

ASSESSING SCHOOL-BASED MANAGEMENT PRACTICES AT SULU COLLEGE OF TECHNOLOGY, INC.: TEACHERS' PERSPECTIVE

Nursa S. Ladjahasan, Prof. Masnona S. Asiri, DPA
School of Graduate Studies, Sulu State College, Jolo, Sulu, 4700, Philippines
*Corresponding author: sscgspub@sulustatecollege.edu.ph

ABSTRACT. This study used a descriptive-correlational research design to assess the school-based management practices at Sulu College of Technology Inc. Purposive sampling was used to select 100 teacher respondents. Frequency, percentage score, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA were among the statistical techniques used in data analysis. In addition to taking into account demographic profiles like age, gender, civil status, length of service, and educational attainment, the investigation concentrated on leadership and governance, curriculum instruction, transparency and accountability, and resource management. The results showed that most respondents were married, between the ages of 26 and 35, mostly female, had less than five years of service, and had bachelor's degrees. Teachers generally rated the management practices favorably, with ratings falling between "Agree" and "Neutral." The opinions of the various teacher-respondent groups did not significantly differ from one another. Additionally, all domains showed a strong positive correlation, which is consistent with Fiske's Decentralization Theory, which holds that transparency is necessary for efficient resource allocation in the event of local power shifts. The findings also demonstrated that stakeholder empowerment improves decision-making and instructional quality, which is consistent with Arnstein's Participatory Governance Theory. This study emphasizes how crucial it is for leadership and governance to be transparent and accountable in order to promote an academic excellence culture at the university.

KEYWORDS: *Decentralization Theory, Transparency, Pedagogical targets, Teachers, Instructional standards.*

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INTRODUCTION

A major international educational reform known as "school-based management" (SBM) aims to give schools more local control over crucial functions like leadership, curriculum development, resource allocation, and community involvement. According to Martin (2019), the fundamental tenet of SBM is that decentralization of decision-making enables schools to customize their practices and programs to successfully address the particular needs of their student populations.

The research findings of Nazareth, Chavez, Dusaban, et al. (2026), which highlight that the motivations behind SBM are firmly anchored in altruistic values and a dedication to promoting social transformation, are consistent with this framework. A relational approach to teaching that places a high value on compassion, empathy, and being receptive to the needs of students reflects this.

In the Philippines, there is considerable regional variance in the quality of the School-Based Management (SBM) framework implementation required by several Department of Education (DepEd) policies. The prevalent school culture, the degree of community involvement, the availability of resources, and variations in leadership abilities are often cited as reasons for this discrepancy (Remorosa, M. M. R., & Paglinawan, J. L. 2024).

This study concentrated on Sulu College of Technology, Inc. (SCTI), a private school in Jolo, Sulu that has particular difficulties with instructional support and governance. Teachers' opinions are essential for appropriately assessing the level of SBM in this institution because they directly carry out educational programs. Despite national frameworks, poor coordination, low stakeholder involvement, and inadequate instructional assistance might result from ineffective SBM implementation. Student learning outcomes are eventually impacted by this circumstance, particularly in locations with minimal resources. This concept is consistent with the findings of Chavez, Samilo, Cabiles, et al. (2025). Despite these obstacles, teachers showed adaptive responses by integrating multimedia and creative outputs, contextualized instruction, and scaffolding strategies that increase the accessibility and significance of reading. In order to find any potential flaws that would impair the school's overall performance, it was crucial to assess SCTI's SBM practices.

The purpose of this study was to ascertain how Sulu College of Technology, Inc. instructors perceived the scope of school-based management methods. The research aimed to give evidence-based insights that help direct decisions, enhance existing management systems, and foster more efficient and participatory governance within SCT, Inc. by looking at SBM in many domains.

The degree of SBM implementation varied from school to school notwithstanding these modifications. A number of variables, including leadership abilities, teacher participation, the availability of resources, and support networks, affect how effective SBM is. The results of Chavez, Salvaleon, Suazo, et al. are consistent with this theory. al., (2026) found that regular leadership practices based on positive psychology concepts promoted inclusive education rather than only policies, frameworks, or structural mechanisms. Academic leaders transformed inclusive ideas into significant institutional practice by exhibiting and practicing these qualities. Due to these differences, it was crucial to look at how SBM was implemented in certain schools in order to pinpoint areas that needed development as well as strengths and gaps. (Maca, M. N. 2019 and Bonal & Verger, 2017) "The effectiveness of School-Based Management varies widely among schools due to differences in leadership competence, teacher participation, and availability of resources" (Gonzales & Guevara, 2020).

These were directly related to SDG 4, Target 4.c, which sought to "increase the supply of qualified teachers and strengthen education systems through better governance and management." While School-Based Management (SBM) has been extensively studied both domestically and internationally, the majority of studies concentrate on its application in public basic education settings, leaving little information on how SBM functions in private higher education institutions, especially in remote and culturally distinct areas like Sulu. Teachers, who are directly involved in instructional decisions and school governance, are frequently underrepresented in existing literature, which also tends to foreground the opinions of administrators and legislators. Sulu

College of Technology, Inc. There is a knowledge gap about SBM's efficacy, difficulties, and decision-making dynamics in a private tertiary institution in a resource-constrained or conflict-affected area since no thorough study has yet looked at instructors' opinions on it. Additionally, insights into how SBM promotes teacher participation, empowerment, and school development were hampered by the paucity of localized evidence. In order to produce context-specific insights that can guide institutional growth and aid in the advancement of SDG 4 (Quality Education), a targeted study of instructors' perceptions at Sulu College of Technology, Inc. was required.

LITERATURE

Giving schools administrative autonomy, resource control, and decision-making authority is known as school-based management, or SBM. Enhancing effectiveness, accountability, and responsiveness is the aim. According to one analysis, "SBM can improve the effectiveness of school organizations through decentralization of decision-making, increased community participation, and increased accountability" (Saputra & Hartati, 2024). The United States and other Anglo-Saxon educational systems underwent reform efforts in the 1980s and 1990s, which gave rise to SBM. Decentralization sought to promote school-based innovation and local leadership while combating bureaucratic inertia (Caldwell, 2005).

A Literature Systematic Review of Its Implementation and Impact on School Organizational Effectiveness (Saputra & Hartati, 2024) summarizes international research on the use of SBM, pointing out trends, achievements, and difficulties in various settings. According to the review, SBM frequently results in increased accountability, more community involvement, and decentralized decision-making, all of which improve school organizational effectiveness. It also reminds academics that SBM is not a one-size-fits-all approach by pointing out that contextual elements like resource availability, leadership skill, and active stakeholder involvement are critical to its success.

In the Philippines, the Department of Education (Philippines) promotes School-Based Management (SBM), which decentralizes decision-making and gives teachers and school administrators the ability to actively engage in school governance (Department of Education, 2016). Research indicates that SBM supports teacher performance and professional development while enhancing leadership, responsibility, and teamwork (Abulencia, 2012; Yamauchi, 2014). However, issues like scarce resources and implementation gaps continue to have an impact on its overall efficacy, underscoring the significance of teachers' viewpoints in evaluating SBM practices (Brillantes & Fernandez, 2011). This notion was inconsistent with the results of De Leon, Jumalon, Chavez, et al. al., (2024) teachers that are not well-versed in implementing inclusive education in their classrooms, and the respondents had differing opinions regarding inclusivity in the classroom, including personalized instruction, a welcoming environment, and equitable chances. It also demonstrated that there are barriers to implementing inclusive education in their classroom, such as lack of resources, lack of understanding, and denial of a chance.

Patalinghug (2023) investigated the experiences of teachers and SBM leaders at Catalunan Grande Elementary School. The findings showed that although they frequently had to deal with issues including severe workloads and copious documentation, these problems were lessened by cooperation, honest communication, and ongoing professional development. Castro, Ventura, et al.'s findings are consistent with this theory. According to al. (2024), teachers found it difficult to teach multiple topic areas due to the preparation process they had to take into account, the differences in the teaching materials, and even the importance of their teaching methods.

The Impact of School-Based Management and Transformational Leadership on School Quality Mediated by Teacher Professionalism (Prianto, Rachman & Wulandari, 2023) This study

examined how SBM and transformational leadership together affect school quality in an Indonesian secondary school setting using quantitative methods (SmartPLS 3.0), with an emphasis on whether teacher professionalism mediates that relationship. The findings demonstrate that SBM greatly raises teacher professionalism, which raises school quality, and that SBM has a major beneficial impact on school quality. This emphasizes that teacher professionalization and empowerment may be just as important to SBM's success as organizational or structural changes.

In conclusion, the concepts of SBM are supported by international literature, which also identifies elements that either facilitate or impede development. A major theme is that SBM's goal of improving school effectiveness and student learning outcomes depends heavily on the quality of implementation, which is defined by leadership abilities, stakeholder engagement, transparent resource management, and effective monitoring.

METHODS

1. Research Design

In order to assess School-Based Management (SBM) procedures at Sulu College of Technology, Inc., this study used a descriptive-correlational research approach. Measuring SB practices in four areas—Leadership and Governance, Curriculum and Instruction, Accountability and Transparency, and Resource Management—was the main goal of the descriptive component. In the meantime, the correlational component investigated how teachers' opinions on SBM implementation related to these domains. This method worked well for determining relationships based on instructor impressions and for evaluating present situations without changing variables.

2. Research Locale

The study was carried out at Sulu College of Technology, Inc. (SCT, Inc.), a private university in Jolo, Sulu. This institution adopted school-based management in accordance with DepEd standards and provided both basic and postsecondary education programs. Due to its distinctive setting in Sulu province and the requirement to assess SBM practices in private organizations, SCT, Inc. was chosen as the location.

3. Participants of the Study

The Sulu College of Technology, Inc. (SCT, Inc.) teaching staff for the academic year 2025–2026 served as the study's respondents. The teachers were divided into three groups: Junior High School, Senior High School, and College Department because this school encompasses multiple academic levels. These organizations made sure that the research sample included a fair representation of all instructional levels. The researcher used stratified random sampling to get a thirty percent (30%) sample size from the entire population in order to obtain the representative sample.

4. Sampling Procedure

In this investigation, a purposive sampling technique was used. During the academic year 2025–2026, one hundred (100) teacher responders were specifically selected from among the faculty members in the several departments of Sulu College of Technology, Inc. The junior high school, senior high school, and college departments each received a portion of the sample. Because the study calls for respondents with firsthand knowledge, expertise, and observations of the school's management procedures, the use of purposive sampling was acceptable. Since they actively participated in the institution's implementation, observation, and evaluation of school-based management, teachers from these departments were considered the most suitable sources of data.

5. Research Instrument

The study evaluated Sulu College of Technology, Inc.'s school-based management practices using a questionnaire based on the Digital Leadership Framework by Sheninger (2014) and the Parent and Community Involvement Questionnaire by Hoover Dempsey and Sandler (1997). It utilized a Likert scale to gauge teachers' perceptions, featuring forty items across two sections: demographic data and assessment of management practices focusing on resource management, curriculum and instruction, leadership and governance, and accountability and transparency. Responses were rated from 1 to 10, with a five-point agreement scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

6. Data Gathering Procedure

In order to collect data, the researcher obtained a written request for approval from the Graduate Studies office. Once approved, the researcher sent the questionnaire to the group of experts for validation and revisions. The questionnaires were then distributed to the chosen respondents either in person or via Google Forms. The questionnaires were retrieved immediately following completion of the forms. The researcher then collated and examined the data collected from the respondents following the retrieval.

7. Ethical Considerations

To ensure the protection of participants' rights and welfare, this study implemented comprehensive ethical considerations. Respondents were informed of the study's goals and voluntary nature, allowing them to withdraw at any time without consequences. Anonymity and confidentiality were maintained, with no identifying information disclosed. Data was securely stored and accessed only by the researcher and adviser. The researcher committed to ethical standards, ensuring integrity and academic honesty without any fabrication of data or misrepresentation.

RESULTS

1. What is the extent of School-Based Management Practices of Sulu College of Technology, Inc in terms of: Leadership and Governance; Curriculum Instruction; Accountability and Transparency; and Resource Management?

Table 1.1 In terms of Leadership and Governance

No	Statements	Mean	S.D.	Description
1	The school head establishes a clear vision and mission.	4.14	.86480	Agree
2	Decision-making is participatory.	3.82	1.01881	Agree
3	Leaders communicate effectively with stakeholders.	3.67	1.05462	Agree
4	School leadership promotes accountability.	3.74	1.08823	Agree
5	The principal demonstrates transparency in school governance.	4.29	.80773	Agree

6	The principal encourages shared responsibility among staff.	4.54	.59323	Strongly Agree
7	The school head ensures compliance with DepEd policies.	4.50	.57735	Strongly Agree
8	Leaders empower teachers to take initiative in school programs.	4.24	.84232	Agree
9	Governance structures promote collaboration among stakeholders.	3.78	.94900	Agree
10	Leadership decisions are guided by ethical practices.	3.64	1.23517	Agree
Weighted Mean		4.036	.62628	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 1.1 presents findings on school-based management practices at Sulu College of Technology, Inc., focusing on governance and leadership. The overall composite mean score was 4.036, indicating agreement among instructor respondents. Notable ratings include a mean score of 4.54 for the statement on principals encouraging shared responsibility, rated as "Strongly Agree." Similarly, compliance with DepEd policies scored 4.50, also "Strongly Agree," while transparency in governance received a score of 4.29, denoting agreement.

Table 1.2 In terms of Curriculum and Instruction

No	Statements	Mean	S.D.	Description
1	The curriculum is contextualized to learners' needs.	4.04	.85185	Agree
2	Instructional practices are learned-centered.	4.08	.80000	Agree
3	Teachers are supported in curriculum implementation.	4.13	.82456	Agree
4	Assessment practices are aligned with the curriculum.	4.16	.73471	Agree
5	Instruction promotes 21st-century skills.	4.02	.73828	Agree
6	The school head encourages innovation in instructional practices.	3.95	.89188	Agree
7	Teachers integrate local culture into curriculum content.	4.01	.78490	Agree
8	The curriculum responds to students with diverse learning needs	4.17	.79207	Agree
9	The school provides resources to support effective curriculum delivery.	3.78	.99066	Agree
10	Instruction is continuously improved through curriculum review.	3.83	.89955	Agree
Weighted Mean		4.017	.64417	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 1.2 summarizes the perceptions of teachers at Sulu College of Technology, Inc. regarding school-based management practices in curriculum and instruction. The overall composite mean score was 4.017 (SD = .64417), indicating an "Agree" classification among teacher-respondents. The highest mean score of 4.17 (SD = .79207) was for the statement that "The curriculum responds to students with diverse learning needs." Other notable scores include 4.16 (SD = .73471) for "Assessment practices are aligned with curriculum" and 4.13 (SD = .82456) for "Teachers are supported in curriculum implementation."

Table 1.3 In terms of Accountability and Transparency

No	Statements	Mean	S.D.	Description
1	Reports are disseminated to stakeholders.	3.64	1.11482	Agree
2	Financial management is transparent.	3.22	1.27588	Neutral
3	School performance is regularly evaluated.	3.65	1.22578	Agree
4	Stakeholders have access to school reports.	3.70	1.14150	Agree
5	There is accountability in the use of resources.	3.35	1.15798	Neutral
6	Teachers are informed about the budget allocations.	3.48	1.27509	Neutral
7	The principal provides updates on school performance targets.	4.06	1.12654	Agree
8	The accountability mechanism is implemented consistently.	3.81	1.12542	Agree
9	Audit results are shared with the school community.	3.42	1.27271	Neutral

10	Stakeholders are invited to review transparency reports.	3.40	1.28708	Neutral
Weighted Mean		3.573	1.00311	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 1.3 highlights Sulu College of Technology, Inc.'s school-based management practices focused on transparency and accountability, achieving a composite mean score of 3.573 from teacher responses. The highest-rated item, with a mean of 4.06, confirms teachers feel well-informed by the principal about school performance goals. The consistent application of accountability mechanisms scored 3.81, followed by stakeholder access to reports at 3.70, both indicating strong agreement among educators on the importance of accountability and transparency.

Table 1.4 In terms of Resource Management

No	Statements	Mean	S.D.	Description
1	School resources are allocated efficiently.	3.47	1.41746	Neutral
2	Facilities are maintained properly.	3.12	1.38739	Neutral
3	Resources are mobilized from stakeholders.	3.29	1.40198	Neutral
4	The budget is used for priority needs.	3.43	1.37257	Neutral
5	Resource management supports teaching and learning.	3.41	1.41489	Neutral
6	Technology resources are equitably distributed across classes.	3.48	1.36685	Neutral
7	The principal ensures proper utilization of funds.	3.91	1.03568	Agree
8	External partnerships help provide additional resources.	3.64	1.31441	Agree
9	The school head prioritizes repairs and maintenance of facilities.	3.64	1.25142	Agree
10	Resource allocation is based on student population needs.	3.49	1.31422	Neutral
Weighted Mean		3.488	1.15367	Neutral

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

Table 1.4 details Sulu College of Technology, Inc.'s school-based management practices focused on resource management. Item seven, "The principal ensures proper utilization of funds," achieved the highest mean score of 3.91 (SD = 1.03568), rated as "Agree." Item eight, concerning external partnerships, received a mean score of 3.64 (SD = 1.31441). The composite mean score for teacher-respondents was 3.488 (SD = 1.15367), rated as "Neutral." Additionally, item nine, regarding the prioritization of repairs and maintenance of facilities, was rated as "Agree" with a mean of 3.64 (SD = 1.25142).

2. School-Based Management Practices of Sulu College of Technology, Inc when the data are grouped according to the demographic profile of the teacher-respondents in terms of: Age; Gender; Civil Status; and Educational Attainment?

Table 2.1 According to Age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Leadership governance	and Between Groups	2.595	2	1.297	3.473	.035	Significant
	Within Groups	36.236	97	.374			
	Total	38.830	99				
Curriculum instruction	Between Groups	.596	2	.298	.714	.492	Not Significant
	Within Groups	40.485	97	.417			
	Total	41.081	99				
	Between Groups	.934	2	.467	.459	.633	Not

Accountability and transparency	Within Groups	98.683	97	1.017			Significant
	Total	99.617	99				
Resource management	Between Groups	2.627	2	1.314	.987	.377	Not
	Within Groups	129.138	97	1.331			Significant
	Total	131.766	99				

Significance at alpha 0.05

Table 2.1 shows the variations in Sulu College of Technology, Inc.'s school-based management practices according to the age of the teacher responders. The results suggest that all F-ratios and P-values exhibit no significant changes, with the exception of the "leadership and governance" component. This implies that opinions about management methods are consistent across age groups, suggesting that older and younger instructors have similar opinions about these procedures. As a result, the hypothesis that claims views of school-based management practices at Sulu College of Technology, Inc. are not significantly impacted by age is accepted.

Table 2.2 According to Gender

VARIABLES		Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping	Gender						
Leadership and governance	Male	3.957	.67834	-.10582	-.739	.461	Not
	Female	4.063	.60942				Significant
Curriculum instruction	Male	4.000	.64746	-.02297	-.156	.877	Not
	Female	4.023	.64734				Significant
Accountability and transparency	Male	3.750	.76851	.23919	1.046	.298	Not
	Female	3.510	1.07111				Significant
Resource management	Male	3.557	1.07002	.09418	.356	.722	Not
	Female	3.463	1.18767				Significant

Significance at alpha 0.05

Table 2.2 demonstrates the scope of school-based management practices at Sulu College of Technology, Inc. and reveals no discernible disparities in the opinions of male and female teacher respondents. This conclusion is supported by the overall mean differences and t-values, which show that both sexes have a similar comprehension of the management techniques. As a result, the hypothesis that claims there is no discernible gender difference in perceptions is accepted.

Table 2.3 According to Civil Status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Leadership and governance	Between Groups	.461	2	.231	.583	.560	Not
	Within Groups	38.369	97	.396			Significant
	Total	38.830	99				
Curriculum instruction	Between Groups	.608	2	.304	.728	.485	Not
	Within Groups	40.474	97	.417			Significant
	Total	41.081	99				
	Between Groups	1.058	2	.529	.520	.596	Not

Accountability and transparency	and Within Groups	98.559	97	1.016			Significant
	Total	99.617	99				
Resource management	Between Groups	3.395	2	1.697	1.283	.282	Not
	Within Groups	128.371	97	1.323			Significant
	Total	131.766	99				

Significance at alpha 0.05

Table 2.3 demonstrates the variations in Sulu College of Technology, Inc.'s school-based management practices according to civil status. Teachers' opinions of these behaviors are consistently aligned regardless of their civil status, according to the overall F-ratios and P-values, which show no significant differences among the various statuses—single, married, separated, or widowed. Consequently, the hypothesis that "When data are grouped according to civil status, there is no significant difference in the extent of the School-Based Management Practices of Sulu College of Technology, Inc." is accepted.

Table 2.4 According to Educational Attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Leadership governance	and Between Groups	4.519	3	1.506	4.215	.008	Significant
	Within Groups	34.311	96	.357			
	Total	38.830	99				
Curriculum instruction	Between Groups	3.478	3	1.159	2.960	.036	Significant
	Within Groups	37.603	96	.392			
	Total	41.081	99				
Accountability and transparency	and Between Groups	3.629	3	1.210	1.210	.310	Not Significant
	Within Groups	95.988	96	1.000			
	Total	99.617	99				
Resource management	Between Groups	7.757	3	2.586	2.002	.119	Not Significant
	Within Groups	124.008	96	1.292			
	Total	131.766	99				

Significance at alpha 0.05

Table 2.4 shows the variations in Sulu College of Technology, Inc.'s school-based management practices related to educational attainment. It demonstrates that the F-ratios and P-values reveal substantial differences, with the exception of "accountability and transparency" and "resource management." The results show that opinions of school-based management practices are strongly influenced by educational achievement. As a result, the hypothesis that reads, "When data are grouped according to educational attainment, there is no significant difference in the extent of the School-Based Management Practices of Sulu College of Technology, Inc." is rejected.

Table 2.5 According to Educational Attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Leadership governance	and Between Groups	3.481	3	1.160	2.151	.128	Not Significant
	Within Groups	35.349	96	.968			
	Total	38.830	99				

Curriculum instruction	Between Groups	1.076	3	.359	.861	.464	Not
	Within Groups	40.005	96	.417			Significant
	Total	41.081	99				
Accountability and transparency	Between Groups	2.858	3	.953	.945	.422	Not
	Within Groups	96.759	96	1.008			Significant
	Total	99.617	99				
Resource management	Between Groups	4.971	3	1.657	1.254	.294	Not
	Within Groups	126.795	96	1.321			Significant
	Total	131.766	99				

Significance at alpha 0.05

Table 2.5 shows that there is no discernible difference in Sulu College of Technology, Inc.'s school-based management practices depending on how long teachers have been employed. Both new hires and long-tenured employees appear to view these procedures consistently, according to the F-ratios and P-values. As a result, the hypothesis that these practices do not significantly differ based on years of service is accepted.

3. Is there a significant correlation among the subcategories subsumed under the extent of School-Based Management Practices of Sulu College of Technology, Inc?

Variables	Pearson <i>r</i>	Sig.	N	Description
Leadership and governance				
Curriculum instruction	.697**	.000	100	High Correlation
Accountability and transparency	.617**	.000	100	High Correlation
Resource management	.699**	.000	100	High Correlation
Curriculum instruction				
Accountability and transparency	.669**	.000	100	High Correlation
Resource management	.677**	.000	100	High Correlation
Accountability and transparency				
Resource management	.904**	.000	100	Nearly Perfect Correlation

Legend: ** Correlation Coefficient is significant at alpha .01 level

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.5 0=Moderate; 0.5-0.70=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 3 highlights significant relationships within Sulu College of Technology, Inc.'s School-Based Management (SBM) Practices. Key correlations include a strong link between accountability and transparency with resource management ($r=.904$; $\text{sig}=.000$), and notable associations between leadership and governance with resource management ($r=.699$; $\text{sig}=.000$), as well as curricular instruction with both resource management ($r=.677$; $\text{sig}=.000$) and accountability ($r=.669$; $\text{sig}=.000$). These findings underscore the importance of resource management in promoting transparency and effective leadership in improving instructional quality. The study dismisses the hypothesis of insignificant correlations, affirming Sulu College's SBM practices as internally consistent in enhancing accountability and transparency.

DISCUSSION

1.) On the extent of the School-Based Management Practices of Sulu College of Technology, Inc

The study on School-Based Management (SBM) Practices at Sulu College of Technology, Inc. indicates a generally favorable evaluation, particularly in leadership and governance, attributed to effective administrator roles and governance adherence. While

curriculum instruction was positively assessed for integrating SBM, resource management received the lowest ratings due to conflicting workforce experiences with resource allocation. This suggests the operational benefits of SBM are marred by issues of accountability and transparency. Continuous training and cultural integration are necessary to foster shared SBM practices among educators. Perspectives on accountability, transparency, and resource management were identified as developmental areas for enhancing academic achievement, aligning with World Bank (2007) and Caldwell Brian J. (2005), who stress the importance of strong accountability systems and leadership capacity in SBM effectiveness.

2.) On difference in the extent of the School-Based Management Practices of Sulu College of Technology, Inc

The study evaluates the school-based management practices at Sulu College of Technology, Inc., revealing no significant differences overall. However, teacher respondents aged 26 to 35 exhibit a notably positive view on leadership and governance. Perceptions among teachers do not significantly vary by gender or years of service, although educational attainment reveals distinctions; those with bachelor's degrees, master's degrees, and MA units express more favorable opinions regarding management practices, particularly in curriculum instruction and leadership governance. These outcomes align with Eric A. Hanushek (2013), who noted the impact of teacher quality and educational background on perceptions of school effectiveness, and Helen F. Ladd (2011), who emphasized that while demographics have limited influence, professional credentials significantly affect educators' evaluations of school leadership and management practices.

3.) Correlation among the subcategories subsumed under the extent of the School-Based Management Practices of Sulu College of Technology

These results indicate that Sulu College of Technology, Inc.'s School-Based Management (SBM) Practices have a significant positive correlation across various categories. Effective resource management is strongly linked to administrative transparency, with accountability being the most influential factor. Additionally, resource management correlates with curricular instruction, leadership, and governance, where leadership quality influences resource availability and teaching effectiveness. The interactions among curricular instruction, accountability, transparency, and resource management suggest that adequate resources and clear accountability contribute to high-quality instruction. Strong leadership enhances teacher practices and stakeholder perceptions of transparency, although the connection between accountability and transparency is less robust. Overall, these findings highlight a strong internal consistency in SBM practices at the institution, reinforcing accountability and transparency in resource management. This is consistent with the research of Leithwood Kenneth et al. (2004), which underlines the interconnectedness of leadership, resources, and student outcomes, as well as Marks Helen M. and Louis Karen Seashore's (1997) findings on the correlation between robust leadership, organizational structures, instructional quality, and school performance.

CONCLUSION

The study on Sulu College of Technology, Inc. identifies key demographics of teacher-respondents, predominantly married women aged 26 to 35, early to mid-career, and holding at least a bachelor's degree. It highlights a shift in organizational structure favoring soft administrative aspects over hard operational ones, as illustrated by School-Based Management (SBM) practices. Strengths are noted in curricular instruction, leadership, and governance,

characterized by inclusive pedagogy and shared responsibilities. However, concerns persist regarding administrative transparency and logistics. Factors like age, gender, civil status, education level, and employment duration did not significantly influence SBM practices. Yet, respondents with higher education levels and those aged 26-35 generally viewed SBM practices more favorably in areas of curriculum instruction, leadership, and governance. Strong correlations exist among all SBM domains, particularly between resource management and accountability/transparency. This aligns with Fiske's Decentralization Theory, emphasizing the need for transparency in resource allocation within education. Arnstein's Participatory Governance Theory supports the notion that delegated authority can enhance instructional quality and decision-making. Furthermore, Berman and McLaughlin's Organizational Capacity Theory underscores the necessity of mobilizing resources for effective institutional change. Finally, Von Bertalanffy's Systems Theory is validated, demonstrating that leadership changes impact subsystems and maintain overall organizational balance through accountability and transparency as key feedback mechanisms.

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