systemic factors—such as policy compliance, resource availability, and institutional culture—play a significant role in shaping SBM practices, school improvement efforts must adopt a more holistic approach. This includes not only developing school leaders' strategic competencies but also ensuring that they are supported by enabling environments, adequate resources, and participatory governance structures. Without addressing these broader systemic issues, strategic leadership may have limited practical impact on school-based decision-making and overall educational outcomes.

Likewise, the study of Roque (2023) affirmed that while school heads exercised leadership and governance, the extent of SBM implementation was not fully realized. This suggests that factors beyond leadership skills, such as stakeholder participation and resource availability, may influence SBM outcomes.

Tayag et al. (2020), study revealed that leadership does not have a direct relationship with teacher professional learning, just like the hypothesis of this study. The established relationship of leadership and professional learning from literature exists through the mediation of teacher trust and teacher agency. This has a significant contribution to implement activities and other programs aligned with the findings revealed by the study. Thus, strategies and activities that may be conceptualized are supported along its basis through this finding.

Also, the conclusion of Semanero, Berania, and Reyes (2024) indicates that there are some schools that faced numerous problems in applying SBM principles. Accordingly, the researcher recommend that schools must undertake comprehensive training on SBM administration and adopt the proposed strategic plan established in this study, to intensify SBM implementation and improve overall school performance. He also found that the actual performance of those schools with significantly below the required criteria for achieving an advanced level of SBM, underscores the importance of addressing systemic challenges and suggests that leadership skills alone may not suffice to enhance

SBM implementation. Therefore, enhancing SBM effectiveness in the Division of Albay may require a comprehensive approach that addresses not only leadership development but also systemic issues such as stakeholder engagement, resource allocation, and institutional support.

Likewise, the study of Lam-an (2023) noted that higher stakeholder participation did not necessarily correlate with a higher level of SBM practice. Instead, collaborative efforts and positive school-stakeholder relationships significantly impacted all aspects of SBM, including leadership, governance, and curriculum, accountability, and resource management.

The study of Llego (2020) study, state that the division's educational landscape demonstrates dedication to improve school management through strategic leadership and community involvement, despite facing notable challenges. These provides an in-depth understanding to the present study as it explores the effectiveness of strategic leadership in resource-limited settings, focusing on Albay's school administrators' efforts to overcome constraints and involve the community. This significant data offers a valuable resource in establishing areas of improvement, incorporating solutions and strategies.

Likewise, Morrison -Porter (2021) state that strategic leader in the education industry must navigate complex situations, promote progress, and foster a visionary culture, involving stakeholder collaboration and efficient resource management, because it significantly impacts school success, influencing student outcomes, teacher satisfaction, and academic achievement.

The null hypothesis indicates that there is no significant relationship between the strategic leadership abilities of school leaders and teachers and the implementation of SBM in this specific context. This implies that other factors may be more important or should be considered for achieving success in SBM implementation.

Further studies into these factors needs to be done. The slight positive correlation shows a subtle relationship, but it is not enough to be considered statistically significant.

School-Based Management (SBM) is a decentralized approach to school governance that seeks to enhance educational outcomes by allowing schools more control over decision-making. Strategic leadership is important for the successful implementation of SBM as it provides an environment of collaboration, resource management, and accountability. However, despite the generally accepted relevance of leadership in SBM processes, recent data from the Division of Albay suggests that there is no significant association between strategic leadership and SBM implementation.

Another study made by Lopez's (2022), highlights those various challenges—such as insufficient training, limited stakeholder participation, and a lack of understanding of SBM processes—continue to hinder schools from advancing their level of practice. These obstacles weaken the strategic leadership's role in fully implementing School-Based Management, stressing the need for capacity building and deeper collaboration within school communities. This explains that the challenges identified highlight the critical need for strategic leadership that prioritizes capacity building and inclusive governance.

Saliendrez et al (2024) agreed that revealed strengths and areas for growth in leadership, curriculum, accountability, and resource management include encouraging teamwork, resolving disputes, increasing stakeholder engagement, and adopting continuous monitoring and evaluation to improve SBM processes. This provides significant evidence to the present study as it may be helpful in crafting a strategic plan to improve strategic leadership and SBM practices in the Province of Albay.

In the context of Albay, these barriers underscore that without strategic leadership to address the gaps mentioned, SBM implementation will remain stagnant. Therefore, school heads must be equipped with the competencies to foster stakeholder engagement, enhance training mechanisms and provide clear guidance on SBM to elevate schools towards advanced level, which is one of the goals in this study.

The study of Manzano and Illescas (2023) emphasized that there are significant challenges in implementing School-Based Management (SBM) along Key Result Areas such as leadership and governance, curriculum and learning, accountability and continuous learning, and resource management. An intervention including SBM orientation programs, teacher involvement in preparation and evaluation, stakeholder engagement, and benchmarking with other schools can be used to address these challenges to enhance the effectiveness of SBM and improve school management and performance.

Despite such constraints, coping mechanisms were often adopted by school principals and teachers, while parents primarily used self-distraction. The researchers proposed creating intervention programs targeted to the perceived demands of these stakeholders to address the challenges they faced during the pandemic.

The study by Othman (2024) emphasizes the significance of effective leadership practices in improving school leaders' capacity to manage crises, promote collaborative problem-solving, and embrace a service-oriented approach, thereby enhancing school resilience and success. This may serve as additional reference to the present study as school heads and teachers may integrate these practices in developing a strategic plan in order to effectively and efficiently implement SBM in the Province of Albay.

Oestar (2023) study affirmed that many schools did not submit for SBM validation due to problems in document preparation and submission processes. There needs to be more compliance with SBM requirements in order to improve SBM implementation levels. Hence, Capulong (2022) agreed that technology leadership of heads significantly impacts also their decision-making and promotes a positive school culture, underscoring the importance of technological proficiency in educational leadership. This provides practical insights to the present study as it fosters integration of technical perspectives into a leadership, vital for educational development and excellence. Thus, the school heads and teachers in the Province of Albay may enable to exercise this platform to ensure that all programs, other activities especially gathering all needed documents for evaluation were kept in a technology driven data storage that is accessible and will promote stress-free SBM artifacts keeping. These studies collectively indicate that factors such as challenges in document preparation,

lack of technical assistance, work-related problems, and insufficient democratic institutions contribute to the low number of schools undergoing SBM validation.

Therefore, a comprehensive strategic plan is needed to address the above-mentioned factors to fully implement School-Based Management across the Division effectively.

Likewise, Torres et al (2024) and Thompson et al (2020) affirmed that a strategic plan is used for enhancing strategic leadership and school-based management practices and must prioritize leadership development, stakeholder engagement, and resource management to improve educational outcomes in Philippine schools. This approach emphasizes the development of school leaders' skills in areas such as financial management, community engagement, and instructional leadership, enhance student performance, more effective school management, better resource allocation, stronger community involvement, thereby fostering a supportive learning environment that will contribute to a positive school culture and improved student learning outcomes, particularly in resource-constrained settings.

4.0 CONCLUSION

Based on the findings, the following are the conclusions;

1. The OPCR ratings revealed that school heads across all three congressional districts consistently achieved outstanding ratings. These ratings indicate that in the Division of Albay, school heads exhibit strong leadership, effective resource management and a commitment to achieving educational goals. Their ability to engage stakeholders, promote accountability and implement strategic management has contributed to consistently high-performance levels across the division. In terms of School-Based Management implementation, the results showed that all three districts are at Level 2(Maturing) status. This suggests that the schools have established foundational SBM practices, such as decentralized decision-making and community involvement, but still require improvements in strategic leadership, stakeholder participation and resource management to reach advanced level. With regards to number of schools evaluated, this revealed that while most school in the Division of Albay have completed their SBM assessments. Notable gaps still persist in the completeness of evaluations. Specifically, in the first and second districts, this requires thorough review and validation.
2. The school heads and teachers strongly agree that they exhibited strategic leadership in terms of vision and strategic planning, decision-making and problem solving, resource allocation and management and stakeholder engagement and communication. This indicates that schools heads' and teachers strategic leadership practices were effective and efficient.
3. The school heads and teachers strongly agree that they implemented school-based management practices in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. This indicates that the school heads and teachers implemented the school-based management practices effectively and efficiently.
4. The study found no significant relationship between the strategic leadership and the SBM Implementation as perceived by the school heads and teachers. This suggests that the presence of strategic leadership alone may not directly influence the level of SBM implementation in schools. It is possible that other factors- such as stakeholders' engagement, resource availability, completeness of documents, assessments readiness for mode of verifications (MOVs) -play a more dominant role in determining SBM outcomes. These indicates that while leadership remains important, it must be complemented by systemic and collaborative efforts to effectively reach school-based improvements.

5. The study emphasizes the need to craft a well-designed strategic plan, to enhance strategic leadership and governance within School-Based Management (SBM) practices in the Division of Albay. Findings revealed that there are gaps in leadership practices, stakeholder engagement and governance structures that hinder consistent and effective execution. Therefore, this study highlights the value of a more integrated and strategic strategy, to improve SBM compliance, boost school leader training, and encourage better collaboration within school communities. A comprehensive strategy plan must be prepared to address these factors, enabling the successful and long-term implementation of SBM across Albay Division schools.

5.0 RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are provided to strengthen the connection between strategic leadership and the successful implementation of School-Based Management (SBM):

1. School heads may continue engaging in professional development programs focused on strategic planning, decision-making, and stakeholder collaboration. Given the outstanding OPCRf ratings, school heads should further refine their leadership strategies to maintain high performance while adapting to emerging educational challenges. Providing mentorship programs for aspiring and new school heads can help sustain strong leadership across the division. This is recommended particularly to second and third district. School Heads can have the Strength, Weaknesses, Opportunities, Threat or Challenge (SWOT/SWOC) analysis, Problem or Solution Tree, or any other method or approaches that can be used to identify the strengths and weaknesses of the school and make possible intervention to address related issues. They can also consider the following suggestions in preparation for SBM Evaluation, to attained SBM Level status higher than school's previous assessment, and the division's number of evaluated schools will increase.
 - a. Innovate and Initiate Programs: School Heads with the support of the teachers and stakeholders can initiate activities that will strengthen shared leadership, enhancing community partnerships and improve school-based activities.
 - b. Comprehensive Technical Assistance: Schools may get more comprehensive and tailored technical assistance, particularly in areas that include documentation, gathering and collecting mode of verifications (MOVs), understanding SBM processes, and training for school leaders and personnel in preparation for SBM evaluation. Early preparation on the submission and data gathering of documents at the start of the year must be explained to the teachers in relation to SBM validation.
 - c. Provide mentorship programs also for aspiring new school heads, it will help sustain strong leadership across the division.
 - d. Strengthen Stakeholder Engagement: Establish strong partnerships to ensure a collaborative approach toward students' academic and personal growth. Create PPAs (Projects, Programs Activities) that will encourage active participation of stakeholders. This improved involvement and collaboration with stakeholders including teachers, parents, and local community, members, must be prioritized to strengthen the SBM process and foster a more inclusive decision-making.
 - e. Focus on Leadership Development: Strategic leadership should continue to be emphasized, especially on SBM Key Result Areas to further support the successful implementation of SBM. Create committed and dedicated teams at school who can assist the School Head, SBM Coordinators in carrying out responsibilities for the Programs, Projects, Activities (PPAs) at school and see to it all of these are properly documented and secured in a safe place at school.

- f. Recognition Programs – in school or division level, recognize and give award to schools who can share success stories on their successful SBM implementation.
 - g. To increase the number of evaluated schools in the Division, they must conduct follow up and provide Technical Assistance to those un evaluated schools and give enough time to prepare.
2. In terms of vision-setting and strategic planning, school heads should encourage greater teacher involvement in vision-setting activities and fostering collaborative planning sessions, ensuring that all stakeholders understand and contribute to school development. To improve decision- making and problem-solving within schools, it is recommended that school heads implement structured feedback mechanisms where teachers and staff can voice concerns and contribute to solutions. Make focus group discussions (FGD) always to address concerns. To address resource allocation and management, they must conduct regular resource mapping, identify existing resources (human, financial, physical) in their school that can be tap to address school's specific concern. Seek external partnerships, grants and opportunities for additional school's support and resources.
3. For the implementation of SBM in leadership and governance, schools should reinforce collaborative decision-making by strengthening advisory councils and enhancing communication networks between school heads, teachers, and the community. With regard to curriculum and learning, it is essential for schools to continue refining their instructional approaches by integrating innovative teaching strategies and expanding community involvement in curriculum development. Utilizing technology in instruction, promoting problem-based learning, and incorporating culturally responsive teaching methods will further enhance the quality of education and ensure that it remains relevant to students' needs. For accountability and continuous improvement, hold regular monitoring and evaluation, schools quarterly assessment on school programs, encourage feedback from students, hold regular LAC sessions, benchmarking activities, financial audit and transparency and data driven adjustments must be done. To enhance resource management, schools should explore alternative funding sources, such as partnerships with local businesses, government agencies, and private donors. Transparency in financial planning and budget allocation must be strengthened by implementing digital financial management tools that allow stakeholders to monitor school expenditures.
4. To enhance and upgrade the performance rating of the schools in terms of School-Based Management, school heads should employ strategic intervention in terms of securing and utilizing technology to secure and store documents, developing organizational skills, and prepare for SBM validation at the start of the school year. Schools should institutionalize evidence-based planning and establish professional learning communities to support ongoing professional development. Creating open forums for stakeholders to provide feedback on school policies and initiatives will foster a culture of transparency and responsiveness. Schools should promote stronger communication channels and collaborative leadership structures. Encouraging participatory governance where teachers, staff, and community members play an active role in decision-making will enhance the effectiveness of SBM and ensure that strategic leadership efforts lead to tangible improvements in school management and student outcomes.
5. To ensure that all schools will be given priority in the next assessment cycle, particularly those that have not yet completed the SBM evaluation, the Division Office should provide the necessary technical support, including training school administrators and closely monitor the progress of the evaluation. Schools should be given specific completion dates and regular follow-ups to ensure that they are evaluated and that the benefits of SBM are fully realized. A document analysis about the result of SBM in every Key Result Areas per

school per district can be a subject for future research, to determine which among the KRA does school have strength and weakness. In the new DepEd order released last May 2024 about the Revised SBM, the researcher deemed hoped that a more structured SBM framework will be implemented, making results more efficient, faster, and evidence-based. This will also help strengthen the Key Result Areas (KRAs) in every school, leading to a more productive, organized, and effective SBM system. Additionally, this development could serve as a valuable subject for future researchers interested in studying SBM. This study determines the extent to which school leaders' strategic leadership skills influence SBM implementation.

6.1 Major Final Output

Project ANGAT SBM in Albay (Advocacy on Nurturing And Gathering Alternatives on Transforming SBM in Albay

ChooseTheSignificant

The Strategic Plan entitled, **Project ANGAT SBM in Albay (Advocacy on Nurturing and Gathering Alternatives on transforming SBM in Albay #ChooseTheSignificant** since the output was inspired by the "Not Significant" result of this study, emphasizing to choose the significant factors that can contribute to the improvement of SBM implementation. and in reference to the word "Angat" which means to lift or raise as coined by Albay Governor Joey Salceda and in reference to his project in Education, aiming to raise the quality of education among Albayanos. The researcher deemed hope that this will help for SBM CIP (Continuous Improvement Program) as the term applied in fostering sustainable program for the learners.

This calls for an advocacy to focus and choose what's significant factors can be used to foster strategic leadership and SBM implementation successfully. ram for the learners.

6.1.1 A STRATEGIC PLAN FOR IMPROVING STRATEGIC LEADERSHIP AND SCHOOL-BASED MANAGEMENT PRACTICES IN THE DIVISION OF ALBAY

6.1.1.1 VISION

This study aims to have a successful School-Based Management (SBM) implementation and transformative educational leadership in the Division of Albay, with strategic leadership as the guiding principle for SBM initiatives. By the data-driven analysis provided by this study, the researcher deemed hope this can serve as the baseline for the school leaders to employ vision, resources to foster improvements. Likewise, to offer a framework that would serve as the foundation for developing responsive, inclusive, and forward-thinking strategic plans for Albay schools that will meet schools' specific needs and circumstances.

6.1.1.2 MISSION

Committed to examine the role of strategic leadership in the effective implementation of School-Based Management (SBM) in the Division of Albay, this aims to assess leadership practices, identify gaps and best practices, and analyze their impact on school governance and performance. Through this, the study seeks to generate evidence-based recommendations that will serve as a foundational guide for crafting more specific strategic plans that will tailor the distinct educational

contexts of schools in Albay, promoting accountability, shared decision-making, and continuous improvement.

6.1.1.3 OBJECTIVES :

General Objective:

To examine the role of strategic leadership in the implementation of School-Based Management (SBM) in the Division of Albay as a basis for developing effective context -responsive school strategic plans, fostering shared accountability through transparent and inclusive governance structures.

Committed to examine the role of strategic leadership in the effective implementation of School-Based Management (SBM) in the Division of Albay, this aims to assess leadership practices, identify gaps and best practices, and analyze their impact on school governance and performance. Through this, the study seeks to generate evidence-based recommendations that will serve as a foundational guide for crafting more specific strategic plans that will tailor the distinct educational contexts of schools in Albay, promoting accountability, shared decision-making and continuous improvement.

A STRATEGIC PLAN TO IMPROVE STRATEGIC LEADERSHIP AND SCHOOL-BASED MANAGEMENT PRACTICES IN THE DIVISION OF ALBAY

STRATEGY	OBJECTIVES	ACTIVITY	DESCRIPTION	PERSONS INVOLVED	TIME FRAME	RESOURCES NEEDED	BUDGETARY REQUIREMENT	EXPECTED OUTCOME
S- Strengthen School Leadership Engagement And Development #Project LEAD	To capacitate School Heads' leadership and engagement	Leadership Training on SBM	This provides school heads with training and technical assistance on school governance	Divisions Office staffs and SBM program committee Secondary School Heads in the Division	At the start of the School Year,	Training materials, project proposals, documentation tools, Feedback and evaluation tools	P10,000.00 (Division's Fund) -Online for School Heads	Enhance Leadership competence Improved SBM implementation
		Reorientation on the alignment of OPCRf to SBM indicators	Ensure School Heads' OPCRf targets align with Division and Regional Education Development Plans (DED/REDP).	Divisions Office staffs and SBM program committee Secondary School Heads in the Division	At the start of the School Year	Meeting venue, meal and snack		
		Revisiting OPCRf indicators relevant to SBM Key Results Areas and school assessment plan on the strengths and weaknesses as per latest SBM evaluation	Revisit and analyze OPCRf indicators in relation to SBM key result Areas to align school's assessment plan with the findings of the latest SBM evaluation	Division Office staffs and SBM program committee Secondary School Heads in the Division	At the start of the School Year	Meeting venue, meal and snack		

		SBM Cliniquing, or Coaching Sessions/	Provide leadership and management capabilities in preparation for SBM validation	Division Office staffs and SBM program committee Secondary School Heads in the Division, SBM coordinator	At the start of the school year	Meeting venue, meal and snack SBM Latest Evaluation Result		
		Launch the SBM Heart Talk (An FGD for School to talk about SBM Needs improvement Areas	Provides an opportunity to implement targeted interventions to improve SBM implementation SBM Level status improvement among district districts	School Head, Stakeholders	At the start of the school year	Online	Division and Local Fund	Improved SBM level Stats
		Best Practice Sharing Bench Marking	Learned from each other's successful strategies, practices, or approaches in order to improve performance and achieve better results	Division Office staffs and SBM program committee Secondary School Heads in the Division, SBM coordinator	At the start of the school Year	Online needed materials	Division and Local Fund	Improved SBM Practice
		Recognized Schools with SBM Best Practice		Division Office staffs and SBM program committee Secondary School Heads in the Division, SBM coordinator,	After Evaluation	Certificate	Division and Local Fund	

				Division PRAISE Committee School Best Team Player				
		Conduct regular M&E visits with constructive feedback to help schools progress to advanced levels. (Especially to those unvalidated schools)	The data provides an opportunity to implement targeted interventions to improve SBM implementation	Division, SBM Coordinator, School Head and SBM coordinator	Second to Last Quarter	Meeting venue, meal and snack SBM Latest Evaluation Result	Division and Local Fund	Monitored School Progress Improved SBM practice
		Assign Team Player, committees who will assist in gathering documents relative to SBM Key Result Areas and assign School ICT Coordinator or any members who will assist in consolidating and gathering documents /artifacts	Systematic Data Driven or Technology Data Gathering	School Head, Team Players, SBM Coordinator	At the start of the School Year	List of Schools SBM Composition	MOOE/Local Fund	Organized data for SBM Evaluation
		Participation of SPTA President on Division	Participation of the SPTA (School Parent-Teacher	SPTA President, School Head, SIP Team,	At the start of the School	Training materials, venue,	Transportation and meal allowance (approx.	Foster shared leadership among teachers and

B Bringing Relationships and Involvement to Develop Genuine Engagement #Project Bridge	To bridge partnership among stakeholders	Training for SIP crafting	Association) President in the Division Training for SIP Crafting		Year 1-2 days (depending on the schedule)	transportation	\$1,500- \$2,500 depending on the location	stakeholders
		Submission of School Improvement Plan (SIP)		Division Facilitators, School Head, SIP Team	At the start of the school year	SIP printing materials	P 1,000.00 MOOE/Local Fund	Positive increase in school performance
		Quarterly Review Report Submission	Provides Updates on school activities	Division In-Charge, School Head Teachers /Stakeholders	Quarterly	Online report submission	MOOE/Local fund	Strengthen partnership and shared responsibility on school goals through formal agreements and stakeholders' commitments
		Feedback mechanisms establishment in school	Establish and sustain collaborative relationships with stakeholders	School Head Teachers /Stakeholders	To be checked Daily by the School Head	Online /Suggestion's box installment in school	Local Fund	Improved communication and collaboration among stakeholders, promoting timely, transparent, and constructive feedback that informs decision-making and continuous school improvement
		Stakeholders Meeting	Ensures continuous improvement in	School Head /Teachers /Students	Quarterly	Venue, sound system, projector,	Local fund	Improved school practices

			schools	School Head, GPTA Officers, SGC, LGU Representative, Alumni		documentation Printed materials Venue, sound system, projector, documentation Snacks for stakeholders meeting		
M Mobilize And Excel in Managing Inputs Zealously and Efficient resource use #Project Maximize	To hold a school resource mapping and alignment	School and Resource Mapping Workshop	Evaluate the current Status of schools' resources	School Head, Property Custodian, Teachers, SBM Coordinator, SPTA, SGC	At the start of the School Year	Inventory materials	P 3,000.00 (Hard Drive or Electronic storage like CD etc.	Accurate resource database report and clear plan, recommendations for optimum use and reallocation of resources
A Aligning Decisions and Plans Together #Project Adapt	To align decisions and plans to ensure schools' strategic plans are aligned with schools and community needs	Conduct a comprehensive inventory and audit of all school resources (human, physical, financial, learning materials)	Report school's accomplishments and propose interventions to identified school related issues	School Head, SIP Team, M&E Coordinator	Year round	Forms, data tools, printing materials internet access	Local Fund	Clear understanding of resources, identify areas that needs allocation, enhance transparency, and accountability
		Collect and analyze school data (enrollment, NAT, SBM,	Holding of Performance Review in School external officials to	Data gathering and Needs Assessment	Quarterly	Forms, data tools, printing materials internet access	Local Fund	Data based decision making Strength and weaknesses

		child protection cases, etc.) to identify strengths and areas of improvement	discuss school issues, share insights, and participate in school Improvement Planning (Division and School-Based initiated activities					identification
N- Nurture Openness to Build trust for Long -Term Engagement #Project NOBLE	To foster an open and transparent environment that builds trust and promotes long-term collaboration between the school and stakeholders	Always have Financial and Accomplishment Report on school-related activities Joint Community Projects and Activities, like participation in the several contest offered by other agencies (National, Local or International	Twice a year / After the project	Students, teachers, parents, local government representatives, community members	At the start and end of school-year	Meeting Venue / Data reports	5,000.00 (Local Fund)	Strengthened trust and partnership
G- Govern and respect to ensure Accountability and Transparency	Foster a respectful and positive culture in school Community	Conduct ethics and good governance	Conduct inclusion and anti-discrimination, stress management training and psycho-social support	School Heads With Students, teachers, parents,	Any day scheduled as approve by the Division and School	Meeting venue, Training materials	Meeting from Division Office can be online Students - school	Strengthened ethical and foster positive school climate

# Project TASK		school issues						
		Weekly journaling activity to promote self-reflection and mindfulness	Process personal and academic challenges	School Head, Adviser	Weekly	Writing materials	Personal fund	Enhanced self-awareness
		Peer mentoring program	Provide guidance on school work and activities	Counselors - School Child Protection Committee - Teachers - Guest Speaker (e.g., social worker or child rights advocate) - Students	Once a week or as needs arises	Writing materials	Personal Fund	
		Child Protection seminars and workshop	Raise awareness on students rights, personal safety, and how to recognize and respond to unsafe	School Administration - Teachers - School Counselors - Guest Speakers (e.g., parenting experts, community leaders)	Quarterly or twice a year			Improved personal and emotional management Creation of safer school environment

#Project GREAT			activities to school heads, teachers and students		Heads			
A Advancing Capabilities for Holistic Instructional and Educational <u>Value of Empowerment</u>	Empower teachers with new teaching pedagogical skills	Hold monthly workshops or Learning Action Cell Session	Conduct Regular LAC Sessions	School Heads, x Teaching and Non-Teaching Staff	Monthly	Meeting venue, Training materials	MOOE Fund/Local Fund	Enhanced Teaching Effectiveness
#Project ACHIEVE		Encourage teachers for Action Research <u>Expo</u> in Post graduate course	Opportunity to deepen expertise and promote Professional Development	School Head, Teachers	At the start of the school year	Training and support Resources	Personal or can apply scholarships	Professional Growth and increased expertise
T Transformation and Application of Students Knowledge	Transform learning environments for students' success	Student-led forums to encourage voice, feedback, and goal-setting on	Provide constructive feedback on school practices, teaching methods, and campus life	School Heads, Teachers School Club Organizations SSLG	Quarterly	Meeting venue	Personal	Increased student engagement

			situations	- Parents				
		Parent engagement workshop	<u>Foster strong</u> partnership between parents and schools, equipping parents with the knowledge, skills, and tools to support their children's academic and emotional well-being	School Administration - Teachers - School Counselors - Guest Speakers (e.g., parenting experts, community leaders) - Parents	Once a year			Strengthened Parent Child Relationship

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