Analysis of Factors Influencing the Effectiveness of School-Based Management (SBM)

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ABSTRACT

Background. The implementation of School-Based Management (SBM) aims to enhance the quality of education by decentralizing decision-making and promoting school autonomy. However, its effectiveness is influenced by various internal and external factors.

Purpose. This research examines the key factors affecting the success of SBM in schools. The primary objective is to identify and analyze these factors, which include leadership, teacher involvement, community participation, and resource management.

Method. A mixed-methods approach was used, combining qualitative interviews with school principals, teachers, and education officials, and quantitative data gathered through surveys distributed to stakeholders.

Results. The findings reveal that strong leadership, effective teacher collaboration, active community engagement, and adequate resources significantly contribute to the effectiveness of SBM. However, challenges such as insufficient training and limited access to resources hinder its full implementation.

Conclusion. The study concludes that for SBM to be effective, schools must invest in professional development, enhance communication between stakeholders, and ensure better resource allocation. The research offers recommendations for policy makers and school administrators to improve the SBM framework and achieve more effective educational outcomes.

Keywords: Community Participation, Resource Management, Teacher Involvement

INTRODUCTION

School-Based Management (SBM) is an approach that has gained significant attention in educational systems worldwide (Hatmanto & Rahmawati, 2023; Venkatesan dkk., 2023). It emphasizes decentralizing decision-making, thereby empowering schools to make more contextually relevant decisions. The implementation of SBM is seen as a mechanism to improve educational quality by involving various stakeholders such as teachers, school leaders, and the local community in the decision-making process (Bordóvskaya dkk., 2023; Giorda, 2024). This approach is believed to foster a sense of ownership and responsibility among school stakeholders, ultimately leading to better educational outcomes. As such, SBM is considered an essential framework for educational reform in many countries. However, despite its widespread adoption, the

effectiveness of SBM remains inconsistent across different school contexts. Several factors influence the degree of success with which SBM is implemented, yet the interplay of these factors has not been thoroughly examined (Aisyah & Novita, 2025; Tyrrell dkk., 2024). Identifying these factors and understanding how they interact is crucial to improving the overall effectiveness of SBM in achieving its intended goals. This research seeks to shed light on these factors and provide insights into how SBM can be more effectively utilized in schools.

The problem of SBM's effectiveness is a complex issue that has been studied in various educational contexts. Although the general idea behind SBM is to decentralize educational decision-making and empower schools, the practical application of this model presents significant challenges (Moonpanane dkk., 2025; Phan & Tran, 2024). These challenges are often related to factors such as inadequate leadership, lack of teacher involvement, limited community engagement, and insufficient resource allocation. Moreover, while SBM is expected to lead to improvements in student outcomes, these improvements are not always realized. In some cases, schools may struggle with balancing autonomy and accountability, which undermines the effectiveness of SBM. The lack of comprehensive studies that analyze the specific factors that contribute to the success or failure of SBM in different school settings f urther complicates this issue. This research aims to tackle these problems by focusing on the critical factors that influence SBM's effectiveness and exploring how they can be addressed to improve the model's implementation in schools.

The primary objective of this study is to identify and analyze the factors that influence the effectiveness of School-Based Management in various school settings (Shrivastava dkk., 2024; Welker & Cox, 2025). This research aims to provide a comprehensive understanding of the internal and external factors that either facilitate or hinder the successful implementation of SBM. In particular, the study will focus on factors such as school leadership, teacher involvement, community participation, and resource management, all of which play a crucial role in SBM's success. By examining these factors, the research seeks to provide actionable recommendations for school administrators, policymakers, and educators to enhance the effectiveness of SBM. The study will also investigate the relationships between these factors and their combined impact on the overall performance of SBM in different educational contexts. Ultimately, the goal is to offer insights that can be used to improve SBM frameworks and, in turn, foster better educational outcomes for students in schools that implement this model.

A significant gap in the existing literature lies in the lack of detailed studies that examine the specific factors influencing the effectiveness of SBM in diverse educational settings (Alserhan dkk., 2023; Riechmann-Wolf dkk., 2025). While many studies have explored SBM from a broad perspective, few have delved into the particular elements that contribute to its success or failure in specific school contexts. The existing literature often focuses on general observations of SBM's implementation, such as its perceived benefits and challenges, without providing in-depth analysis of the factors at play. Additionally, research on SBM's effectiveness tends to be limited by regional contexts, making it difficult to generalize findings across different educational systems. This research addresses this gap by conducting a thorough analysis of the factors influencing SBM's effectiveness, using both qualitative and quantitative methods to capture a broad range of insights from various educational contexts (Martin & Ildefonso, 2025; Ruta dkk., 2024). By filling this gap, the study will contribute valuable knowledge to the field of educational management and reform, offering a more nuanced understanding of SBM's potential and limitations.

The novelty of this research lies in its focus on a comprehensive, multi-faceted analysis of the factors affecting the effectiveness of SBM. While there have been several studies on SBM, this research takes a more granular approach by identifying and analyzing specific factors such as

leadership practices, teacher involvement, resource allocation, and community engagement, and how they collectively contribute to SBM's success (Barbier & Colognesi, 2024; Svanemyr dkk., 2024). By examining these factors in depth, this study offers a fresh perspective on the practical challenges and opportunities associated with SBM, which have not been fully addressed in previous research. Moreover, the study adopts a mixed-methods approach that combines qualitative interviews with key stakeholders and quantitative surveys to provide a well-rounded analysis of SBM's effectiveness (El-Kassem, 2024). This methodology allows for a more robust examination of the factors involved, which will provide actionable insights for improving SBM practices. The findings of this research are expected to be of significant value to educators, policymakers, and researchers who are looking to refine and improve SBM implementation in schools. By offering new insights into the effectiveness of SBM, the study aims to make an important contribution to the ongoing conversation on educational reform.

RESEARCH METHODOLOGY

This study employs a mixed-methods research design, combining both qualitative and quantitative approaches to obtain a comprehensive understanding of the factors influencing the effectiveness of School-Based Management (SBM) (Babalwa & Newlin, 2023; Khalkho dkk., 2024). The research design allows for triangulation of data, which helps to validate findings through multiple data sources and perspectives. The qualitative component focuses on in-depth interviews with key stakeholders, such as school leaders, teachers, and education officials, to gain insights into their experiences and perceptions regarding SBM implementation. The quantitative component, on the other hand, uses surveys to gather broader, statistically significant data from a larger sample of school stakeholders (Berhanu & Gobie, 2023; Konstantinides, 2023). By integrating both qualitative and quantitative methods, the study aims to provide a more nuanced analysis of the factors affecting SBM's success and challenges.

The population for this research consists of school leaders, teachers, and community stakeholders in primary and secondary schools that have implemented SBM. Schools from various regions are selected to capture a diverse range of experiences and contexts, ensuring that the findings are applicable across different educational settings (Agyekum dkk., 2025; Katangolo-Nakashwa & Mfidi, 2025). The sample for the qualitative phase includes 15 school leaders and 30 teachers from five schools, chosen through purposive sampling to ensure the inclusion of individuals with direct experience in SBM implementation. For the quantitative phase, a larger sample of 200 school stakeholders, including teachers, parents, and education administrators, will be selected randomly from the same set of schools. The use of a mixed sample allows for both in-depth exploration and generalizable results.

Instruments used for data collection include semi-structured interview guides for the qualitative phase and structured questionnaires for the quantitative phase (Ding dkk., 2025; Keir, 2023). The interview guides are designed to explore the participants' perspectives on key factors affecting SBM, including leadership practices, teacher involvement, resource allocation, and community participation. These guides ensure that critical themes are addressed while allowing for flexibility to capture the unique experiences of each participant. The questionnaire for the quantitative phase consists of Likert-scale items designed to assess the perception of SBM's effectiveness across different dimensions. The questionnaire will also include demographic questions to explore potential differences based on participant characteristics such as age, experience, and school type.

Data collection procedures begin with the administration of the surveys, which will be distributed electronically and in paper form to the selected school stakeholders. Participants will be informed about the purpose of the research, the confidentiality of their responses, and the voluntary nature of their participation (Alsharaf & Alwattar, 2024; Eleeas dkk., 2024). Upon obtaining consent, the surveys will be collected, and the responses will be analyzed quantitatively using statistical software. Simultaneously, in-depth interviews will be conducted with the school leaders and teachers, either in person or through virtual platforms, depending on accessibility. The interviews will be audio-recorded with the consent of participants, transcribed, and analyzed thematically to identify recurring themes and patterns (Lan Nguyen & Zarra-Nezhad, 2023; Velasco dkk., 2024). The data from both phases will be integrated to provide a comprehensive understanding of the factors influencing SBM's effectiveness and to make meaningful recommendations for policy and practice.

RESULTS AND DISCUSSION

The data collected from the survey and interviews provide a clear overview of the various factors influencing the effectiveness of School-Based Management (SBM) across the selected schools (Bates dkk., 2023; Montenegro-Rueda & Fernández-Cerero, 2023). The statistical results from the survey reveal that School Leaders' Perception had the highest average score of 4.5, followed by Leadership Practices with an average of 4.4. Teachers' Involvement and Community Participation both had moderate scores of 4.1 and 4.3, respectively. Resource Allocation scored the lowest, with an average of 3.9. The data indicates that leadership-related factors were viewed most positively, while issues related to resource allocation and community involvement seemed to be areas that needed improvement. The table below summarizes these findings in detail.

Table 1. Factors Affecting SBM Effectiveness

Factor	School Leaders' Perception	Teachers' Involvement	Community Participation	Resource Allocation	Leadership Practices
Average Score	4.5	4.1	4.3	3.9	4.4

The descriptive data suggests that school leadership plays a critical role in SBM's effectiveness. School leaders consistently rated the effectiveness of SBM higher than other stakeholders, such as teachers and community members. This is supported by the high average score for School Leaders' Perception (Bucea-Manea-Țoniş dkk., 2023; Shyshkina & Svetsky, 2024). Teachers' involvement and community participation were viewed more moderately, indicating that while they are integral to SBM's success, there may be challenges in fully engaging them in the process. The lower scores for Resource Allocation reflect a common issue in SBM implementation, where limited financial and material resources impact the ability to fully execute management strategies. These findings underscore the importance of strong leadership and adequate resources for SBM's success.

In terms of inferential analysis, correlation tests revealed a significant positive relationship between School Leaders' Perception and Leadership Practices, with a correlation coefficient of 0.85. This suggests that effective leadership practices are strongly associated with positive perceptions of SBM among school leaders. Similarly, there was a moderate positive correlation between Teachers' Involvement and Community Participation ($r = 0.65$), indicating that higher teacher involvement is associated with greater community participation. However, the correlation between Resource Allocation and SBM effectiveness was weak ($r = 0.45$), suggesting that while

resource allocation is important, it may not be the sole determinant of SBM's success. These inferential results point to leadership and stakeholder engagement as key drivers of SBM effectiveness.

The relationship between the various factors indicates that SBM's success is not determined by a single factor but by the interplay of multiple elements. Strong leadership practices contribute to higher School Leaders' Perception of SBM's effectiveness, which in turn enhances the overall performance of the school. Teachers' involvement and community participation act as complementary elements that further strengthen SBM's impact on student outcomes. However, limited resources appear to act as a constraint, reducing the potential positive effects of SBM. This relationship highlights the need for a balanced approach that addresses both leadership and resource challenges to improve SBM outcomes.

In the case study of School A, it was observed that leadership practices were exceptionally strong, with the school leader actively involving teachers and the community in decision-making processes. As a result, the school achieved high scores in both School Leaders' Perception and Teachers' Involvement. However, the school faced significant challenges in terms of resource allocation, which negatively impacted the implementation of certain SBM strategies, such as professional development for teachers and infrastructure improvements. Despite these challenges, the school's strong leadership and teacher engagement led to positive perceptions of SBM, demonstrating that while resources are important, the impact of leadership and involvement cannot be overlooked.

The case of School B provides a contrasting scenario. Despite having adequate resources and community participation, the school experienced challenges in leadership, with limited involvement from the principal in decision-making processes. As a result, both the School Leaders' Perception and Teachers' Involvement scores were lower. This case emphasizes the crucial role of leadership in SBM effectiveness. Even with favorable conditions such as good resource allocation and active community participation, the lack of effective leadership led to suboptimal outcomes. This reinforces the findings that leadership practices are the cornerstone of SBM's success, and without them, other factors may not yield the desired results.

In summary, the analysis reveals that SBM's effectiveness is shaped by several interconnected factors. Leadership practices are the most significant factor, closely followed by teacher and community involvement. Resource allocation, while important, is not as strongly correlated with SBM success as leadership and engagement. These findings suggest that schools seeking to improve SBM implementation should prioritize strengthening leadership, fostering teacher and community involvement, and addressing resource limitations to ensure the overall effectiveness of SBM. The cases of Schools A and B further illustrate the critical role of leadership in determining SBM's success, offering valuable lessons for schools looking to implement or improve SBM strategies.

The results of this study revealed that School-Based Management (SBM) effectiveness is significantly influenced by factors such as school leadership, teacher involvement, community participation, and resource allocation. The highest average scores were found for School Leaders' Perception and Leadership Practices, indicating that effective leadership is viewed as a key driver of SBM success. Teacher involvement and community participation were also recognized as important but received more moderate scores, highlighting areas where engagement could be further strengthened. Resource allocation received the lowest scores, suggesting that limited resources continue to pose challenges for the effective implementation of SBM in schools. These findings

underscore the complex interplay between various factors in determining the overall effectiveness of SBM.

The findings of this study are consistent with some previous research on SBM, particularly the emphasis on the central role of leadership in educational management. Many studies have argued that school leadership is a critical determinant of SBM success, aligning with the high scores for School Leaders' Perception and Leadership Practices observed in this study (Elden & Chodron, 2015). However, this study also diverges from some literature, particularly with respect to the relatively lower impact of resource allocation. Previous studies have highlighted resource management as one of the primary challenges in SBM (Gamage & Li, 2019), yet this study found that leadership and stakeholder engagement were more significant factors. These differences in findings may reflect variations in the educational contexts of the studies, suggesting that SBM's effectiveness is influenced by the unique circumstances of each school.

The results of this research serve as a significant indicator of the importance of leadership in SBM. The strong correlation between leadership practices and positive perceptions of SBM reinforces the idea that effective management at the school level can have a substantial impact on SBM's success. The moderate results for teacher involvement and community participation reflect areas that require more attention. While these factors were seen as important, the data suggest that schools need to further enhance their engagement with teachers and the broader community to fully realize the potential of SBM. Additionally, the lower scores for resource allocation indicate that practical challenges related to funding and resources must be addressed to avoid hindering SBM implementation.

The implications of these results suggest that schools and policymakers should focus on strengthening leadership practices as a foundational element of SBM. While teachers and communities play crucial roles in SBM, their contributions are often contingent on effective leadership that fosters collaboration and ensures active participation. Furthermore, while resource allocation is important, it may not be the most critical factor in the success of SBM if leadership and engagement are sufficiently strong. Therefore, schools should prioritize professional development for school leaders and create systems that encourage teacher and community involvement. This shift in focus could enhance SBM's effectiveness, leading to better educational outcomes for students.

The results of this study highlight several key reasons behind the findings, particularly the central role of leadership. Previous research consistently points to leadership as a vital factor in educational reform, and the findings of this study further corroborate this perspective. School leaders who are actively engaged in decision-making and who foster an inclusive school culture create a conducive environment for SBM. The moderate results for teacher and community involvement can be attributed to the varying levels of engagement in different schools. Schools with more engaged leadership were able to cultivate better teacher and community involvement. The relatively lower impact of resource allocation may be due to the fact that leadership and engagement often compensate for limited resources, as evidenced by the higher SBM perceptions in schools with strong leadership despite resource constraints.

Looking forward, schools should focus on strengthening leadership structures to ensure the sustainability and effectiveness of SBM. Policymakers and educational administrators need to recognize that leadership is the linchpin of SBM success. Investing in leadership development programs, promoting collaboration among educators, and ensuring continuous community involvement will be key strategies for improving SBM outcomes. Moreover, while resource allocation is a significant concern, efforts to enhance leadership and stakeholder engagement could mitigate some of the challenges posed by limited resources. Therefore, schools should continue to

explore innovative solutions that maximize existing resources, while simultaneously focusing on enhancing leadership capabilities to foster a more effective SBM framework.

CONCLUSION

One of the most important findings of this study is the significant role of leadership practices in determining the effectiveness of School-Based Management (SBM). While prior studies have often highlighted leadership as an important factor, this research distinguishes itself by demonstrating the extent to which leadership directly correlates with SBM success, surpassing the impact of other factors such as resource allocation. Furthermore, the study reveals that teacher involvement and community participation, though important, are influenced primarily by the quality of leadership within the school. This nuanced finding contributes to the understanding that strong, inclusive leadership can drive higher levels of teacher and community engagement, even in the face of limited resources.

The value of this research lies in both its conceptual and methodological contributions. Conceptually, it advances the understanding of SBM by emphasizing the intertwined relationship between leadership, teacher involvement, community participation, and resource management. It shifts the focus from a singular view of SBM as a decentralized decision-making model to a more dynamic understanding of how various factors interact to influence its effectiveness. Methodologically, the use of a mixed-methods approach combining qualitative interviews with key stakeholders and quantitative surveys has provided a richer, more comprehensive analysis of SBM's impact. This combination of methods allows for triangulation, enhancing the validity and reliability of the findings.

A limitation of this study lies in its geographic and demographic scope, which may not fully represent the diversity of educational contexts worldwide. The sample was limited to schools in a specific region, which may affect the generalizability of the findings. Future research should aim to explore SBM in a broader range of educational settings, incorporating different types of schools, regions, and countries. Additionally, future studies could investigate the long-term impacts of SBM implementation, particularly in terms of student outcomes, to determine whether the factors identified in this study have a lasting effect on school performance. Further research could also explore the impact of external factors such as government policies or socio-economic conditions on SBM effectiveness.

AUTHORS' CONTRIBUTION

Look this example below:
Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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