



Effectiveness Of School-Based Management, Stakeholders Engagement, And School Performance In Public Schools

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Abstract: This study was conducted to determine the effectiveness of school-based management, stakeholders' engagement and school performance of Public Schools in Sta. Rosa City, Laguna.

Specifically, it sought answers to the following statements (1) Determine the level of effectiveness of the school-based management dimensions in terms of: (1.1) leadership and governance, (1.2) curriculum and learning, (1.3) accountability and continuous improvement, and (1.4) managing of resources (2) Determine the stakeholders' engagement in terms of (2.1) school governance, (2.2) curriculum implementation, and (2.3) community involvement (3) Determine the school performance in terms of (3.1) school leadership, management and operations, (3.2) basic education services, (3.3) learning environment, (3.4) human resource management and development, and (3.5) parent's involvement and community partnership (4) Determine significant relationship between the level of effectiveness of school-based management dimensions and the level of stakeholders' engagement (5) Know significant relationship between the level of effectiveness of school-based management dimensions and the school performance (6) Know significant relationship between the level of stakeholders' engagement and the school performance (7) Determine if the level of effectiveness of school-based management and stakeholders' engagement, significantly predict the school performance.

Descriptive-correlational design was used to analyze the data systematically. A standardized DepEd form and an adopted research questionnaire (Bustamante, 2022) on a 5-point Likert scale were used in the study. Weighted mean was used for descriptive questions, while Pearson's R and Regression Analysis were used for inferential questions.

Based on the gathered data, the implementation of school-based management is highly effective. The research further reveals that the stakeholders were highly engaged and has excellent school performance. In addition, the results showed that there is a significant relationship between effectiveness of school management, stakeholders' engagement and school performance.

Based on the findings and conclusion of the study, the following recommendations are hereby endorsed. (1) establish mechanisms for ongoing monitoring and evaluation of SBM and stakeholder engagement initiatives. (2) create formal structures for involving parents, teachers, students, and community members in the decision-making process. (3) develop effective communication channels to keep stakeholders informed and engaged. Use newsletters, social media, and school websites to share updates and gather input. (4) Foster partnerships with local businesses, non-profits, and community organizations to support school initiatives. These partnerships can provide additional resources, expertise, and opportunities for students. (5) Regularly recognize and celebrate the achievements of students, teachers, and other stakeholders. This can be in the form of a school program at the end of every academic year. This can boost morale and motivation,

fostering a sense of pride and community. (6) Implement robust support services to address the diverse needs of students, including counseling, tutoring, and special education services. Ensure that all students have access to the resources they need to succeed. (7) Conduct longitudinal studies to understand the long-term impact of school-based management and stakeholder engagement on school performance. This can provide deeper insights into the sustainability of these practices. (8) Compare the effectiveness of SBM and stakeholder engagement across different regions, school types, and student populations to identify context-specific strategies that work best.

Keywords: *Leadership and Governance, Curriculum and Planning, Accountability and Continuous Improvement, Management of Resources, Stakeholder Engagement, School Performance*

I. INTRODUCTION

In recent decades, the landscape of education has undergone significant transformations, with a growing emphasis on decentralization and the empowerment of local actors within educational systems. This shift has led to the emergence of school-based management (SBM) as a prominent approach to governance and decision-making within schools. SBM entails the delegation of authority and responsibility to individual schools, allowing them greater autonomy in managing their affairs, including resource allocation, curriculum design, and staff recruitment. Concurrently, there has been a recognized need for increased stakeholder engagement in educational processes, involving various actors such as teachers, parents, administrators, and community members. This engagement is seen as essential for fostering a sense of ownership, collaboration, and shared responsibility toward educational goals. Central to these discussions is the overarching concern for enhancing school performance, encompassing academic achievement, student outcomes, and overall organizational effectiveness.

Despite the widespread adoption of SBM and the growing emphasis on stakeholder engagement, questions persist regarding their effectiveness in improving school performance. While proponents argue that decentralized decision-making and increased stakeholder involvement lead to greater responsiveness to local needs, improved resource allocation, and enhanced accountability, empirical evidence supporting these claims remains mixed. Moreover, the specific mechanisms through which SBM and stakeholder engagement influence school performance are not yet fully understood, necessitating further investigation and analysis.

Over the years, numerous initiatives and reforms have been introduced to tackle these challenges. One significant response from national governments has been the adoption and implementation of School-Based Management (SBM), rooted in the decentralization trend of the 1970s. Isa (2020) elaborated on how SBM has contributed to improving the performance of Malaysian schools. According to Hussien, SBM has empowered schools to play a more active role in the educational transformation process, fostering local-level initiatives with sustainable, community-driven programs for lasting impact. SBM has also bolstered local leadership capabilities, promoting management experience and problem-solving skills at the grassroots level, rather than relying solely on directives from higher authorities.

The adoption of SBM in the Philippine context was facilitated through the implementation of the Basic Education Sector Reform Agenda (BESRA) in 2016. BESRA aimed to reform the basic education sector to achieve Education for All (EFA) goals, including universal school participation, completion of basic education, and community commitment to education competencies. The Medium-Term Philippine Development Plan (MTPD) for 2004-2010 recognized the pivotal role of schools in educational development, emphasizing the importance of supporting primary stakeholders, including principals, teachers, students, parents, and the community.

SBM was identified as a critical strategy in the MTPD to enhance the management of public-school systems and deliver quality education. DepEd (Department of Education) adopted SBM as a key reform thrust under BESRA, characterizing it as a decentralized governance mechanism that empowers school heads with management accountability to internal and external stakeholders. DepEd issued guidelines and manuals to support the institutionalization of SBM, including primers and manuals on assessment, school governing councils, and school improvement planning.

However, DepEd encountered challenges in fully implementing the SBM framework, particularly in operationalizing policies at the school level and leveraging SBM to improve governance practices and organizational effectiveness. Issues such as unrealistic target-setting and overemphasis on compliance rather

than functional improvement were noted. In response, DepEd issued Implementing Guidelines on the Revised School Management (SBM) Framework Assessment Process and Tool (APAT) through DepEd Order No. 83, s. 2012. These guidelines aimed to strengthen SBM practice and underscored the importance of learner centrality and community involvement in education service delivery.

In the Philippines, the implementation of school-based management (SBM) has been a key reform strategy aimed at decentralizing decision-making and empowering schools to address their unique needs. While SBM has been widely promoted as a means to improve educational quality and school performance, its effectiveness in the Philippine context remains a topic of debate. Existing literature highlights the challenges and successes of SBM implementation, including issues related to resource allocation, stakeholder involvement, and capacity building. However, there is a need for further research to systematically assess the impact of SBM on school performance indicators such as student achievement, attendance rates, and dropout rates. This study seeks to fill this gap by examining the relationship between SBM, stakeholder engagement, and school performance in government schools across the Philippines.

While previous studies have explored various aspects of SBM and stakeholder engagement in education, few have specifically focused on their combined impact on school performance outcomes in the Philippine context. This research aims to address this gap by investigating how SBM practices and stakeholder engagement strategies influence key performance indicators in government schools. By examining the interplay between these factors, this study seeks to provide insights into the mechanisms through which SBM can be effectively implemented to enhance school performance and address the diverse needs of students, teachers, parents, and community members. The findings of this study are expected to contribute to the existing literature on educational reform and inform policy and practice in the Philippines and beyond.

According to Algonos (2019), the enabling roles of the School stakeholders in the implementation of school-based management are as follows: School Head as manager, teacher as facilitator, parents as workers, students as initiators, alumni as organizers, Local Government Unit as Assistance Provider. The spirit of democratization and citizen participation had been evident and practiced by the school stakeholders in the implementation of School-Based Management Process. It is recommended that the Department of Education will provide more relevant trainings and seminars with school stakeholder's participation for a better and effective implementation of School-Based Management.

II. THEORETICAL FRAMEWORK

The management process of school theory represents an approach to organizational management that conceptualizes the activities of an organization as a series of processes aimed at achieving organizational goals. This process-oriented management strategy emphasizes the continuous improvement of organizational processes through systematic process analysis. This involves deconstructing a process into its individual steps, examining the related inputs and outputs of each step, and identifying opportunities for enhancement. The core tenet of this theory is that management is an ongoing process of goal setting and goal achievement, with effective management being pivotal to attaining superior outcomes and enhanced performance (Grimsley, 2019).

Another notable management approach is the Empirical School, also known as the Management by Customs School. This approach is characterized by its emphasis on learning from the experiences of others, typically through case studies and decision-making analyses. Scholars within this school of thought assert that by scrutinizing the successes and failures of past managers, valuable insights can be gained regarding the application of effective management techniques. In addition to setting and achieving goals, this approach underscores the importance of integrating historical knowledge with contemporary insights to foster more efficient governance. The cumulative experiences gleaned from this approach can significantly enhance the control and administration of both educational institutions and broader organizations (Management Study HQ).

The administrative management theory endeavors to devise a rational framework for organizational design. This theory advocates for a formalized administrative structure, a clear division of labor, and the delegation of authority to administrators based on their specific responsibilities. The primary focus is on enhancing management efficiency to ensure that tasks are consistently performed by lower-level employees.

By emphasizing effective management through division of labor and organizational structure, this theory supports the concept of autonomous management and centralized authority in schools, which can be instrumental in analyzing and improving school-based management practices (Grimsley, 2019).

Situational leadership theory, also known as the Hersey-Blanchard Situational Leadership Theory, is attributed to Dr. Paul Hersey and Kenneth Blanchard. This theory posits that effective leadership is characterized by its flexibility, enabling leaders to adapt their style according to the needs of their followers and the demands of the situation. By avoiding the limitations of a one-size-fits-all leadership approach, this theory recognizes the necessity for leaders to assess situations and the maturity levels of their subordinates to determine the most effective approach. Situational leadership theories thus account for the complexities of dynamic social situations and the diverse roles individuals play in contributing to outcomes (Cherry, 2020). This approach teaches leaders to make decisions based on situational contexts, asserting that the traits of a successful leader will vary depending on the characteristics of the group being led and the specific context in which leadership is exercised.

III. RESEARCH METHODOLOGY

This research determines the level of effectiveness of school-based management implementation, stakeholders' engagement, and school performance. However, specifically, it aimed to determine if the level of effectiveness of school-based management and stakeholders' engagement, singly and in combination predict the school's performance.

3.1 Research Design

Descriptive-correlational design was used to analyze the data systematically. The SBM Form 1 Validation tool used by DepEd and an adopted research questionnaire on a 5-point Likert scale were used in the study. Frequency, percentage distribution, and weighted mean were used for descriptive questions, while Pearson's R and Regression Analysis were used for inferential questions.

3.2 Population and Sample

This study was conducted among the members of the SBM tasked force, wherein 5 members per school were chosen. Sta. Rosa City has a total of 18 public elementary schools and 10 public high schools. Using random sampling, the researchers chose 100 participants, wherein 65 respondents were chosen from the 13 public elementary schools and 35 participants from the 7 public high schools.

3.3 Data and Sources of Data

For this study secondary data has been collected. From the website of KSE the monthly stock prices for the sample firms are obtained from Jan 2010 to Dec 2014. And from the website of SBP the data for the macroeconomic variables are collected for the period of five years. The time series monthly data is collected on stock prices for sample firms and relative macroeconomic variables for the period of 5 years. The data collection period is ranging from January 2010 to Dec 2014. Monthly prices of KSE -100 Index is taken from yahoo finance.

3.4 Statistical tools

The following statistical tools were used in the study:

1. Weighted mean was used to describe the a) level of effectiveness of SBM b) stakeholders' engagement and c) school performance.
2. Pearson r Moment Correlation Coefficient was utilized to determine the relationship between the a) level of effectiveness of SBM b) stakeholders' engagement and c) school performance.
3. Multiple regression analysis was employed to determine the predictive power of effectiveness of SBM and stakeholder's engagement on the school performance.

IV. RESULTS AND DISCUSSION

4.1: Level of Effectiveness of School-based Management

	Weighted Mean	Verbal Interpretation
Leadership and Governance	4.26	Highly Effective
Curriculum and Instruction	4.19	Somewhat Effective
Accountability and Continuous Improvement	4.20	Highly Effective
Management of Resources	4.19	Somewhat Effective
Total	4.21	Highly Effective

The findings showed that among the dimensions of SBM, Leadership and Governance (4.26) and Accountability and Continuous Improvement (4.20) were considered the most effective dimensions of SBM in terms of implementation. It was followed by Curriculum and Instruction. (4.19) and Management of Resources (4.19).

The findings of the study were supported by the study of Warsi (2019), which states that various stakeholders, including parents, teachers, school administrators, administration, and school boards, must be involved in leadership and governance. Stakeholders are crucial because they can assume leadership roles and give voice to ideas, viewpoints, and opinions. It should be recognized that each stakeholder's contribution is essential to the growth of an educational empire.

4.2: Stakeholders' Engagement

	Weighted Mean	Verbal Interpretation
Curriculum Implementation	4.29	Highly Engaged
School Governance	4.18	Somewhat Engaged
Community Involvement	4.16	Somewhat Engaged
Total	4.21	Highly Engaged

The results revealed that the stakeholders are highly engaged in Curriculum Implementation (4.29), moderately engaged in School Governance (4.18), and also moderately engaged in Community Involvement (4.16).

According to Ramasimu & Ntsieni (2023), as part of the stakeholder engagement process, schools must ask for information and suggestions from different parties so they can significantly aid in the achievement of the school. The involvement of multiple stakeholders leads to effective school management.

Pepito and Acibar (2019) assessed SBM across multiple dimensions and emphasized the need for enhanced stakeholder participation, resource management, and accountability to improve school performance.

4.3: School Performance

	Weighted Mean	Verbal Interpretation
School Leadership, Management and Operations	4.30	Excellent
Basic Education Services	4.15	Very Satisfactory
Learning Environment	4.20	Excellent
Human Resources Management	4.21	Excellent
Parents Involvement and Community Involvement	4.19	Very Satisfactory
Total	4.21	Excellent

The findings showed that the school's performance in terms of School leadership, Management and Operations (4.30) has Excellent rating. Human Resource Management (4.21) and Learning Environment (4.20) ranked second and obtained an excellent rating too. Parents Involvement and Community partnership (4.19) and Basic Education Services (4.15) ranked third as they both obtained Very Satisfactory rating.

According to the two educational psychologists, Jones and Jones (2000), student services can be interpreted and applied to language teaching and learning. They examined the academic needs of junior high school students in the United States. Those needs include feeling important and secure in the learning environment, understanding learning goals, having time to integrate learning, understanding the learning process, and receiving feedback. In all, Jones and Jones identified 13 distinct needs. They concluded that motivation to learn increased and misbehavior decreased when students perceived these needs were being met in class.

4.4. The Relationship Between Levels of Effectiveness of SBM and Stakeholders' Engagement

	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Effectiveness of SBM and Stakeholders Engagement	0.615 (moderate correlation)	.000*	Null Hypothesis Rejected	Significant
*Significant at 0.01				

For the relationship between the effectiveness of SBM dimensions and stakeholders' engagement, a Pearson r-value of .615 was obtained, indicating a high correlation with its p-value of .000 which was lower than the test of significance at .01, implying that there is enough statistical evidence to reject the null hypothesis showing a significant relationship between variables.

Alalfy (2019) said that the most recent forms of SBM possess the following vital characteristics-- a clear vision underpinned by a set of values that guides its policies, procedures, and practices; a strong focus on the student outcomes to improve both curriculum and teaching practices; and a strong alliance of stakeholders, including parents, teachers, and community members, working in partnership to fully develop the potential of each student.

4.5. The Relationship Between Levels of Effectiveness of SBM and School Performance

	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Effectiveness of SBM and School Performance	0.421 (moderate correlation)	.000*	Null Hypothesis Rejected	Significant
*Significant at 0.01				

For the relationship between the effectiveness of school-based management and school performance, a Pearson r-value of .421 was obtained, indicating a moderate correlation with its p-value of .000 which was lower than the test of significance at .01, implying that there is enough statistical evidence to reject the null hypothesis, showing a significant relationship between the variables.

Llego (2023) added that implementing SBM enables competent individuals in schools to make decisions that improve learning. But he argued that implementing SBM will lead to increased bureaucracy and decreased teacher autonomy. It also gives the entire school community a voice in critical decisions while focusing on accountability for decisions. Utilizing SMB leads to greater creativity in the design of programs while redirecting resources to support the schools' goals and leading decisions to realistic budgeting as parents and teachers increase their level of awareness as regards the financial status, spending limitations, and the cost of the programs of the schools. Lastly, implementing SBM improves the morale of teachers and nurtures new leadership at all levels.

4.6. The Relationship Between Stakeholders' Engagement and School Performance

	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Stakeholders Engagement and School Performance	0.998 (high correlation)	.000*	Null Hypothesis Rejected	Significant
*Significant at 0.01				

For the relationship between stakeholders' engagement and school performance, a Pearson r-value of .998 was obtained, indicating a high correlation with its p-value of .000 which was lower than the test of significance at .01, implying that there is enough statistical evidence to reject the null hypothesis, showing a significant relationship between the variables.

Yamauchi (2019) also established a link between school-based management and school effectiveness. He conducted a study that aimed to estimate its impact on students' test scores at the national level. Estimation results using double differencing combined with propensity score matching showed that SBM increases the average national achievement test score by 4.2 points over three years. In addition, he reported that the increase in Mathematics reached 5.7 points. The increase was found to be higher than previous estimations. He attributed them to the experience of teachers and principals in implementing the system.

4.7: The Regression Analysis of Levels of Effectiveness of SBM, Stakeholders Engagement and School Performance

Predictor	Dependent Variable	B	R2	ANOVA	T	p-value	Decision	Interpretation
Leadership and governance	School Performance	.612	.370	F=136.391	8.002	.000*	Null Hypothesis Rejected	Significant
Curriculum Implementation		.334	.461	F=94.362	5.683	.000*	Null Hypothesis Rejected	Significant
*Significant at 0.01								

As indicated, the effectiveness of school-based management accounted for 37.00% (F=136.391) and stakeholder engagement accounted for 46.10% (F=94.362) of the variability of the dependent variable. The probability test showed both p-values of .000 which was lower than the significant value of .01, suggesting that there is enough statistical evidence to reject the null hypothesis.

Algones (2019) noted that School-Based Management affects school performance positively. When schools obtain autonomy, it stimulates access to innovations, greater focus on student work or assessment, changes in pedagogy, and improved student outcomes. Furthermore, School-Based Management improves system environments that provide better teaching and learning environments, in which teachers would be more committed to improve student achievements.

4.8 Recommendations

Based on the study of the effectiveness of school-based management, stakeholders' engagement, and school performance, several recommendations have been made to improve educational outcomes:

1. Since the level of effectiveness of SBM in Public School of Sta. Rosa City is highly effective, they may establish mechanisms for ongoing monitoring and evaluation of SBM and stakeholder engagement initiatives. Using these findings could continuously improve and adapt strategies to meet evolving needs.
2. Create formal structures for involving parents, teachers, students, and community members in the decision-making process. This can include school councils, regular town hall meetings, and feedback surveys.

3. Develop effective communication channels to keep stakeholders informed and engaged. Use newsletters, social media, and school websites to share updates and gather input.
4. Foster partnerships with local businesses, non-profits, and community organizations to support school initiatives. These partnerships can provide additional resources, expertise, and opportunities for students.
5. Regularly recognize and celebrate the achievements of students, teachers, and other stakeholders. This can be in the form of a school program at the end of every academic year. This can boost morale and motivation, fostering a sense of pride and community.
6. Implement robust support services to address the diverse needs of students, including counseling, tutoring, and special education services. Ensure that all students have access to the resources they need to succeed.
7. Conduct longitudinal studies to understand the long-term impact of school-based management and stakeholder engagement on school performance. This can provide deeper insights into the sustainability of these practices.
8. Compare the effectiveness of SBM and stakeholder engagement across different regions, school types, and student populations to identify context-specific strategies that work best.

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