

SBM Implementation Awareness and Organizational Commitment as Drivers of School Performance: A Descriptive-Predictive Study

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Abstract: *This study examined the influence of teachers' organizational commitment and awareness of School-Based Management (SBM) implementation on school performance across 14 elementary schools in the Vincenzo Sagun District. Employing a descriptive-predictive research design, the investigation utilized two primary data sources: (1) a questionnaire checklist administered to teacher-respondents to assess their level of awareness of SBM implementation and their degree of organizational commitment, and (2) secondary data derived from the National Achievement Test (NAT) Mean Percentage Score (MPS), which served as the basis for evaluating school performance. A simple random sampling method, under a non-probability sampling framework, was employed to select 60 teachers from a population of 120. The findings revealed that teachers in the district demonstrated a very high level of awareness regarding SBM implementation, with a general weighted mean score of 3.85 across four evaluated components. Similarly, results indicated a very high level of organizational commitment among teachers, with a general weighted mean score of 3.89, measured across the dimensions of commitment to school, teaching work, occupation, and work group. The results underscore the potential predictive value of teacher commitment and SBM awareness in enhancing academic outcomes and provide implications for improving participatory school governance and instructional leadership.*

Keywords— *School-Based Management (SBM); Teacher Organizational Commitment; Participatory Governance in School; Descriptive-Predictive Research; School Performance*

1. INTRODUCTION

The quality of educational outcomes remains a pressing concern for many developing countries. In response, both local and international stakeholders have initiated a range of reforms aimed at improving teaching effectiveness, learner performance, and institutional accountability. Among these, the decentralization of educational governance has gained considerable attention as a mechanism for improving school outcomes through localized decision-making and increased stakeholder participation (UNESCO, 2021; World Bank, 2018). One such reform, School-Based Management (SBM), has been globally recognized as a strategy that enhances school efficiency by empowering school leaders and fostering community participation (Yap et al., 2020).

In the Philippine context, the implementation of Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, formally institutionalized SBM. The law emphasized the principles of shared governance, transparency, accountability, and decentralization—values considered essential for promoting educational quality and equitable learning outcomes (Department of Education, 2020). With these shifts in governance structures, teachers and school heads are expected to assume a more proactive role not only in instructional delivery but also in managerial and decision-making functions.

Despite the idealized goals of SBM, its effective implementation at the grassroots level remains uneven. In many public schools, particularly in rural districts, the extent of teachers' awareness and their commitment to SBM processes is unclear, often resulting in weak implementation and negligible improvements in school performance. While school heads and principals are typically the primary implementers of SBM, teachers—who constitute the largest portion of the internal stakeholders—are often left uninformed or uninvolved in key decision-making processes (Salandanan & Villena, 2021). This limited participation may negatively affect their sense of ownership and motivation, which in turn influences the academic outcomes of the schools they serve.

Research also suggests that teacher commitment is a critical factor in driving school performance, with highly committed teachers more likely to engage in instructional improvement, student mentoring, and organizational participation (Firestone & Pennell, 2020). However, studies examining the link between teachers' SBM awareness, organizational commitment, and school performance in the Philippine setting remain scarce, particularly in specific districts like Vincenzo Sagun.

This study seeks to bridge that gap by examining the influence of teachers' awareness and commitment to School-Based Management on the academic performance of public elementary schools in the Vincenzo Sagun District.

Specifically, it investigates how teachers' levels of awareness regarding SBM implementation, along with their organizational commitment across various domains (commitment to school, teaching, occupation, and work group), predict school performance as measured by the Mean Percentage Score (MPS) from the National Achievement Test (NAT).

Using a descriptive-predictive research design, this study utilizes both primary data (via a researcher-made questionnaire) and secondary data (NAT results) to assess relationships among the identified variables. By uncovering how teacher awareness and commitment contribute to school performance, this research hopes to inform localized school action plans and policy interventions aimed at strengthening SBM practices in comparable educational settings.

2. METHODOLOGY

This study employed a descriptive-predictive research design, aiming to examine the level of School-Based Management (SBM) awareness and teacher commitment in relation to school performance among public elementary schools in Vincenzo Sagun District, Zamboanga del Sur. The study utilized a standardized questionnaire adapted from the framework developed by Cevat Celep (2001) of Trakya University, Edirne, Turkey. The instrument was modified to suit the local educational context. It featured two main components: one measuring teachers' awareness of SBM implementation and the other assessing their commitment to school programs. Each component used a four-point Likert scale ranging from 1 (Never) to 4 (Always), with interpretations categorized as Very Low, Low, High, and Very High based on computed mean scores.

The respondents of this study comprised 60 regular-permanent teachers, randomly selected from a total population of 120 teachers across 14 public elementary schools in the district. The school heads were excluded from the sample. To ensure reliable representation, only teachers with a minimum of three years of service were included, as it was assumed that newly hired teachers had limited exposure to SBM implementation. A combination of purposive and simple random sampling techniques was employed. The purposive sampling ensured that only teachers with sufficient tenure participated, while simple random sampling determined the final list of respondents from among the qualified pool. The sampling distribution was proportional to school size: smaller schools were assigned three respondents, average-sized schools six, and larger schools nine. The sampling process involved coding all eligible teachers from 1 to 120, grouping them by school, and randomly selecting 60 numbers using a draw-lot method.

Data gathering involved the distribution of the validated questionnaire after securing the necessary permissions from the Office of the Schools Division Superintendent, the Public Schools District Supervisor, and individual school heads. A pilot test was conducted to ensure the reliability and clarity of

the questionnaire. Additionally, secondary data in the form of the National Achievement Test (NAT) Mean Percentage Scores (MPS) for each of the 14 schools were collected to serve as an indicator of school performance. To analyze the relationship between teachers' SBM awareness and commitment, and their schools' academic performance, the Pearson Product-Moment Correlation Coefficient (PPMC or Pearson's r) was utilized. This statistical tool is appropriate for determining the strength and direction of linear relationships between variables, although it does not provide causality or explain variance beyond correlation.

3. RESULTS AND DISCUSSION

3.1 TEACHERS' LEVEL OF SCHOOL-BASED MANAGEMENT AWARENESS

These variable measures how aware the teachers are in the implementation of the School-Based Management in their respective schools. This variable is measured through the following components: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Leadership and Governance. The Overall Weighted Mean of 3.59 means that the level of awareness of the respondents to the School-Based Management Implementation in their schools is Very High although they seldom review the School Improvement Plan (SIP) which is the school's 3-year guide in improving the school. The SIP is crafted by the school's faculty, parent representative (General Parents and Teachers Association), stakeholders, and the pupil representative. Leadership, professional collaboration, and governance are the means by which they can use this power to support the learning and achievement of all of their students.

Curriculum and Learning. The result explicitly shows that from identifying the type of learners they are handling in schools, to nurturing values and environment protective to all children, down to using methods and resources that are learner and community-friendly, safe, and accessible at developing self-directed learners, almost all of the 60 teachers responded that they are always doing what are stated on the items as shown by the Overall Weighted Mean of 3.94 with an adjectival equivalent of Always. The teachers' level of SBM awareness in terms of Curriculum and Learning is interpreted as Very High.

Accountability and Continuous Improvement. Teacher-respondents manifested that they actively initiate clarification of the roles and responsibilities in the delivery of education. In addition to such response, all of the respondents showed that they consider themselves accountable of the school performance and that stakeholders are also engaged in the development and operation of an appropriate accountability system.

It was found that schools use a community-accepted performance accountability, recognition, and incentive system. Stakeholders and the teachers also share roles in the

development of an appropriate accountability assessment system.

This could mean that almost all of the teacher-respondents actively initiate clarification of the roles and responsibilities in the delivery of education, as they consider themselves accountable of the schools' performance. Even with the remarkable points earned by every item, in comparison with the rest, item 8 got the least Weighted Mean of 3.78 since 13 out of 60 teachers manifested that they just sometimes help initiating school-community developed performance assessment. Therefore, the level of teachers' awareness on the SBM implementation in terms of Accountability and Continuous Improvement is Very High.

Management Resources. More than any other else, this paper would like to determine the teachers' SBM awareness through management resources. By this, we could draw thicker line as to the effectiveness of the SBM implementation as such the teachers are not just plainly informed of the program, but most importantly, that every teacher is truly engaged in ensuring that every aspect of the SBM is fully implemented on the ground.

Based on the gathered data, it was found out that the 60 teacher-respondents revealed they always participate in the regular monitoring, evaluation, and reporting processes of resources management. Furthermore, all of them also claimed that they collaborate to ensure timely need-based planning and resource management.

In addition, all of the 60 respondents demonstrated that they support continuous implementation of the educational plan. They even uphold a system of partnership for improving resource management.

Table 1. Summary of Teachers' Awareness on SBM

Indicators	Overall Weighted Mean	Adjectival Equivalent
1. Leadership and Governance	3.59	Very High
2. Curriculum and Learning	3.94	Very High
3. Accountability and Continuous Improvement	3.92	Very High
4. Management of Resources	3.94	Very High
Overall Weighted Mean	3.85	Very High

The overall weighted mean 3.85 denotes that the level of teachers Awareness in the implementation of the School-Based Management in Vincenzo Sagun District, as represented by the 60 teacher-respondents, is Very High. This also means that 51 out of the 60 respondents have a "Very High" level of awareness in the implementation of SBM in the four components. Their scores in every component on the implementation of the SBM remarkably demonstrate full awareness. From leadership and governance, curriculum and learning, accountability and continuous improvement, to management resources, all these components hit Very High as their level of awareness which positively provides us rich idea that teachers in the District of Vincenzo Sagun are fully aware of the SBM implementation.

3.2 TEACHERS' LEVEL OF ORGANIZATIONAL COMMITMENT

Teachers' commitment to work is a key factor influencing the teaching-learning process. It affects so much when a teacher shows constant commitment to the teaching profession. It is unarguable that most, if not all, of the pupils will most likely show better learning interest and progressive yearning to attain academic and extra-curricular excellence. Thus, it is very important to determine the level of teachers' commitment to work so that we can measure, through our own scale, the efficacy of the teacher and its relationship, if there is, to the school's performance.

This variable of the study determines the level of teachers' commitment in the implementation of the School-Based Management in their respective schools. Their level of commitment is measured through the following components: Commitment to school; commitment to teaching work; commitment to teaching occupation; and commitment to work group.

Commitment to School. This part of teachers' commitment involves exerting much effort in fulfilling responsibilities for the benefit of the school. It also includes the teachers' strong concern on matters that involves school and will do his/her part just to make sure that the school's reputation is well protected.

Teachers' level of Commitment in terms of their commitment to school was measured through seven (7) items or instances. Based on the data treated on the study, items 1, 2, 4, and 5 got the perfect 4.00 Weighted Mean which strongly show that all the teacher-respondents exert effort on behalf of the school. They, too, take proper pride as part of their respective schools. Along with their desire to show great commitment to school, teachers also are concerned for the future of the school.

On the other hand, eight teachers said that they are dissatisfied with the interaction of the people in the school; 12 said that it is so seldom that they feel dissatisfaction, and 40 of them said that they never felt dissatisfied on the interaction of the people in the school.

In summary to this component's result, the teachers' level of commitment in terms of Commitment to Work is Very High as coined by the overall weighted mean of 3.61. This led to the interpretation that 90.25% or 55 out of 60 teachers strongly claimed to have Very High commitment to their respective schools.

Commitment to Teaching Work. It is quite true that teaching is one of the most challenging work. A teacher is taking good care of all the kids inside the classroom. The work doesn't only focus on the curricular journey of the pupils but also allowing them to learn almost all aspects of life. This might be very heavy to carry that sometimes lead into making a teacher so pressured, and at times get so stressed.

The results of the teachers' responses on the given items clearly indicate that they are always satisfied in teaching their pupils. They always struggle more for the improvement of

their unsuccessful pupils in the classroom. Additionally, they said that they always exert effort for extensive classes when routine sessions aren't enough by teaching the subjects truthfully and completely amidst many distractions from outside the academic premise. Behind every teacher's labor, it is claimed by the respondents that they always take responsibility in doing their classes on time.

Based on the Overall Weighted Mean (OWM) on this component, it can be interpreted that teachers' level of commitment in terms of Commitment to Teaching Work is Very High as represented by the OWM 3.99.

Commitment to Teaching Occupation. This kind of commitment refers to teachers' positive judgment in deciding to becoming a teacher, for taking pride being a teacher, and for believing that teaching is the noblest profession of all. If you search the internet looking for the definition of teaching, it would somehow give you at least 153,000,000 references. But teaching as an occupation will lead you to another dimension of understanding how different it is.

The result of the study showed that teachers always judge positively the decision of becoming a teacher and take proper pride of the teaching profession. Their responses demonstrated that they always perceive teaching as the most important career and have realized teaching as an ideal work. They further persisted that they always have the desire to become famous in the field of teaching by doing their tasks well and produce quality learners. Finally, they said that they always believe that teaching is not about money, but for the welfare of the children.

Since the overall weighted mean reached up to 3.99, it demonstrated that the teachers' level of commitment in terms of teaching occupation is Very High, regardless of how heavy the responsibilities they are carrying every day, and even how crucial their roles are in making sure that every child is taken good care with while ensuring that the teaching-learning process in the most child-friendly manner takes place.

Commitment to Teaching Work Group. This is epitomized by visible actions such as being pleased by the interactions with other teachers during class breaks, holding close relationship with them, maintaining family-like bond even outside the school premises.

Six items were given to the respondents and their responses generally showed that all teachers hold their fellow teachers as part of a big school family. In such manner, all the respondents said that they preserve close relationship with their fellow teachers even outside the school premise.

They proudly claimed that being a teacher of their school is a distinct pride even though they worked together with other teachers of different attitudes. They unanimously declared that teachers in their school pursue common educational goals.

This component of determining the level of teachers' commitment to work group got the overall weighted mean of 3.98 which is Very High. In other words, almost all of the

teachers are always committed to their work group regardless of the differences of belief, cultures, and principles as long as they pursue the same vision and educational goals.

The data contained from the 4 components on the Level of Teachers' Commitment on the School-Based Implementation are summarized in Table 2.

Table 2. Teachers' Level of Organizational Commitment on the SBM Implementation

Indicators	Over-all Weighted Mean	Adjectival Equivalent
1. Commitment to School	3.61	Very High
2. Commitment to Teaching Works	3.99	Very High
3. Commitment to Teaching Occupation	3.99	Very High
4. Commitment to Work Group	3.98	Very High
Overall Weighted Mean	3.89	Very High

The table above showed an overall weighted mean of 3.89 which clearly manifests that the teachers' level of commitment in terms of their organizational commitment in line with the implementation of the School-Based Management to all schools is Very High. In other words, 90% or 54 out of 60 teacher-respondents have a "Very High" level of commitment in terms of the four components.

3.3 SCHOOL PERFORMANCE

This variable is being measured through the Mean Percentage Score obtained in the National Achievement Test result of the 14 Elementary Schools in the District of Vincenzo Sagun.

The highest MPS is posted at Sagucan Elementary School having the NAT MPS of 88.48% while in contrast, Danan Elementary School got the lowest post of the NAT MPS of 46.7% only.

While the number of respondents is fairly distributed based on the actual number of teachers in school, it can be noticed how far the distance between the level of teachers' awareness in SBM implementation, the teachers' organizational commitment and their school performances.

Although 10 out of 14 schools got an MPS of greater than 75% as the passing rate, still the significant relationship of the two variables cannot be sustained in strength. Let the testing of hypotheses below show the results more.

Table 3. School Performance based on NAT MPS

School	MPS	Interpretation
1. Biu-os Elementary School	77.76%	Meeting Standard
2. Cogon Elementary School	83.03%	Meeting Standard
3. Danan Elementary School	46.7%	Below Standard
4. Kapatagan Elementary School	79.18%	Meeting Standard
5. Limason Elementary School	77.31%	Meeting Standard
6. Linoguyan Elementary School	81.03%	Meeting Standard
7. Lumbal Elementary School	67.05%	Below Standard
8. Lunib Elementary School	76.13%	Meeting Standard
9. Maculay Elementary School	74.96%	Below Standard
10. Maraya Elementary School	62.03%	Below Standard
11. Sagucan Elementary School	88.48%	Meeting Standard
12. Talaptap Elementary School	78.56%	Meeting Standard
13. Vincenzo Sagun Central ES	85.16%	Meeting Standard
14. Walingwaling Elementary School	77.10%	Meeting Standard
Overall MPS	75.32%	Meeting Standard

4. CONCLUSION

The findings of this study revealed that teachers in Vincenzo Sagun District demonstrated a *very high level of awareness* regarding the implementation of School-Based Management (SBM), as reflected in a general weighted mean of 3.85. Similarly, teachers' organizational commitment also registered a *very high level*, with a weighted mean of 3.89. Despite these promising figures, statistical analysis showed no significant relationship between teachers' SBM awareness and school performance, nor between teachers' organizational commitment and school performance, as measured by the schools' National Achievement Test (NAT) Mean Percentage Scores (MPS). Notably, four out of the 14 schools still fell below the performance standards, suggesting that high teacher awareness and commitment alone do not guarantee improved academic outcomes.

The results challenge the assumptions of *Human Capital Theory* and *Organizational Commitment Theory*, which posit that professional development, organizational loyalty, and motivation positively influence institutional performance (Becker, 1993; Mowday, Steers, & Porter, 1979). In this case, while teachers showed both awareness and commitment, school performance remained average or below standard in several schools. This suggests a possible misalignment between individual professional attributes and the broader institutional systems or contextual factors that contribute to student achievement. For example, the low mean score on the item indicating that a majority of teachers seldom review the School Improvement Plan (SIP) reflects gaps in the application of participatory governance, a key component of SBM. This aligns with *Transformational Leadership Theory*, which emphasizes that leadership effectiveness is not just about awareness but about engaging followers meaningfully in

organizational goals and decision-making processes (Bass & Avolio, 1994).

Furthermore, these findings reinforce *Bronfenbrenner's Ecological Systems Theory*, which argues that school performance is influenced by multiple interacting systems — including family, community, policy, and socio-economic factors — and not just the micro-level dynamics within the classroom or school. As such, factors beyond teacher awareness and commitment, such as learner readiness, parental involvement, access to instructional resources, and school infrastructure, likely play a significant role in educational outcomes. The fact that teachers possess high commitment and awareness, yet some schools still underperform, indicates that systemic and contextual factors must be addressed in future interventions. It is therefore concluded that while SBM awareness and teacher commitment are critical, they must be complemented by effective instructional leadership, stakeholder collaboration, and holistic school development efforts to realize superior academic performance.

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