

Development of School - Based Management (SBM) Handbook

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Abstract: Evidence - based reviews reveal the importance of implementing school - based management (SBM) and its various educational outcomes however, contextualizing its application through the necessity of a handbook is minimal. This study has developed an SBM (School - Based Management) handbook. The 38 - page handbook covers best practices, assessment processes, validation procedures, and stakeholder roles, anchored on four principles: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources. It serves as a guide, capacity - building tool, reference, and promotes stakeholder collaboration. The handbook emerged as a dynamic tool for SBM implementation, offering enhanced implementation competences, improved decision - making, increased confidence and empowerment, consistency in implementation, efficient problem - solving, facilitation of professional development, and adaptability and flexibility. It contributes to a solid SBM framework and sustainable educational practices. Through qualitative exploratory research involving 10 key stakeholders from selected secondary schools in the Division of Sorsogon, thematic analysis revealed stakeholders' experiences with SBM implementation, highlighting themes such as knowledge and comprehension, data management, stakeholder involvement, communication, and teacher development. The study underscores the significant role of awareness, data management, stakeholder involvement, communication, consistency, and teacher development for successful SBM implementation. These factors collectively contribute to establishing a solid SBM framework and sustainable educational practices benefiting students, teachers, and the broader community. Recommendations include fostering collaboration, clear communication, ongoing updates, feedback mechanisms, and further research on SBM implementation experiences. The handbook facilitates inclusive, collaborative, and sustainable SBM implementation, contributing to positive educational outcomes and organizational effectiveness. Efforts should focus on regular updates and refinements based on emerging educational trends and establishing a structured mechanism for regular updates and feedback collection from SBM implementers. This iterative process ensures the handbook's continued relevance and alignment with evolving educational settings. Further studies may explore the experiences of schools in SBM implementation, building on the present research's insights.

Keywords: School-Based Management, educational outcomes, stakeholder collaboration, teacher development, sustainable practices

1. Introduction

Education is of utmost importance in the advancement of both individuals and communities. The quality of education has a direct impact on the progress of a nation, as it serves as the fundamental basis for its future. Governments worldwide consistently endeavor to enhance the educational system, acknowledging its profound importance.

The significance of School - Based Management (SBM) as an educational model that empowers schools, improves local ownership, and helps to the improvement of education quality has been acknowledged by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The position of UNESCO regarding SBM is consistent with its overarching objectives of advancing inclusive and equal education of high quality, as articulated in Sustainable Development Goal 4 (SDG 4) of the United Nations' 2030 Agenda for Sustainable Development (UNESCO, 2003).

Pursuant to the Regional Order No.2, Series of 2019, schools in the Division of Sorsogon implement the SBM in accordance with this order. It reinforces the commitment to the institutionalization of SBM by providing guidelines for the utilization of an assessment tool with contextualized means of verification. The emphasis on contextualized means of verification suggests that the assessment process

goes beyond generic measures. It likely involves specific indicators and evidence - gathering methods that are relevant to the regional context. Utilizing contextualized means of verification allows for a more inclusive and flexible assessment process, acknowledging the diversity of schools within the region. The order implies that SBM practices should not be uniformly applied but customized to meet the unique needs and circumstances of schools in the region. This customization is crucial for the institutionalization of SBM.

The School - Based Management (SBM) assessment is mandatory for all schools. This means that participating schools within the division are required to undergo the SBM assessment process. The assessment serves as a crucial and obligatory component of the educational framework, aiming to evaluate and enhance the implementation of SBM principles and practices. Compliance with this mandatory assessment ensures that schools are actively engaging in the continuous improvement of their governance structures, decision - making processes, and overall adherence to SBM guidelines, contributing to the ongoing development of educational excellence within the Division of Sorsogon.

The researcher, who is a member of the school - Based Management (SBM) team at her school, noted that individuals who engaged in benchmarking their practices had challenges while attempting to determine the Means of

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Verification (MOVS) for each principle. Therefore, this proposed innovation aims to assist secondary schools in attaining their targeted level of School - Based Management (SBM) implementation and identifying the issues encountered during the utilization of the SBM handbook. The proposed SBM handbook aims to provide a thorough and inclusive manual for evaluating the school - based management level of secondary schools within the Division of Sorsogon. This study aimed to develop the SBM handbook for SBM implementers particularly the experiences of the key stakeholders in the SBM implementation including its usefulness and effectiveness for the SBM implementers.

2. Methodology

Research Design

This study aimed to develop the SBM handbook. This study determined the experiences of the key stakeholders in the implementation of school - based management. Moreover, this also determined the usefulness and effectiveness of the handbook for SBM implementers.

The present study utilized qualitative exploratory research approach. Exploratory research design deals with exploring the phenomenon. The exploratory research approach typically follows a five - step process: identifying the problem, hypothesizing a solution, designing the methodology, collecting, and analyzing data and suggesting a more extensive study (George, 2023).

The informants of the study were the ten (10) key stakeholders of the selected secondary schools in the Schools Division of Sorsogon, Sorsogon Province. The researcher - made interview questionnaire was the main instrument used in this undertaking. Using qualitative method, the data were organized, transcribed, coded, and categorized into themes. Thematic analysis was the technique used to analyze the data and the researcher interpreted the findings in relation to the research objectives. The results were reported in a coherent manner using narratives, quotes, and themes to convey the richness of the data.

The Informants

The main source of data for this research were the answers of the informants from the interview conducted. They were the teachers, school heads and external stakeholders of the selected secondary schools in the Division of Sorsogon who were chosen purposively.

A total of 10 informants were included in this study. Most of them are female and have 10 and above years of service. These informants were representatives of the three schools namely: Gubat National High School, Donsol Comprehensive High School and Louella G. Alcoba National High School. Purposive sampling was used since this study was driven by the need to gather in - depth, targeted information from informants who were deemed to have a direct connection to the issues being investigated. The informants also met the specific criteria relevant to the research objectives.

The Instrument

The main instruments used in gathering the data were the interview questionnaire and interview guide which were prepared by the researcher with the guidance of her adviser and approval of the members of the dissertation committee. For SOP 1, the interview questionnaire was used which focused on the experiences of the key stakeholders in the SBM implementation. This is composed of questions related to need assessment. On the other hand, the interview guide was used for SOPs 3 and 4. This focused on the usefulness of the handbook for SBM implementers and on the effectiveness of the SBM handbook.

Data Collection Procedures

In conducting a study aimed at developing the SBM handbook, a thorough data collection procedure is imperative. The researcher adhered to the ethical guidelines throughout the research process from securing the informed consent from the key informants and ensuring the confidentiality of their responses. The data gathering procedure has three phases. In the first phase, the researcher sent a communication letter asking permission to the Schools Division Superintendent signed by the Graduate School Dean and adviser. After the approval from the Schools Division of Sorsogon, the researcher sent the letter to the school heads for manner and date of data gathering. The second phase was the conduct of interview for needs assessment. The informants were asked about their experiences in the implementation of school - based management. This was conducted last December 4 - 6, 2023. The researcher interviewed the key stakeholders of Donsol Comprehensive High School on the first day of the said dates, the second day were the informants from Louella G. Alcoba National High School and the third day in Gubat National High School. The researcher consumed 1 hour for each group of informants.

Subsequently, the researcher gathered data on the needs assessment. The challenges and issues met in the SBM implementation were identified. These were the bases for crafting the intervention which was the development of the handbook. The handbook was crafted with the help of the adviser and experts. The researcher tailored the contents of the handbook on the results of the needs assessment. After the development of the handbook, the distribution was done to the selected secondary schools. Then, the utilization of the handbook lasted for 2 months dated January 3 - 31, 2024, and February 1 - 29, 2024. The utilization of the handbook was the application of the intervention to help the schools during the SBM implementation. With the use of the handbook, they were guided with the best practices, strategies, and list of Means of Verifications (MOVS) of each SBM principle which they can apply once they undergo the assessment process.

After the utilization of the handbook, another set of interviews were done to evaluate its usefulness and effectiveness for the SBM implementers. The interview was conducted last March 6 - 8, 2024, through face - to - face and messenger. Some of the informants were not available for face - to - face interview so the researcher utilized the other way. The interview was conducted to determine their feedback about the handbook. The handbook has provided

comprehensive insights into best practices for SBM implementation, enabling the schools to adopt strategies in preparation of the assessment process. It served as comprehensive coverage of SBM topics to ensure that implementers have a thorough understanding of all aspects of SBM, making it highly effective for holistic implementation. The practical, step - by - step guidance provided makes it highly effective for implementers who are looking for actionable strategies rather than just theoretical knowledge.

Data Analysis Procedure

After the interview was conducted, the researcher collected and transcribed the recorded audio of the interview. The audio recorded interview was transcribed and encoded. After transcribing the verbal information into text, the systematically coding and categorizing of the data to identify patterns and themes were made. Themes represent the central ideas and patterns within the data, providing insights into the research questions. The process ends in the analysis and interpretation of these themes to draw meaningful

conclusions, which are then reported in a structured format. Generating the themes was done through reviewing the codes created to have an accurate representation of the data. Finally, synthesizing the themes to provide a coherent interpretation of the data was made. Then, it was followed with the discussion and explanation of the implications of the findings for addressing challenges and improving the implementation of the school - based management.

3. Results and Discussions

1) Experiences of the key stakeholders in the implementation of School - Based Management.

This section covered the experiences of the key stakeholders of the select secondary schools in the Division of Sorsogon which have the initiative to undergo the SBM assessment process. The selected schools are all autonomous schools and had already undergone benchmarking activities on the SBM practices in Rizal National High School, where the researcher is presently teaching.

Table 1: Themes Identified related to the Experiences on the Implementation of School - Based Management (SBM)

Themes	Coded Experiences
A. Knowledge and Comprehension or SBM Awareness	Ensuring proper knowledge of SBM, including functions, designations of work, and allocation of resources.
B. Data management and updating	Stressing the importance of updating data regularly in the SBM process.
C. Role of external Stakeholders	Acknowledging the significant role of external stakeholders in the effective implementation of SBM.
D. Stakeholder Involvement	Empowering members of the school community and delegating tasks for effective intervention.
E. Communication and Dissemination	Clear and effective dissemination of SBM to teachers through specified and simple means.

It can be gleaned that the themes emphasize the need for knowledge, data management, collaboration, communication, consistency, training, and teacher development to ensure effective implementation of school - based management. Moreover, it reflects a holistic strategy that involves various stakeholders in the school community.

A. Knowledge and Comprehension or SBM Awareness. Ensuring proper knowledge and understanding of School - Based Management (SBM) is fundamental to its successful implementation. This encompasses a comprehensive grasp of the functions, designations of work, and allocation of resources within the SBM framework. Research emphasizes the significance of a shared understanding among educators and stakeholders as a foundation for effective school governance and decision - making (Oduro, 2014).

“Proper knowledge on SBM, teacher development through benchmarking or SIM about SBM. Persons involved, functions and proper designations of work and resources to be find and kept” (Informant 4).

Proper knowledge of SBM involves clarity about the roles and responsibilities of different stakeholders, including school administrators, teachers, and non - teaching personnel. Understanding these roles is essential for fostering a collaborative environment where each member contributes meaningfully to the decision - making process. A study by Wahlstrom and Louis (2008) underscores the importance of clearly defined roles in successful school governance, emphasizing the need for transparency and shared expectations. This is an implication that ensuring

proper knowledge and understanding of SBM involves clarifying the functions, designations of work, and allocation of resources within the framework. The literature supports the idea that a well - informed school community is better positioned to collaboratively engage in effective decision - making, leading to improved overall school performance.

B. Data management and updating. Stressing the importance of regularly updating data in the school - Based Management (SBM) process is a fundamental aspect of maintaining the relevance and effectiveness of decision - making. Timely and accurate data provide a foundation for informed decision - making, enabling educational leaders to monitor progress, identify areas for improvement, and make data - driven adjustments to their strategies.

“Our school has difficulty in collecting and providing MOV'S for each level of practice. Hence, until now we are not yet validated” (Informant 1).

“Collecting data is not an easy task. Time - allotted does not suffice in the preparation of all required MOV's. But if given more time to prepare to gather data, it will all be benefited by all stakeholders” (Informant 3).

Regular data updates within the SBM framework contribute to the dynamic nature of decision - making processes. This ensures that school leaders have access to the most current information, allowing them to respond promptly to emerging challenges and capitalize on new opportunities. The importance of real - time data is echoed in the literature on educational leadership, emphasizing the role of timely

information in fostering responsive and adaptive school management practices (Hess & Kelly, 2005).

C. Role of external Stakeholders. Acknowledging the significant role of external stakeholders is a crucial aspect of ensuring the effective implementation of School - Based Management (SBM). External stakeholders, including parents, community members, and local organizations, play a vital role in shaping the educational landscape and contributing to the success of decentralized decision - making processes. The involvement of external stakeholders aligns with the principles of community engagement in education, recognizing the broader community as valuable partners in school improvement initiatives.

Informant 8 said that “The external stakeholders should be given a bigger role in the implementation of the SBM. ”

This means that when external stakeholders are actively engaged in the educational process, there is a greater likelihood of positive outcomes for students and schools. Bryk and Schneider (2002) highlight the importance of building trust and collaborative relationships between schools and their external stakeholders. In the context of SBM, this trust is essential for fostering a shared commitment to the school's goals and objectives.

D. Stakeholder Involvement. Collaboration and inclusivity in School - Based Management (SBM) are essential components for fostering a participatory and effective educational environment. Involving various stakeholders such as administration, teaching and non - teaching personnel, stakeholders, and the broader community in decision - making processes is crucial for the success of SBM initiatives. Research suggests that collaborative decision - making in schools can lead to more informed and comprehensive choices that align with the diverse needs of the school community (Leithwood & Jantzi, 2006).

Informants 1 said that “Collaboration is a key for an effective SBM. Administration, teaching and non - teaching, personnel, stakeholders, and community must be involved in decision - making. Empowering the members of school community and delegating tasks are effective facilitating the identified intervention”.

Empowering members of the school community is another key aspect of collaboration. When individuals within the school community feel empowered, they are more likely to actively contribute to decision - making processes and take ownership of the interventions implemented under SBM. This empowerment can be achieved through delegation of tasks, allowing each member to play a meaningful role in the improvement and development of the school. According to Fullan (2007), empowering individuals within an organization is a crucial element for successful educational change.

E. Communication and Dissemination. Effective communication and dissemination are crucial elements in the successful implementation of School - Based Management (SBM). Ensuring that information about SBM is clearly and efficiently communicated to teachers is vital

for their understanding and engagement in the process. Research suggests that transparent communication fosters a sense of trust and shared understanding among stakeholders, which is particularly important in educational settings (Bryk & Schneider, 2002).

Informants 2 said that “SBM must be clearly disseminated to the teachers through, an effective specified and simple way”.

Clear and effective dissemination involves the use of specified and simple means to convey information about SBM to teachers. Utilizing a variety of communication channels, such as workshops, newsletters, and online platforms, allows for a comprehensive and targeted approach. In their study on effective communication in education, Dörnyei and Murphey (2003) emphasize the importance of employing multiple channels to cater to diverse learning styles and preferences among teachers.

2) Proposed HANDBOOK based on the results of the needs assessment.

The SBM framework aims to empower individual schools, enhance local decision - making, and create a more responsive and accountable education system. It recognizes the unique context and needs of each school, promoting a collaborative approach to improve educational outcomes.

This handbook was proposed based on the need assessment conducted with the key stakeholders. The themes derived from the interview suggest that there is really a need for creating a comprehensive tool which serves as guide in the implementation of the school - based management. Moreover, the experiences of the key stakeholders noted different challenges along data management and updating, stakeholders' engagement and awareness of the roles and responsibilities of the stakeholders.

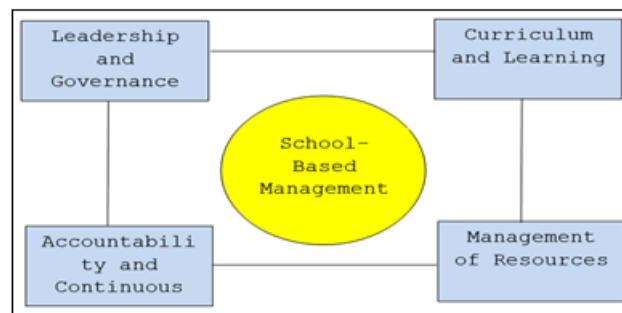


Figure 1: The SBM Framework

School - Based Management (SBM) is a decentralized approach to educational governance that shifts decision - making authority and responsibilities from central authorities to individual schools. The framework of SBM typically revolves around four key components: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources.

Leadership and Governance. This component focuses on the leadership structures and governance mechanisms within the school. It involves the distribution of decision - making authority, the establishment of leadership roles, and the

creation of collaborative processes that involve various stakeholders.

Curriculum and Learning. This component addresses the educational programs, teaching methodologies, and learning outcomes within the school. It emphasizes the development and implementation of a curriculum that aligns with educational goals and the needs of the students.

Accountability and Continuous Improvement. This component focuses on establishing mechanisms for accountability and continuous improvement. It involves setting performance standards, monitoring progress, and implementing strategies for ongoing enhancement.

Management of Resources. This component deals with the allocation and utilization of resources within the school. It includes financial resources, human resources, and physical infrastructure.

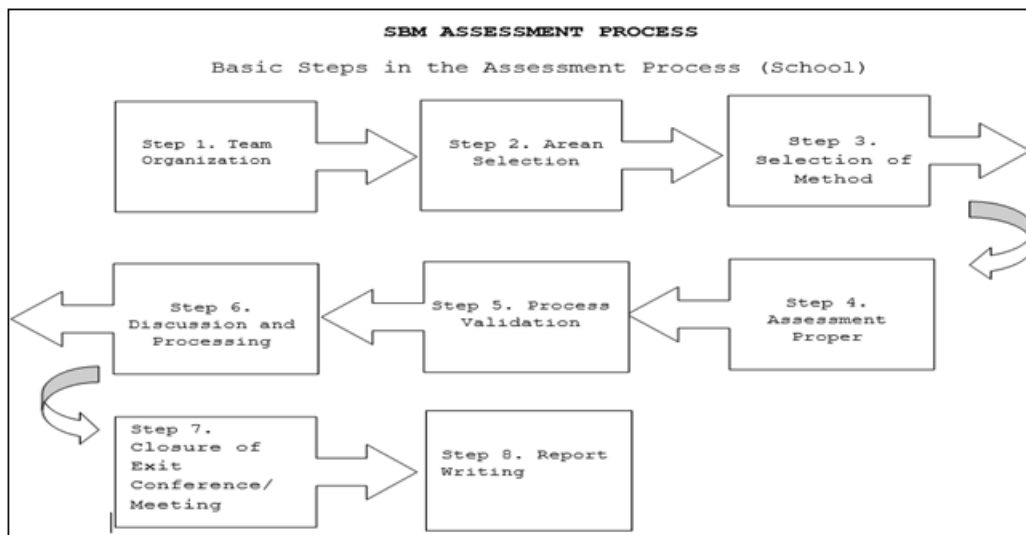


Figure 2: Process flow of the SBM Assessment

The School - Based Management (SBM) assessment process comprises several essential steps aimed at comprehensively evaluating the performance and effectiveness of a school. The initial step involves the organization of a diverse team, consisting of at least 10 members, which includes faculty members, students, and external stakeholders. This multi-faceted team ensures a broad and comprehensive perspective during the assessment, incorporating insights from various stakeholders involved in the school community.

Once the team is assembled, the next step is to allow team members to choose specific areas or principles they wish to assess within the school. This step fosters a sense of ownership and engagement among the team, as individuals can focus on areas that align with their expertise or interests. The flexibility in selecting assessment areas recognizes the diversity of factors contributing to a school's overall performance.

A crucial decision in the SBM assessment process is whether to employ the whole method or part method. The whole method involves a comprehensive evaluation of all relevant areas, while the part method allows the team to concentrate on specific aspects. This decision is strategic, depending on the objectives and priorities of the assessment, allowing the team to tailor their approach to the unique context of the school.

Subsequently, the assessment proper takes place, involving a thorough evaluation based on established criteria and

benchmarks. This phase often includes data collection, on-site observations, and discussions with various stakeholders to gather diverse perspectives. The Documentation - Observation - Discussion (D - O - D) process is employed for process validation, ensuring a systematic and rigorous examination of the school's performance through the review of documents, on-site observations, and engaged discussions.

Following the assessment, the team engages in discussions regarding the documents and evidence collected, sharing their findings and interpretations. This collaborative discussion promotes a more comprehensive understanding of the school's strengths and weaknesses. The process concludes with an exit conference or meeting, formalizing the end of the assessment phase and providing an opportunity for the team to present their initial findings to the school's leadership and stakeholders.

The final step involves the collaborative writing of a comprehensive report by the assessment team. This report typically includes a SWOT analysis, identifying the school's strengths, weaknesses, opportunities, and threats. Recommendations for improvement and actionable plans are outlined, facilitating a roadmap for the school's continuous enhancement. The SBM assessment process, characterized by transparency, inclusivity, and a focus on improvement, contributes to the overall effectiveness and success of the school.

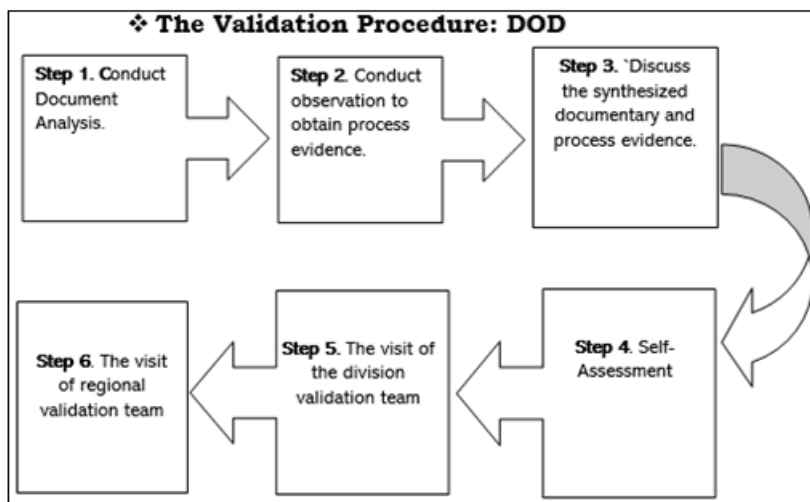


Figure 3: The Process Flow for Validation

The validation procedure in School - Based Management (SBM) involves a structured and systematic approach to assessing the effectiveness of the implemented processes within a school. The DOD (Documentary - Observation - Discussion) method is utilized to validate and corroborate evidence gathered during the assessment process.

3. Usefulness of the handbook for SBM implementers

The data presented below shows the various themes on the potential benefits of the handbook. These were derived after the utilization of the handbook.

Table 2: The Usefulness of a Handbook for School - Based Management (SBM) Implementers

Theme	Usefulness
Guide for SBM Practice	The handbook serves as comprehensive guide for SBM.
Capacity Building and Professional Development	It serves as a tool for capacity building and provides insights for professional development of SBM implementers.
Standardized Procedure	Promotes consistency in the implementation of SBM by offering standardized information and procedures.
Reference Tool	Use as reference which provide practical tips and strategies for SBM.
Stakeholder Utilization	The handbook may offer guidance on engaging external stakeholders, communicating effectively with the school community, and building partnerships.

Guidance for SBM Practice

The theme of "Guidance and Clarity" in the School - Based Management (SBM) Handbook underscores its crucial role in providing comprehensive guidance and clear information to implementers.

(The handbook serves as a comprehensive guide, providing implementers with clear and detailed information on the principles, processes, and key components of SBM. It offers a structured approach to understanding and navigating the complexities of decentralized decision - making in education, Informat 1).

Research supports the idea that well - designed handbooks play a pivotal role in promoting clarity and understanding within educational contexts. For example, Fullan (2014) emphasizes the importance of clear guidance and detailed information in educational reforms, stating that it is essential for educators to have a deep understanding of the principles and processes driving any transformative initiatives. The handbook, by providing such clarity, becomes an essential tool for SBM implementers, helping them navigate the intricacies of decentralized decision - making.

Capacity Building and Professional Development

The theme of "Capacity Building and Professional Development" in the School - Based Management (SBM)

Handbook underscores its role as a valuable tool for empowering SBM implementers with the necessary knowledge and skills for effective decision - making.

(The handbook serves as a tool for capacity building, offering resources and insights that contribute to the ongoing professional development of SBM implementers. It may include case studies, best practices, and examples to enhance their skills and knowledge, Informant 2).

Numerous studies highlight the significance of capacity building and ongoing professional development in educational leadership. The work of Harris and Lambert (2003) emphasizes that effective leadership development involves continuous learning and reflection, with resources and tools playing a crucial role in enhancing leadership capacity. The SBM Handbook, in aligning with this perspective, becomes a repository of resources that aid in the continuous learning and development of SBM implementers.

Standardized Procedure

The theme of "Consistent Implementation" in the School - Based Management (SBM) Handbook highlights its role in promoting uniformity and shared understanding among SBM implementers. An effective handbook serves as a unifying resource by providing standardized information and procedures, ensuring that all implementers have access to

the same foundational knowledge. This consistency is crucial for fostering a collective understanding of SBM principles and practices.

(The handbook promotes consistency in the implementation of SBM by offering standardized information and procedures. It ensures that all implementers have access to the same foundational knowledge, fostering a shared understanding of SBM principles and practices. (Informant 3)

Research in educational leadership highlights the importance of consistency in implementation for achieving positive outcomes. Leithwood, Louis, Anderson, and Wahlstrom (2004) emphasize that consistent practices and approaches contribute to the overall success of educational initiatives. In the context of SBM, a handbook that standardizes information ensures that implementers are equipped with a common set of principles and procedures, promoting a cohesive and consistent approach to decision-making

Reference tool

The School - Based Management (SBM) Handbook underscores its role as a practical resource for SBM implementers facing various challenges in their decision-making processes. An effective handbook serves as a reference guide, offering implementers practical tips, strategies, and frameworks to navigate complexities and make well-informed decisions within the context of SBM.

(Implementers can use the handbook as a reference for problem-solving and decision-making. It may provide practical tips, strategies, and frameworks to address challenges and make informed decisions in the context of SBM, Informant 4).

Effective problem-solving and decision-making are crucial components of successful educational leadership. The work of Sergiovanni (2001) emphasizes that school leaders need to be adept problem solvers to address the diverse challenges faced by educational institutions. The SBM Handbook, by providing practical tips and strategies, aligns with this perspective, offering implementers guidance on how to effectively approach and solve problems within the SBM framework.

Stakeholder Utilization

The School - Based Management (SBM) Handbook highlights its role in providing guidance for SBM implementers on fostering effective communication with external stakeholders, engaging the school community, and building partnerships. An effective handbook recognizes the significance of community engagement and communication as essential components of successful SBM implementation, contributing to the creation of a collaborative and inclusive environment within the school.

(The handbook may offer guidance on engaging external stakeholders, communicating effectively with the school community, and building partnerships. This supports implementers in fostering a collaborative and inclusive environment within the school, Informant 5).

Effective communication is a cornerstone of successful leadership in educational settings. The work of DuFour and Marzano (2011) stresses that effective communication fosters a culture of collaboration and shared goals within schools. The SBM Handbook, by providing guidance on communication strategies, supports implementers in creating an environment where information flows transparently, enhancing collaboration among stakeholders and fostering a sense of shared responsibility.

4. Conclusions and Recommendations

Based on the findings of the study, the researcher arrived at the following conclusions: The findings underscore the significant role of awareness, data management, stakeholder involvement, communication and dissemination, consistency and uniformity and teacher development and improvement for a successful implementation of SBM. These key factors collectively contribute to the establishment of solid SBM framework, and sustainable educational practices that benefit the students, teachers, and the broader community. The SBM handbook is a novel assessment tool for schools who wanted to standardize their implementation of the SBM. It plays a crucial role which provides information, best practices, and strategies as well as tips for successful SBM implementation. The handbook was found useful in fostering collaboration, inclusivity, and consistency, and sustainable approach to decentralized educational governance.

Based on the results and in the light of the findings and conclusions drawn, the following recommendations are proposed: The school should foster a collaborative and inclusive school environment through active stakeholders' engagement. The school should promote clear communication strategies, continuous advocacy, and comprehensive dissemination of SBM using the handbook. To enhance the usefulness of the handbook, ongoing efforts should focus on regular updates and refinements based on emerging educational trends. Implement feedback mechanism to gather insights from the SBM practitioners, to ensure that the handbook remains relevant, adaptable, and responsive to evolving needs. To further enhance the impact of the handbook, it is recommended to establish a structured mechanism for regular updates and feedback collection from SBM implementers. This iterative process ensures the handbook's continued relevance and alignment with the growing educational settings. Further studies may be conducted similar to the present undertaking highlighting the experiences of the schools in the implementation of school-based management. Future researchers may conduct studies such as: Enhancing Data Management in School - Based Management: Strategies for Effective Implementation. Utilization of Technology in SBM: A Case Study on Implementing Digital Solutions for Improved Data Management.

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