

## Research Article

### Factors Influencing School-Based Management and Instructional Leadership of Elementary Schools in Eastern Samar

Ma. Grecia V. Caratay, Glenda A. Cargando, Florie Rose C. Coso\*, Richel A. Sampag  
Mary Del B. Taniñas, Janice Dyan G. Quiloña, Dit

Graduate School, Eastern Samar State University – Canavid Campus, Canavid, Eastern Samar,  
Philippines

---

#### Article history:

Submission April 2026

Revised May 2026

Accepted June 2026

#### \*Corresponding author:

E-mail:

[florierose.coso@deped.gov.ph](mailto:florierose.coso@deped.gov.ph)

#### ABSTRACT

This study determines the factors influencing school-based management and instructional leadership of elementary schools in Eastern Samar. The of internal and external factors of school leader emphasis on instructional and administrative task. This study employed a descriptive and correlational design, consist of one hundred twenty-five (125) respondents. Proportional sampling design and Krejci & Morgan table and researcher-structured survey questionnaire were utilized. Statistical tools used the mean, standard deviation, and Pearson (r) to determine the relationships between variables. Results show that the most important factors influencing school-based management of elementary schools in Eastern Samar are school leadership and external stakeholders were both an exceptional very high influence. The level of school-based management practice of elementary school head in Eastern Samar is maturing level. Thus, there is a significant relationship between internal, external factors and the level of practices of school-based management of elementary school head in Eastern Samar a positively influence school-based management. Based on instructional leadership the teachers' qualifications and training enhance instructional quality. In a healthy work relationships engaged betterment towards child-friendly schools and inclusive education. While, the curriculum and instruction reforms was to improve students' outcomes, teachers' quality teaching and school head performance in school-based management. The basis for instructional leadership emphasis on effective and efficient SBM quality assurance and support school head of public elementary schools.

**Keywords:** *School-Based Management, Instructional Leadership, School Head, Elementary Schools*

---

#### How to cite:

Caratay, M. G. V, et al. (2026). Factors Influencing School-Based Management and Instructional Leadership of Elementary Schools in Eastern Samar. *The Advanced Social Science In Research Journal*. 1(3), 614 – 634. doi: 10.11594/assrj.01.03.08

## **Introduction**

School-based management is a strategy to improve education by transferring significant decision-making authority from higher offices down to individual schools. It will provide the school heads, teachers, learners, and parents to have a greater control over the education process by giving them responsibility for decisions about budget, personnel, and curriculum. The involvement of internal and external stakeholders will create more effective learning environment and right decisions that will results to effective learning outcomes of education.

To improve the quality of education the government provide adequate allocation and resources in the government budget, both central and regional (Sulasmi et al., 2023). Improving the quality of education entails provisions and or allocation of funds to support school programs and activities for the benefit of the school community. Students with greater educational needs will benefit from the improved teaching quality thus attaining a hundred percent promotion rate and access to education.

One of the strategies of the government is the decentralization of education decision-making by increasing parental and community involvement in schools, which is popularly known as School-Based Management (SBM). School-Based Management (SBM) has been embedded in RA 9155 known as the Governance of Basic Education of 2001 to provide the guidance and enabling mechanism in the governance and operations of the schools. Since its inception in 2012 through DepEd Order No. 83, S. 2012, the schools have used the mechanism to assess their level of practice and to maintain and sustain their improvement efforts and practices, resulted in a self-directed, self-sustaining, and improved system of governance (Pato, 2023).

School-based management is a student and Community-Centered Education System, a principle of shared governance to support the stewardship of students' learning outcomes, and it is both a product and a process. It is composed of four core principles of a school system that guide the SBM processes namely principles of leadership and governance, community-based learning, accountability for

performance and results, and convergence to harness resources for education.

The role of the school stakeholders as partners in creating changes and development through acquiring quality education is an urgent concern, especially in this time of Basic Education (Anabo, 2024). However, not all stakeholders are aware of their roles as partners of the school in attaining its vision and mission. There are school stakeholders who are having a hard time collaborating with the school programs and projects, working together, and sharing responsibilities with the community.

However, the Department of Education (DepEd) has been putting into practice several projects, programs, and activities that will achieve school-based management (SBM) and other solid philosophical and legal frameworks of the department, both now and in the past. This shows how strong the role of a teacher is as the central point of innovation and education reform in schools (Ulfatin et al., 2022). The effect of SBM on educational quality, including student outcomes, is still a hotly debated topic in today's world. Some researchers contend that a school-based management system can improve school quality with management that involves the participation of all school components and focuses on programs to improve the quality of graduate students and educators (Sumaryanti & Purwanto, 2023). whereas others assert that SBM degrades educational quality, particularly in the least effective schools (Pepugal, 2022). The discussion of SBM quality is complicated and inflexible due to the variety of SBM approaches and the environments in which they are used. The variety of decentralization strategies and components that collectively make up "School-Based Management," as well as the institutional and sociocultural contexts in which they are used, make evaluation of SBM challenging. In addition, certain research conducted recently has discovered a link between SBM changes and enhanced educational procedures and outcomes in the school and community setting (Saro et al., 2022; Ela, et al., 2023; Mustari et al., 2024). With all the usefulness of SBM in improving student achievement, academic performance,

and collaboration in society it goes to lack of strong empirical foundation.

The study also analyzed the extent of internal and external factors influencing SBM performance conducted and implemented along the four core components of school-based management. These salient core areas and components are leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources that can integrate and embrace the social support of internal and external stakeholders, particularly in terms of feedback or communicating and translating responses and reactions toward the SBM tasks and programs.

The researcher deems examining the internal and external factors influencing stakeholders' assessment and feedback toward SBM implementation is necessary and beneficial. These factors influencing SBM performance reflect how these school partners are genuinely engaged, involved, concerned, and committed to supporting school-based management and development. This analysis will provide a holistic understanding of the internal and external factors influencing SBM performance in order to identify factors influencing school-based management and instructional leadership of elementary schools in Eastern Samar.

### Statement of the Problem

This study aims to determine the factors influencing school-based management and instructional leadership of elementary schools in Eastern Samar.

Specifically, it sought to answer the following questions.

1. What are the factors that influence school-based management of school head in terms of internal factors such as;
  - 1.1 School leadership
  - 1.2 School improvement process
  - 1.3 School internal stakeholders?
2. What are the factors that influence school-based management of school head in terms of external factors such as;
  - 2.1 Community engagement leadership
  - 2.2 Community school improvement
  - 2.3 School external stakeholders?

3. What is the level of school-based management of elementary school head in Eastern Samar?

4. Is there a significant relationship between the internal and external factors influencing school-based management and instructional leadership of elementary school head in Eastern Samar?

### Significance of the Study

**School Administrators.** The results of this study should promote strong connections, camaraderie, and collaborations between school and community. Which includes parents, students, and teachers both internal and external parties like the community, business establishments, private, and public schools.

**Teachers.** The results of this study will find solutions on which instruction, strategies, and methods of teaching will be more effective in improving the performance of the students. This will encourage them to construct their approaches and strategies that will fit their teaching styles and sustain the interest of their students.

**Parents.** The result of this study will find a greater impact on strong partnerships and collaboration with the school and community. This will give assurance to the parents that the results give impact to quality education.

**Students.** The results of this study will be beneficial to students because they are now aware of the school-based performance integrated into the school policies and program of activities.

**Fellow Researchers.** Results of this study will serve as benchmark information on internal and external factors influencing school-based management and it will be helpful in future research work.

### Scope and Delimitation of the Study

The study will focus on determining the factors influencing school-based management and instructional leadership of elementary schools in Eastern Samar.

The assessment involved only selected elementary public schools in Eastern Samar. The different school such as Can-avid Central Elementary School, Dolores Central Elementary School, Taft Central Elementary School, Oras

West and East Central Elementary School, San Policarpio Central Elementary School and Ar-teche Central Elementary School. Thus, limiting the generalizing results of this study to selected teachers about influencing internal and external factors of school-based management performance of the Department of Education.

### Definition of Terms

The following terms are operationally defined to enable the readers to have a clearer understanding of the research text.

**External factors.** refers to the individual organizations who are directly involved and affected by daily educational operations. External stakeholders may include parents and guardians, community members, local government units, civil society organizations, business enterprises, and public or private concerned individuals.

**Internal factors.** refers to the individual who are directly involved and affected by daily educational operations of the school. Internal stakeholders include the learners, teachers, school heads, and school personnel.

**School-Based Management (SBM).** refers to the decentralization of decision-making from central to division levels. The intent is to bring together to all school heads, teachers, students, parents, local government units, and community to improve learning outcomes through effective schools.

**School Head.** refers to the head of an office or highest rank at the school level. The school head had the power to efficiently and effectively monitor instructional management, school facilities, and finances for their teachers. The manager of the school operations, facilities, instructional teaching supervision, and human resource management.

**Elementary School** refers to the schools in Eastern Samar where in the offering elementary school program in the Department of Education.

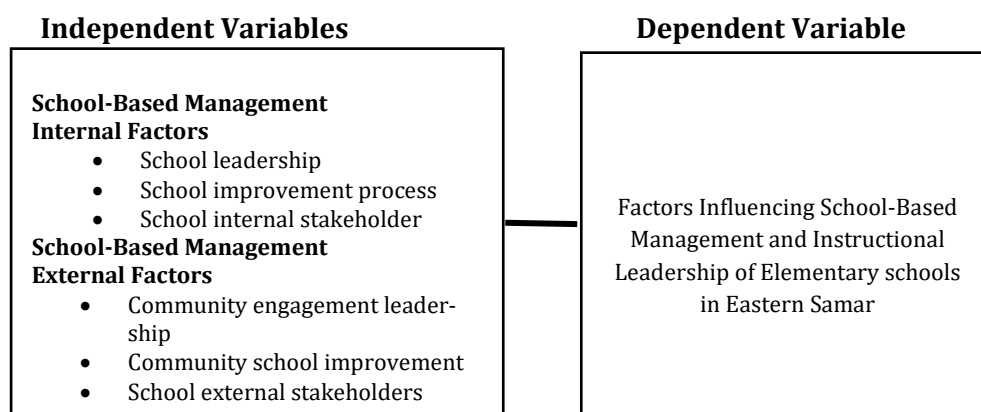
### Conceptual Framework of the Study

The school-based management performance in external factors that can influence educational programs are the supporting agencies that give assistance and facilities for improvement in school management from the external perspective. It relates also to the people's indirect involvement from the humanitarian consideration in school management. On the other hand, internal factors in the school-based management performance are any educational program entrusted to those actively and internally influenced inside the institutions.

The conceptual framework of the study on internal and external factors influencing school-based management and instructional leadership of DepEd schools elementary in Eastern Samar.

Figure 1, research paradigm of the study. The first box showed the independent variables grouped into internal and external factors: school leadership, school improvement process, and school internal stakeholders; community engagement leadership, community school improvement, and school external stakeholders.

However, the second box represents the dependent variable in which factors influencing school-based management and instructional leadership of elementary schools in Eastern Samar.



**Figure 1.** The research paradigm of the study on influencing school-based management and instructional leadership of elementary schools in Eastern Samar

**Methodology**

**Research Design**

The researchers used the descriptive and correlational research design. This study utilized descriptive research to investigate the internal and external factors that influence the factors Influencing school-based management and instructional leadership of Elementary schools in Eastern Samar involving description, recording, analysis, and interpretation of methodology to describe a population, composition of circumstances, or phenomena (McCombes, 2020).

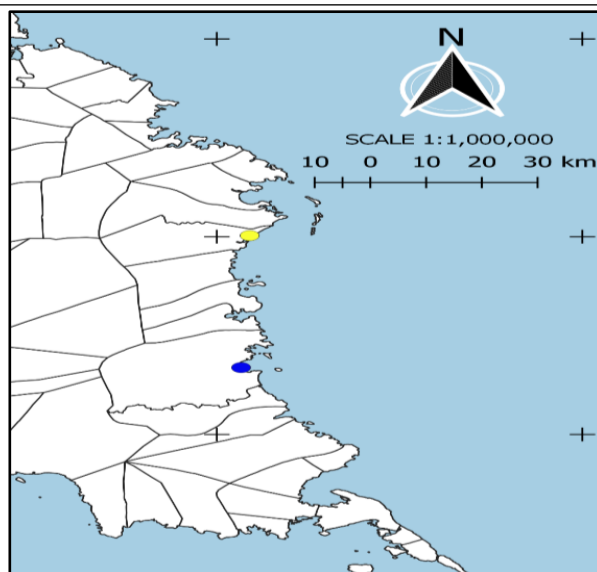
Furthermore, the correlational design is useful to supply information on which judgment is based on identifying the relationship between two variables the calculated data on internal and external factors that influence the factors influencing school-based management and instructional leadership of elementary schools in Eastern Samar. The descriptive survey questionnaire was chosen for its ability to systematically collect and analyze data regarding the factors influencing participants' school-based management. By employing a standardized survey questionnaire, the study aims to gather quantitative data on various determinants of employee internal and external factors influencing school-based management. This approach would allow for the systematic

measurement and comparison of these factors across elementary schools in Eastern Samar.

**Research Locale**

The study was piloted elementary schools in Eastern Samar, the different school such as Can-avid Central Elementary School, Dolores Central Elementary School, Taft Central Elementary School, Oras West and East Central Elementary School, San Policarpio Central Elementary School and Arteche Central Elementary School.

Figure 2 illustrates the geographic distribution of the research sites across Eastern Samar. This visual representation highlights the areas where data collection took place, providing insight into the spatial distribution of the participating schools. By conducting the study across different DepEd public secondary schools, the research aimed to capture the diversity of school-based management experiences and perspectives among teachers within Eastern Samar. The selection of Eastern Samar as the research locale offered several advantages, including accessibility, diversity, and relevance to the study's objectives. The chosen schools represent different areas within Elementary schools in Eastern Samar providing a diverse sample that enhances the validity and generalizability of the study's findings.



**Figure 2.** Map of Eastern Samar showing the research locale of the study

### Respondents of the Study

There was a total of 125 respondents from the six (6) identified DepEd public elementary schools across Eastern Samar. Respondents were selected through proportional sampling; the population element size corresponds to the same proportion percentage of the sample size in every elementary schools.

All selected respondents came from the public elementary schools within the selected elementary schools of Eastern Samar. The respondents of the study comprise of teachers who are currently employed and focus on teachers from various grade levels and subject areas to capture a diverse range of experiences and perspectives on school-based management. The participation of teachers in the study was voluntary. Respondents were informed about the purpose, significance, and confidentiality of the research in order to encourage their participation. The consent was obtained from each participant to ensure their willingness to contribute to the study.

### Sampling Procedure

This study used a proportional sampling design. Proportional sampling is a sampling of the population in which the probability of finding an element is proportional to some common shared attribute or property of all the elements in the population (Lohr, 2021).

In selecting respondents, the researcher used Krejcie & Morgan (1970) table to determine the sample size for a given population for

easy reference. Likewise, in choosing the respondents the researcher will find using the availability and willingness to answer the survey questionnaire on factors influencing school-based management of elementary schools of the Department of Education.

The distribution of the respondents per school in the identified division using a proportional sampling technique to determine the sample size. This technique was provided population element size corresponding to the same proportion percentage of the sample size.

### Research Instruments

The researcher utilized the survey questionnaire with three main parts. The first section (Part I) Internal factor in terms of school leadership, school improvement process, and school internal stakeholders. Second section (Part II) box represents the criterion external factors: community engagement leadership, community school improvement, and school external stakeholders. Third section (Part III) is about the level of school-based management in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, management, and resources.

The structured questionnaire adapted from Department of Education revised school-based management assessment tool based on DepEd Order No. 83, s. 2012. This tool evaluates and assesses the internal and external factors influencing school-based management

dimensions based on the revised SBM manual of the Department of Education.

**Data Gathering Procedure**

The researchers personally administered data gathering. The researchers observed the following procedures to conduct this study. First, researchers sought endorsement letter to the Dean of graduate school at Eastern Samar State University, Can-avid-Campus. Second, an application for the conduct of the study to the University Ethics Committee. Third, approval should be sought from the different elementary schools.

A consent letter was sought from the respondents. Only upon their consent that the survey instrument was administered. The researcher also gave enough time for the respondents to answer the questionnaire to generate reliable data and retrieve a 100% response rate. Moreover, the researcher followed necessary health protocols in the collection of data.

**Measurement of Variables**

**Internal Factors.** The following factors influence school-based performance such as school leadership, school improvement process, and school internal stakeholders.

Range	Interpretation
4.2 – 5.0	Exceptionally Influence
3.4 – 4.1	Highly Influence
2.6 – 3.3	Moderately Influence
1.8 – 2.8	Slightly Influence
1.0 – 1.7	Poorly Influence

**External Factors.** The following factors influence school-based performance such as community engagement leadership, community school improvement, and school external stakeholders.

Range	Interpretation
4.2 – 5.0	Exceptionally Influence
3.4 – 4.1	Highly Influence
2.6 – 3.3	Moderately Influence
1.8 – 2.8	Slightly Influence
1.0 – 1.7	Poorly Influence

In determining the level of school-based management influencing elementary school in Eastern Samar.

Score Range	Interpretation
2.51 – 3.00	Advanced (A)
1.51 – 2.50	Maturing (M)
1.00 – 1.50	Developing (D)

**Data Analysis**

The data analysis was used to properly executed the statement of the problem in research study. First statement of the problem, mean and standard deviation was used to describe data in terms of average results on factors influence school-based performance such as school leadership, school improvement process, and school internal stakeholders. Second statement of the problem, mean and standard deviation was used to describe data in terms of average results on factors influence school-based performance such as community engagement leadership, community school improvement, and school external stakeholders. Third statement of the problem, mean and standard deviation was used to determine the average results of the level of practices on SBM such as leadership and governance, curriculum and instruction, accountability and continuous improvement, management, and resources influencing the school-based management performance. Fourth statement of the problem, Pearson Product Moment Correlation (Pearson r) was used to analyze the parameters of the relationship between internal, external factors and the level of practices on school-based management.

**Ethical Considerations**

To address and prioritize the ethical consideration of the study, the rights of the respondents and other ethical aspects were given utmost importance. Full consent was obtained from the research participants before the distribution of the questionnaire, and the protection of their privacy was ensured. Hence no name was revealed; instead, the respondents' school addresses was used. Confidentiality and anonymity were also emphasized to the participants so that they would not feel hesitant and

would answer the survey questionnaire honestly and to the best of their ability.

**Result And Discussion**

**Factors that influence school-based management of school head in terms of internal factors: School Leadership**

Table 1 presents the data on various indicators of factors influence school-based performance such as school leadership, school improvement process, and school internal stakeholders under school leadership, measured by mean scores and standard deviations. The second indicator “*The school faculty and staff are educationally qualified*” has the highest weighted mean of 4.72, an exceptionally high influence in the school leadership of influencing school-based management. While, indicator three “*The school faculty and staff are well-paid*” obtained the least weighted mean of 4.18 with the descriptive interpretation “high influence”, respectively. Overall, the school leadership in internal factors influencing the school-based management grand mean of 4.38 interpreted as “Exceptionally Highly Influence”, respectively.

**Table 1.**

*School Leadership*

School Leadership	Mean	Standard Deviation	Interpretation
The school faculty and staff are well-trained.	4.42	.578	Exceptionally Influence
The school faculty and staff are educationally qualified.	4.72	.446	Exceptionally Influence
The school faculty and staff are well-paid.	4.18	.742	Highly Influence
The school faculty and staff shared a philosophy of inclusive education.	4.40	.617	Exceptionally Influence
The school faculty and staff are sufficient.	4.20	.720	Exceptionally Influence
<b>GRAND MEAN</b>	<b>4.38</b>	<b>.621</b>	<b>Exceptionally Influence</b>

School leadership is a critical component in the educational system, particularly in influencing school-based management of elementary school head. The findings collectively emphasize the critical role of effective school leaders in enhancing school-based management. The excellent rating given by the teachers highlights the success of the current supervision practices and serves as a model for other districts aiming to improve their educational outcomes.

The positive results of school leadership have significant implications of educational leadership and policy in education (Balaca, 2023). It underscores the importance of; ongoing professional development, by providing regular training and development opportunities for teachers; Collaborative supervision, by encouraging a collaborative approach to supervision that involves teachers in the evaluation process; and resource allocation, by ensuring that schools are equipped with the necessary teaching materials and resources (Anabo & Rapada, 2024).

**School Improvement Process**

Table 2 presents the school improvement process that influences of elementary school heads. As shown in the table, all indicators range from 4.26 to 4.57, a very high level of influence among respondents in school-based management. These mean scores fall within the descriptive interpretation of "Exceptionally high influence" in the school improvement process. The study on school-based management, particularly its influence on internal factors, provides enrichment of activities such as benchmarking with other organizations in the community. It also offers interventions for programs, projects, and activities, including brainstorming and planning sessions, which may help improve the implementation of the school improvement process in school-based management.

School heads, teachers, and students need to continue enhancing their monitoring and assessment practices in school-based management to ensure that schools operate effectively and efficiently. They should also take into consideration communication procedure related to transparency (Roque, 2023; Rivera, 2023).

The standard deviations for each item are relatively low, ranging from 0.606 to 0.796. This indicates a consistent perception among respondents regarding their influence in school-based management across the school improvement process. The low standard deviations suggest that respondents generally agree with the statements, reflecting a widespread high impact on the school improvement process among the surveyed population.

**Table 2.**  
*School Improvement Process*

School Improvement Process	Mean	Standard Deviation	Description
The school conducts assessment and monitoring activities according to SBM.	4.43	.691	Exceptionally Influence
Monitoring and evaluation of teachers' performance is properly done with the use of appropriate monitoring tools.	4.57	.606	Exceptionally Influence
School improvement plan (SIP) held in the school quarterly to track the accomplishment and assess the progress implementations of plans, programs, projects, and major activities.	4.46	.700	Exceptionally Influence
Allocation of funds is effectively and efficiently managed.	4.27	.759	Exceptionally Influence
Allocation of funds is based on school priority needs.	4.26	.796	Exceptionally Influence
<b>GRAND MEAN</b>	<b>4.40</b>	<b>.709</b>	<b>Exceptionally Influence</b>

**School Internal Stakeholders**

Table 3 provides various statements in terms of school internal stakeholders that

influence school-based management. The mean scores for each item range from 4.21 to 4.50, indicates very high of influence level of

respondents in school-based management. These mean scores fall within the range of "Exceptionally Influence" suggesting that respondents possess strong influence, awareness, understanding, and support in improving school-based management. However, the indicator, "Parents assume responsibilities as partners in the learning process" got a lower mean score of 4.23 emphasizing that the internal

stakeholders provide adequate information, establish a proactive, collaborative school mindset, support and enhance parents collaboration, as well as parents motivation, engagement, and well-being, and the collective commitment needed to foster improvement and promote and sustain success for schools and stakeholders (Day et al., 2020).

**Table 3.**  
*School Internal Stakeholders*

<b>Internal Stakeholder</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Description</b>
Students are aware of their rights and responsibilities as primary stakeholders.	4.36	.638	Exceptionally Influence
Students are held accountable for their performance.	4.39	.625	Exceptionally Influence
Teachers are co-leaders / co-managers of schools.	4.46	.588	Exceptionally Influence
Teachers pursue continuing professional development, and mentor peers.	4.50	.589	Exceptionally Influence
Parents assume responsibilities as partners in the learning process.	4.23	.725	Exceptionally Influence
<b>GRAND MEAN</b>	<b>4.39</b>	<b>.655</b>	<b>Exceptionally Influence</b>

**Factors that influence school-based management of school head in terms of external factors: Community Engagement Leadership**

Table 4 presents the data on various indicators of external factors influencing school-based management under community engagement leadership, measured by mean scores and standard deviations. The item indicator "The school needs assistance from the community to properly implement programs, projects, and activities of the school" got the highest weighted mean of 4.36, an Exceptionally very highly influence in community accountability of influencing school-based management. This means that the respondents strongly agree that

the community develops harmonious relationships and that all the school's programs, projects, and activities shall be properly implemented with the community's assistance to become an integral part of influencing school-based management.

However, the indicator "The community demands a proper way of distributing funds based on the priority project" obtained the lowest weighted mean 3.88 with the descriptive interpretation "highly influence", respectively. Overall, the community accountability external factors influencing the school-based management grand mean of 4.10 and standard deviation of 0.699 interpreted as "Highly Influence".

The indicator “*The leader in the community influences the decision of the school head*”, which is less influence and the decision of the school head not influence by the leader in the community or any politicians. In contrast, Nyawo et al., (2024), the findings revealed significant political interference in school governance, particularly in rural areas were political affiliations decision-making. However, according to Palomares (2024), findings revealed that participation in decision-making is sometimes manifested only in the extent of school-based management in terms of curriculum, program, project, and extracurricular activities implemented by the school through collaboration of the community stakeholders.

However, the two lower standard deviations 0.583 correspond to the strong agreement among the respondents on “*The school needs assistance from the community to*

*properly implement programs, projects, and activities of the school*”. Likewise, the school head implemented school-based management in their respective schools with different programs, projects, and activities. Thus, it includes crafting and planning with its stakeholders; implementation, monitoring, and documentation of student learning activities; and clean-up drive and transparency board installation. Therefore, school-based management needs harmonious relationships to overcome the challenges of schools, such as contextualization of curriculum, improvement of physical facilities and linkages, and stakeholders’ awareness and involvement in school PPA, to be extensively maximized. Eventually, sound partnerships between schools and external stakeholders be cultivated (Dones et al., 2023).

**Table 4.**  
*Community Engagement Leadership*

<b>Community Accountability</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Description</b>
The community is accountable for improving school-based management practices.	4.07	.644	Highly Influence
The community is aware of the collaboration of the school policies and MVGO.	4.06	.679	Highly Influence
The community influences the decision of the school leader in terms of SBM.	4.11	.756	Highly Influence
The community demands a proper way of distributing funds based on the priority project.	3.88	.832	Highly Influence
The school needs assistance from the community to properly implement programs, projects, and activities of the school.	4.36	.583	Exceptionally Influence
<b>GRAND MEAN</b>	<b>4.10</b>	<b>.699</b>	<b>Highly Influence</b>

### Community School Improvement

Table 5 presents the data on various indicators of external factors influencing school-based management under community school improvement, measured by mean scores and standard deviations. The indicator *“The community has an integral part in influencing the improvement of school management”* got the highest weighted mean of 4.35 a very highly influence community school improvement of influencing school-based management. It means the respondents have a strong agreement in their responses that an integral part of influencing school-based management. Likewise, involving the community in school management is essential and productive from the security assistance of school premises and campaign information awareness to forming school committees in the community would strengthen participation to obtain constructive feedback in school-based management (Amon & Bustami, 2021; Anabo, 2024).

However, the indicator *“The community campaign information awareness in school-*

*based management best practices”* and *“The community provides security assistance on the school premises”* obtained the least weighted mean of 3.25 and 3.30 with the descriptive interpretation “moderately influence”, respectively. Overall, the community school improvement external factors influencing the school-based management grand mean of 3.89 and standard deviation of 0.727 interpreted as “Highly Influence”.

Respondents demonstrate strong influences in school-based management, particularly in relation to community school improvement. School-based management extends beyond parental involvement in quarterly meetings and includes broader societal participation in educational initiatives. Local communities play a vital role in supplementing educational resources, providing mentorship, and facilitating experiential learning activities that support school improvement (Eden et al., 2024).

**Table 5.**  
*Community School Improvement*

Community-Based Resources	Mean	Standard Deviation	Description
The community provides security assistance on the school premises.	3.30	.867	Moderately Influence
The community is a great influence to improve the quality of education in a particular place.	4.32	.605	Exceptionally Influence
The community campaign information awareness in school-based management best practices.	3.25	.865	Moderately Influence
The community helps the school to meet quarterly performance on programs, projects, and activities.	4.27	.667	Exceptionally Influence
The community has an integral part in influencing the improvement of school management.	4.35	.630	Exceptionally Influence
<b>GRAND MEAN</b>	<b>3.89</b>	<b>.727</b>	<b>Highly Influence</b>

**School External Stakeholders**

Table 6 presents the data on various indicators of external factors influencing school-based management performance under school external stakeholders, measured by mean scores and standard deviations. The three-item indicators are “*There is a rapport between the external stakeholders and the school*”, “*The external stakeholders strengthen networking with other agencies to adapt successful strategies in school-based management*”, and “*The external stakeholders provide institutionalized support to continuously improve learning outcomes.*” has the highest weighted mean of 4.37, an exceptional very high influence in external stakeholders of influencing school-based management. It means the respondents have a strong influence and agreement that external stakeholders provide assistance, support, collaborate, adapt successful strategies in SBM, and give rapport for the betterment of the school. However, the indicator “*The external stakeholders provide support to learners in SBM*

*educational needs*” obtained the least weighted mean of 4.33. Overall, the external stakeholders in external factors influencing the school-based management grand mean of 4.35 and a standard deviation of 0.647 interpreted as “Exceptionally Influence”.

Respondents demonstrate strong influences in school-based management in school external stakeholders such as parents, guardians, family barangay officials, LGU, and NGOs because success included improved student outcomes and community engagement. At the same time, lessons emphasized flexibility and external stakeholder involvement (Rufon & Baldera, 2024).

In contrast to the result of standard deviation it means the external stakeholders, understand their respective roles, and responsibilities on SBM, stakeholders actively collaborate with the school personnel to aware of the educational rights in the school-based management, and involvement of school programs and performance quarterly (Valencia, 2024).

**Table 6.**  
*School External Stakeholders*

External Stakeholders	Mean	Standard Deviation	Description
The external stakeholders provide support to learners in SBM educational needs.	4.33	.724	Exceptionally Influence
There is rapport between the external stakeholders and the school.	4.37	.579	Exceptionally Influence
The external stakeholders strengthen networking with other agencies to adapt successful strategies in school-based management.	4.37	.651	Exceptionally Influence
The external stakeholders provide institutionalized support to continuously improve learning outcomes.	4.37	.603	Exceptionally Influence
The external stakeholders are encouraged to participate in the implementation process of SBM focuses on children's learning and development.	4.34	.678	Exceptionally Influence

<b>GRAND MEAN</b>	<b>4.35</b>	<b>.647</b>	<b>Exceptionally In- fluence</b>
-------------------	-------------	-------------	--------------------------------------

### Level of practices on school-based management of elementary schools in Eastern Samar

Table 7 presents the data on various indicators of the level of practices in school-based management, measured by mean scores and standard deviations.

#### *Leadership and Governance*

In terms of leadership and governance the third item indicator *"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"*, got the highest weighted mean of 2.51 with the interpretation of "Advanced" level of practices in school-based management. While, the rest of the indicators on the level of practice of school-based management have a mean ranging from 2.41 to 2.49 with the descriptive interpretation "Maturing", respectively. It implies the leadership and governance of school-based management has a strong collaboration, organized planning, clear expectations, harmonious work relationships, shared leadership and governance, and the responsibilities and roles of the stakeholders are already defined. Likewise, Cobanoglu (2020), shared leadership has a positive impact on teachers, stakeholders, and the organizational community. For this reason, to increase organizational leadership and governance we should support teachers, create a shared school life, and include them in decision-making processes as internal and external stakeholders to improve the school-based management performance. *Curriculum and Instruction*

In terms of curriculum and instruction the indicators *"The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in this community"*, *"The curriculum provides for the development needs of all types of learners in the school community"*, *"Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's*

*vision, mission, and goals"* and *"Methods and resources are learners and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners"* got the highest mean of 2.53 and 2.60 with the interpretation of "Advanced" level of practices in school-based management. While, the rest of the indicators have a mean ranging from 2.41 to 2.49 with the descriptive interpretation "Maturing", respectively.

#### *Accountability and Continuous Improvement*

In terms of accountability and continuous improvement the indicators *"Achievement and goals are recognized based on a collaboratively developed performance accountability system gaps are addressed through appropriate action"* and *"The roles and responsibilities of accountable people and collective bodies are clearly defined and agreed upon by community stakeholders"* got the highest mean of 2.50 and 2.52 with the interpretation of "Advanced" level of practices in school-based management. In addition, the indicator *"The accountability system is owned by the community and continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community"* got the lowest mean of 2.41 interpreted as "Maturing". However, the remaining indicator got 2.44 and 2.46 with the descriptive interpretation of "Maturing", respectively.

#### *Management of Resources*

In terms of management of resources, the indicators *"Stakeholders are engaged in a regular dialogue for planning and resource programming that is accessible and inclusive to support the implementation of community education plans"* and *"Learning managers, learning facilitators and community stakeholders collaboratively developed and implemented regular monitoring, evaluation"* got the highest mean of 2.46 with the interpretation of "Maturing" level of practices in school-based management. In addition, the indicator *"A system that manages networks and linkages strengthens*

and sustains partnerships for improving resource management” got the lowest mean of 2.42 interpreted as “Maturing”, and the remaining indicator got 2.44 with the descriptive interpretation of “Maturing”.

In summary, the findings of this table indicate that the level of practices of school-based management performance is maturing with a grand mean of 2.47 and a standard deviation of 0.638. This indicates that school-based management implementation was most elementary schools are at a mature level as seen in the result. Dela Fuente (2020), stated that schools and even the Department of Education

recognized the benefits and possibilities of implementing school-based management the degree of implementation was raised significantly. The Department of Education requests that the national government advocate for additional money to support the ongoing efforts and SBM implementation operations. Furthermore, Camacho and Farrales (2020) asserted that more schools nationwide are now participating in the evaluation process to assess where they stand and what are the requirements to pass another level from maturing to the advanced level.

**Table 7.** Level of practices on school-based management

School-Based Management	Mean	Standard Deviation	Description
<b>Leadership &amp; Governance</b>			
Development Plan developed collaboratively by stakeholders of the school and community is in place.	2.47	.647	Maturing
The development plan is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges, and opportunities.	2.41	.697	Maturing
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.	2.51	.664	Advanced
A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community.	2.49	.665	Maturing
A long-term program is in operation that addresses the training and development needs of the school and community leaders.	2.43	.645	Maturing
<b>Curriculum &amp; Instruction</b>			
The curriculum provides for the development needs of all types of learners in the school community.	2.60	.554	Advanced
The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in this community.	2.53	.565	Advanced

A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem-solving.	2.43	.681	Maturing
The learning system is regularly and collaboratively monitored by the community using appropriate tools to ensure holistic growth and development of the learners and the community.	2.46	.691	Maturing
Assessment tools for teaching and learning are continuously reviewed and improved and assessment results are contextualized to the learners and local situation and the attainment of relevant life skills.	2.47	.609	Maturing
Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent with the organization's vision, mission, and goals.	2.60	.552	Advanced
Methods and resources are learners and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.	2.53	.575	Advanced
Learners are equipped with essential knowledge, skills, and values to assume responsibility for their learning.	2.49	.618	Maturing
<b>Accountability &amp; Continuous Improvement</b>			
The roles and responsibilities of accountable people and collective bodies are clearly defined and agreed upon by community stakeholders.	2.52	.587	Advanced
Achievement and goals are recognized based on a collaboratively developed performance accountability system gaps are addressed through appropriate action.	2.50	.588	Advanced
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.	2.41	.634	Maturing
Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and developed collaboratively and agreed upon.	2.44	.637	Maturing
Participatory assessment of performance is done regularly with community involvement. Assessment results and lessons learned are shared and serve as a basis for	2.46	.656	Maturing

feedback, technical assistance, recognition, and plan adjustment.

**Management of Resources**

Assessment and inventory are collaboratively undertaken regularly by learning managers, learning facilitators, and community stakeholders as a basis for resource allocation and mobilization.	2.44	.646	Maturing
Stakeholders are engaged in a regular dialogue for planning and resource programming that is accessible and inclusive to support the implementation of community education plans.	2.46	.674	Maturing
To ensure judicious, appropriate, and effective use of resources, a community-developed resource management system that drives appropriate behaviors of the stakeholders is in place.	2.44	.664	Maturing
Learning managers, learning facilitators and community stakeholders collaboratively developed and implemented regular monitoring, evaluation, and reporting processes of resource management.	2.46	.656	Maturing
A system that manages networks and linkages strengthens and sustains partnerships for improving resource management.	2.42	.664	Maturing
<b>GRAND MEAN</b>	<b>2.47</b>	<b>.638</b>	<b>Maturing</b>

Table 8 displays correlations between internal and external factors influencing school-based management of elementary school head in Eastern Samar. All correlations have p-values less than 0.001, indicating highly significant relationships between internal factors and school-based management across different variables.

Correlational coefficients range from 0.464 to 0.567, indicating positive correlations between internal factors and school-based management. Higher correlation coefficients suggest a stronger relationship that influences between respected variables on internal, external factors and school-based management of elementary schools.

The highly significant relationship highlights a significant relationship between internal, external factors and the level of practices in school-based management as effective

leadership and administration positively influence school-based management, teachers' qualifications and training enhance instructional quality and SBM outcomes, school healthy work relationships engaged for the betterment of the constituents a child-friendly school and inclusive education, curriculum and instruction reforms to improve students outcomes .

In summary, the findings emphasize the significant relationship between internal factors and the level of practices in school-based management performance of Elementary School Head in Eastern Samar, underlining the importance of influencing internal, external factors to improve students' academic performance and achievements, enhance teacher job satisfaction and retentions, increase parental and community engagement through collaboration and teamwork, and promote effective

resource allocation enhancing school accountability and transparency. In addition, it improves networking with other agencies in the community to strengthen camaraderie and harmonious relationship to support all implementation of programs, projects, and activities

of the school (Alvarez et al., 2023). Student's academic performance and achievements at the schools are properly monitored and evaluated every quarter, enhance teacher job satisfaction by giving proper benefits and wages, and professional development.

**Table 8.** Summary of Correlation Analysis: Internal & External Factors and Level of Practices of School-Based Management of Elementary Schools.

Internal & External Factors	Level of Practices	Index of Correlation	p-value	Interpretation
School Leadership		0.567	<0.001	Highly Significant
School Improvement Process		0.552	<0.001	Highly Significant
School Internal Stakeholders	SBM Performance	0.558	<0.001	Highly Significant
Community Engagement Leadership		0.554	<0.001	Highly Significant
Community School Improvement		0.498	<0.001	Highly Significant
School External Stakeholders		0.464	<0.001	Highly Significant

**Summary**

This emphasizes the critical role of effective school leaders and underscores the importance of professional development by providing regular training, technical assistance, and collaborative ideas approach to teaching, and giving teachers the best instructional materials for educating the young minds of our learners. Additionally, the positive relationship between school heads, faculty, and staff contributes to heightened effective school leaders towards harmonious working relationships in school-based management. The internal stakeholders strengthen networking with other agencies to adapt successful strategies to support students' success. Elementary teachers is a co-leaders and managers of the school it should assume responsibilities as partners in

the learning process are adequately oriented by school quarterly meetings, and give recognition for their active involvement. Respondents demonstrate strong influences in school-based management, as indicated by mean scores for statements such as monitoring and evaluating teachers' performance properly using appropriate monitoring tools and a school improvement plan (SIP) held in the school quarterly to track accomplishments and assess the progress of plans, programs, projects, and major activities.

In addition, they conducted school benchmarking of the best practices in school-based management for them to share, collaborate, and improve the learning outcomes of the learners. A moderately strong influence and agreement with external stakeholders can

support, collaborate, adapt successful strategies in school-based management, and give sustainable funds for the betterment of the school. In addition, the external stakeholders understand their respective roles, and responsibilities in school-based management, stakeholders actively collaborate with the school personnel to be aware of the educational rights in the school-based management, and involvement in school programs and performance quarterly. Lastly, demonstrate high influence on external stakeholders such as parents, guardians, family barangay officials, LGU, and NGOs because success includes improved student outcomes and community engagement.

The highly significant result highlights the relationship between internal and external factors and the level of practices in school-based management among elementary school heads in Eastern Samar. Effective leadership and administration positively influence school-based management, while teachers' qualifications and training enhance instructional quality and SBM outcomes. Healthy work relationships within the school also contribute to the betterment of the constituents by promoting a child-friendly school environment and inclusive education. Furthermore, curriculum and instruction reforms help improve students' outcomes and SBM performance, while efficient resource management and allocation support the successful implementation of SBM initiatives.

### **Conclusion**

Influencing school-based management and instructional leadership of elementary schools in Eastern Samar.

1. The factors that influence School-Based Management of School Head in terms of internal factors; School leadership got exceptionally Influence means school leadership is a critical component in the educational system, particularly in influencing school-based management of elementary school head. The school improvement process showed an exceptional influence on internal factors by providing enrichment activities, such as benchmarking with well-developed schools and other organizations in the community. Likewise, internal school stakeholders demonstrated exceptional

influence through their strong awareness, understanding, and support for the improvement of school-based management.

2. The factors that influence School-Based Management of School Head in terms of external factors; Community engagement leadership got highly influence it moderately agree that the community develops harmonious relationships to all the school's programs, projects, and activities. Community school improvement got highly influence it demonstrates a moderately positive outcome in school-based management. School external stakeholders got exceptionally influence it demonstrates a positive outcome in school-based management because it needs harmonious relationships with external stakeholders to overcome the challenges of providing funds by the LGU and NGOs, and contextualized, localized teaching instructional learning materials.
3. The actual evaluations of the level of school-based management among elementary school heads in Eastern Samar revealed that the schools had reached the maturing level. Therefore, schools and stakeholders should intensify their efforts to attain advanced accreditation levels.
4. There is a significant relationship between internal, external factors and the level of practices of school-based management of elementary school head in Eastern Samar a positively influence school-based management, teachers' qualifications and training enhance instructional quality and SBM outcomes, school healthy work relationships engaged for the betterment of the constituents a child-friendly school and inclusive education, curriculum and instruction reforms to improve students outcomes. The curriculum and instruction reforms to improve student outcomes on school-based management performance, efficient resource management, and allocation support school-based management of elementary schools in Eastern Samar.

### **Recommendation**

Findings suggest several recommendations for further enhancement on influencing

school-based management and instructional leadership of elementary schools in Eastern Samar.

1. The school may improve its internal activities and programs by promoting transparency and allowing stakeholders to share their ideas in order to address their doubts and questions.
2. School administrators, teachers, and pupils may conduct external activities such as benchmarking, related learning experiences, and partnerships with non-government organizations.
3. School administrators, teachers, pupils, and stakeholders may strive for a higher level of accomplishment and continue to challenge themselves to reach the pinnacle of SBM implementation, which is the advanced level.
4. Influencing school-based management must be a top priority throughout the implementation of new educational policies. Therefore, it is recommended that more studies be conducted on the importance of school-based management, its validation, and the readiness for its implementation.

## References

- Alvarez, J. M. P., Mempin, R. C., Morales, R. J. G., & Ocampo, A. A. (2023). School Management System and Governance of Elementary School Heads as Perceived by the School Community. <https://dx.doi.org/10.22161/ijels.83.18>
- Amon, L., & Bustami, M. R. (2021). Implementation of School-Based Management in Curriculum and Learning Processes: a Literature Review. *Jurnal Pendidikan Dasar Dan Menengah (Dikdasmen)*, 1-11.
- Anabo, R. O., & Rapada Jr, V. P. (2024). Leadership Styles of School Heads and Performance of Teachers in Eastern Samar Division. *TWIST*, 19(3), 713-717. <https://twistjournal.net/twist/article/view/460>
- Anabo, R. O. (2024). Instructional leadership in school-based management of DepEd schools in Samar Island: Systematic approach review. Available at SSRN: <http://dx.doi.org/10.2139/ssrn.4799364>
- Anabo, R. O. (2024). Analysis of different principles in school-based management. Available at SSRN: <https://doi.org/10.2139/ssrn.4780126>
- Balaca, D. B. (2023). Supervisory Competence and Instructional Leadership of DepEd secondary School Heads its Relation to Teachers' performance. *EPH-International Journal of Educational Research*, 7(3), 43-59. <https://doi.org/10.53555/ephi-er.v7i3.103>
- Camacho, R., & Farrales, S. (2020). School-Based Management validation of schools. Retrieved on August, 27, 2021.
- Cobanoglu, N. (2020). Investigation of Shared Leadership and Organizational Commitment in Primary and Secondary Schools: Malatya Case. *International Journal of Educational Methodology*, 6(3), 613-629. <https://doi.org/10.12973/ijem.6.3.613>
- Day, C., Sammons, P., & Gorgen, K. (2020). Successful School Leadership. *Education development trust*.
- Dela Fuente, J. K. (2020). The Importance of a School-Based Management System (SBM). <https://www.teacherph.com/>
- Dones Jr, M. D., Estremera, M. L., & Deuda, M. J. D. (2023). School-Based Management Perspectives: Exploring Top-Down Policy Execution at the Grassroots Level. *European Journal of Educational Management*, 6(2), 101-118. <https://doi.org/10.12973/eujem.6.2.101>
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Parent and community involvement in education: strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences*, 6(3), 372-382. <https://doi.org/10.51594/ijarss.v6i3.894>
- Ela, A., Ismanto, B., & Iriani, A. (2023). School-Based Management: Participation in Improving the Quality of Education. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 7(1), 93-102. <https://doi.org/10.23887/jipp.v7i1.58286>
- Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research

- Activities. Educational and Psychological Measurement.
- Lohr, S. L. (2021). *Sampling: design and analysis*. Chapman and Hall/CRC. <https://doi.org/10.1201/9780429298899>
- McCombes, S. (2020). Descriptive research. Scribbr. <https://www.scribbr.com>.
- Mustari, M., Zubair, M., Kurniawansyah, E., & Sumardi, L. (2024). Analysis of the Implementation of Adaptive School-Based Management in the Independent Curriculum in West Lombok High Schools. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 10(1). <https://doi.org/10.33394/jk.v10i1.10819>
- Palomares, E. (2024). School System Standards in Relation to School-Based Management Decision-Making. *Nexus International Journal of Science and Education*, 1(1). <http://nijse.org/index.php/home/article/view/32>
- Pato, J. F. B. (2023). School-Based Management Practices of Selected Public Secondary Schools in The Division of Camarines Norte. *Iconic Research and Engineering*, Volume 6 Issue 12 2023, Page 142-175.
- Pepugal, E. T. (2022). Levels of perception on school-based management implementation in San Luis National High School, Philippines. *American Journal of Multidisciplinary Research and Innovation*, 1(4), 26-34. <https://doi.org/10.54536/ajmri.v1i4.516>
- Rivera Jr, B. H. (2023). School Stakeholders' Level of Engagement and Performance on Modular Distance Learning. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 9(8), 293-305. <https://doi.org/10.36713/epra14130>
- Roque, J. L. (2023). The Effect of the Implementation of School-Based Management in Decision Makers and Stakeholders of Selected Public Schools in the Philippines. Vol. 14(2). 294-304. <https://doi.org/10.47750/jett.2023.14.02.028>
- Rufon, A., & Baldera, P. (2024). Strategic Management Plans of Public-School Principals in Basic Education: Unpacking Thoughts, Actions and Outcomes. *Romblon State University Research Journal*, 6(1), 45-52. <https://doi.org/10.58780/rsurj.v6i1.172>
- Saro, J., Silabay, A., Lumbanon, J., Pepugal, E., Pareja, M., (2022). School-Based Management: Reevaluating and Innovating Learning Outcomes to Refine Schools' Performances and Practices. *Psychology and Education: A Multidisciplinary Journal*, 4(5), 439-448. <https://doi.org/10.5281/zenodo.7087798>
- Sulasmı, E., Prasetia, I., & Rahman, A. A. (2023). Government Policy Regarding Education Budget on The Posture of The State Budget (APBN). *Journal for Lesson and Learning Studies*, 6(1), 142-151. <https://doi.org/10.23887/jlls.v6i1.60171>
- Sumaryanti, S., & Purwanto, N. A. (2023). Achieving the Quality of Education through the Application of Eight National Education Standards using School-Based Management. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 135-146. <https://doi.org/10.35445/alishlah.v15i1.1652>
- Ulfatin, N., Mustiningsih, Sumarsono, R. B., & Yunus, J. N. (2022). School-based management in marginal areas: Satisfying the political context and student needs. *Management in Education*, 36(3), 124-134. <https://doi.org/10.1177/0892020620959739>
- Valencia, L. (2024). Extent of Stakeholders' Involvement in School Programs as Correlate to School Performance: Basis for an Intervention Program. *Psychology and Education: A Multidisciplinary Journal*, 25(4), 533-544. <https://doi.org/10.5281/zenodo.13785108>