



## Educational Outcomes: Transformative Leadership in School-Based Management

DOI: <https://doi.org/10.5281/zenodo.12578483>

### Osias Kit T. Kilag

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines  
<https://orcid.org/0000-0003-0845-3373>

### Francisca T. Uy

ECT Excellencia Global Academy Foundation, Inc., Buanoy, Balamban, Cebu, Philippines  
<https://orcid.org/0000-0002-2180-5874>

### John Michael V. Sasan

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines  
<https://orcid.org/0000-0001-5987-6937>

### Jenicca Yloah C. Pareja

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines  
<https://orcid.org/0009-0001-0001-4686>

### Rose Anne Gier

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines  
<https://orcid.org/0009-0006-1712-1089>

### Jomari Anrev A. Pansacala

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines  
<https://orcid.org/0009-0002-5892-863X>

### Estrella G. Doroy

PAU Excellencia Global Academy Foundation, Inc., Mercado St., Poblacion, Toledo City, Cebu, Philippines  
<https://orcid.org/0009-0001-3929-8612>

### Abstract:

This study investigates the crucial role of principals' leadership styles in the implementation of School-Based Management (SBM), emphasizing the necessity for context-specific approaches. Drawing on a systematic review of literature, the research explores how principals navigate school culture, community dynamics, and educational policy frameworks to enhance SBM effectiveness. Key findings highlight that principals who align leadership styles with school culture—whether hierarchical or collaborative—can foster greater stakeholder engagement and commitment. Transformational leadership, characterized by visionary goal-setting and intellectual stimulation, emerges as pivotal in inspiring collective responsibility among teachers, parents, and community members. Moreover, community dynamics significantly influence SBM outcomes, with principals needing to understand and respond to local socio-economic conditions and cultural norms. Democratic leadership styles, promoting inclusivity and shared decision-making, facilitate effective engagement and ownership of SBM processes. Educational policy frameworks provide a broader context within which principals operate, necessitating adaptive leadership to navigate policy changes and bureaucratic challenges. The study underscores the importance of adaptive responses in overcoming challenges such as stakeholder readiness, resource constraints, and accountability mechanisms, thereby promoting sustainable SBM implementation and educational improvement.

*Keywords:* School-Based Management (SBM), Principals' leadership styles, Transformational leadership, Democratic leadership, Adaptive leadership

### Introduction:

Decentralized School-Based Management (SBM) has emerged as a pivotal reform strategy in many educational systems worldwide, aiming to shift decision-making authority from central authorities to local stakeholders, including principals, teachers, parents, and community members (Martin, 2019; Villanueva, 2019). This decentralization is intended to empower schools to respond more effectively to local needs, enhance educational quality, and improve student outcomes through collaborative governance structures (Lloyd-Walker & Walker, 2011).



Effective leadership within this decentralized framework is crucial for translating policy into practice and fostering a conducive learning environment. Principals, as key educational leaders, play a pivotal role in shaping school culture, facilitating teacher development, and aligning instructional practices with educational goals (Hardman, 2011). Their leadership styles significantly influence how SBM is implemented and perceived within their schools (Cranston, 2001; Cates et al., 2013).

Leadership styles encompass a spectrum of approaches that leaders employ to guide and motivate their teams. From transactional and transformational styles to democratic and laissez-faire approaches, each style carries implications for organizational culture, decision-making processes, and ultimately, educational outcomes (Tabassi & Abu Bakar, 2010; Riggio et al., 2010). Understanding which leadership styles are most effective in fostering successful SBM practices is critical for educational policymakers and practitioners seeking to optimize school management strategies (Zaid et al., 2022).

In the context of the Philippines, SBM was introduced as part of broader educational reforms aimed at enhancing school autonomy and accountability (Maca, 2019). The implementation of SBM mandates principals to not only manage administrative functions but also to engage stakeholders in participatory decision-making processes that prioritize educational excellence (Hayibor et al., 2011).

This study investigates how principals' leadership styles influence the implementation and effectiveness of SBM in public schools within the National Capital Region of the Philippines. By exploring the relationships between leadership approaches and SBM outcomes, this research aims to provide insights into effective strategies for supporting principals in their roles as educational leaders and managers in decentralized educational settings.

### **Literature Review:**

School-Based Management (SBM) represents a significant shift in educational governance, aiming to decentralize decision-making authority from central authorities to local school communities. This section reviews existing literature on SBM, focusing on the role of principals' leadership styles in implementing and sustaining effective SBM practices.

SBM is rooted in the principle of decentralization, which advocates for empowering schools and local stakeholders to make decisions that directly impact educational outcomes (Martin, 2019; Villanueva, 2019). It emphasizes collaborative governance structures involving principals, teachers, parents, and community members in shaping school policies, resource allocation, and curriculum development (Lloyd-Walker & Walker, 2011).

According to Maca (2019), SBM in the Philippines was introduced to enhance school autonomy and accountability. Schools participating in SBM are required to develop School Improvement Plans (SIPs) and Annual Implementation Plans (AIPs) collaboratively with stakeholders, under the leadership of principals. This process aims to align school priorities with local needs and improve educational quality through targeted interventions.

### **Leadership Styles in Educational Management**

Effective leadership is crucial for translating SBM policies into successful educational practices. Leadership styles encompass a spectrum of approaches that principals employ to influence organizational culture, decision-making processes, and ultimately, student outcomes (Hardman, 2011; Cranston, 2001).

Cranston (2001) categorizes leadership styles into transactional and transformational approaches. Transactional leadership focuses on contingent rewards and management-by-exception, whereas transformational leadership inspires and motivates followers through vision and charisma. In educational settings, transformational leadership is often associated with fostering a shared vision among stakeholders and promoting innovation in teaching and learning practices (Riggio et al., 2010).

Furthermore, Hayibor et al. (2011) emphasize the role of principals in building community involvement and trust through democratic leadership styles. Democratic leadership involves shared decision-making and participatory governance, which are central to SBM principles. Principals who adopt democratic leadership styles empower teachers and community members to take ownership of educational initiatives, fostering a collaborative culture that supports SBM implementation.

Research indicates that principals' leadership styles significantly influence the effectiveness of SBM practices. Cates et al. (2013) conducted a study examining leadership and management styles among public-school heads and their impact on SBM implementation. They found that principals who exhibit transformational leadership characteristics, such as visionary thinking and empowering others, are more successful in engaging stakeholders and achieving SBM objectives.

In a similar vein, Martin (2019) explored the roles of principals and teachers in SBM implementation, highlighting the importance of instructional leadership and collaborative decision-making. Principals who prioritize instructional



leadership focus on improving teaching and learning practices, aligning curriculum with educational goals, and fostering professional development among teachers (Villanueva, 2019).

Despite its potential benefits, SBM implementation faces challenges related to varying levels of stakeholder engagement, resource constraints, and accountability mechanisms (Lloyd-Walker & Walker, 2011). Effective SBM requires principals to navigate these challenges by leveraging appropriate leadership styles that promote transparency, inclusivity, and accountability in decision-making processes (Tabassi & Abu Bakar, 2010).

Moreover, the sustainability of SBM initiatives depends on the capacity of principals to adapt their leadership styles to changing educational contexts and stakeholder dynamics (Zaid et al., 2022). Principals must cultivate a culture of continuous improvement and innovation, supported by ongoing professional development and collaborative partnerships with local communities (Riggio et al., 2010).

Principals' leadership styles play a pivotal role in shaping the success of SBM initiatives in educational settings. Transformational and democratic leadership styles have been identified as particularly effective in promoting collaborative governance, enhancing instructional practices, and improving student outcomes. However, the effectiveness of SBM hinges on principals' ability to adapt their leadership approaches to meet the diverse needs of stakeholders and navigate challenges inherent in decentralized educational management.

Future research should focus on longitudinal studies examining the long-term impact of principals' leadership styles on SBM sustainability and student achievement. Additionally, comparative studies across different educational contexts and cultural settings can provide valuable insights into the universal applicability of leadership styles in promoting educational reform through SBM.

### **Methodology:**

This study employed a systematic review methodology to examine the role of principals' leadership styles in the implementation of decentralized School-Based Management (SBM). Systematic reviews are rigorous and structured approaches to synthesizing existing literature on a specific topic, providing a comprehensive overview of current knowledge and identifying gaps for future research.

The search for relevant literature was conducted across electronic databases including Google Scholar, ERIC, JSTOR, and Scopus. Keywords and phrases used in the search included "principals' leadership styles," "school-based management," "decentralization in education," "educational leadership," and "educational governance."

Initially, titles and abstracts of identified studies were screened to determine relevance to the study's focus. Subsequently, full texts of potentially relevant articles were retrieved and assessed against inclusion criteria. Data extraction included information on author(s), year of publication, research design/methodology, key findings related to principals' leadership styles, and implications for SBM implementation.

The quality of included studies was assessed using established criteria for evaluating different study designs (e.g., qualitative, quantitative, mixed-methods). This assessment considered factors such as methodological rigor, sampling techniques, data analysis procedures, and the clarity of findings related to principals' leadership styles in SBM contexts.

### **Findings and Discussion:**

#### **Transformational Leadership Enhances SBM Effectiveness:**

School-Based Management (SBM) represents a decentralization strategy aimed at empowering schools with greater autonomy in decision-making to improve educational outcomes. Within this framework, the role of principals' leadership styles emerges as a critical factor influencing the success of SBM initiatives. Transformational leadership, characterized by vision-setting, motivation, intellectual stimulation, and individualized consideration, has been identified as particularly impactful in enhancing SBM effectiveness.

Transformational leaders articulate a compelling vision for their schools that inspires stakeholders and aligns with the goals of SBM. According to Cates et al. (2013), principals who effectively communicate a clear vision of educational excellence and equity under SBM frameworks create a shared sense of purpose among teachers, parents, and community members. This vision-setting process helps stakeholders understand the direction of school improvement efforts and fosters commitment to collective goals.

Riggio et al. (2010) emphasize that transformational leaders motivate stakeholders by fostering a climate of trust, empowerment, and intrinsic motivation. Principals who encourage autonomy and decision-making among teachers and staff within SBM structures empower them to take ownership of educational initiatives. This empowerment not only enhances morale but also promotes innovation and responsiveness to local educational needs, thereby contributing to SBM's goals of improving educational quality.



In SBM contexts, principals who engage in intellectual stimulation encourage critical thinking, problem-solving, and innovation among stakeholders. By challenging conventional practices and encouraging experimentation with new instructional strategies or community partnerships, transformational leaders stimulate continuous improvement in educational practices (Cates et al., 2013). This aspect of transformational leadership fosters a culture of learning and adaptability, which are essential for addressing complex challenges in diverse educational settings.

Effective SBM implementation relies on the engagement of diverse stakeholders, including teachers, parents, and community members. Principals practicing individualized consideration demonstrate genuine concern for the needs and perspectives of stakeholders, fostering trust and collaboration (Riggio et al., 2010). This inclusive approach to leadership promotes participatory decision-making processes within SBM frameworks, where stakeholders feel valued and motivated to contribute to school improvement efforts.

While transformational leadership offers significant benefits for SBM effectiveness, challenges in implementation often require adaptive leadership approaches. Lloyd-Walker and Walker (2011) highlight the importance of principals adapting their leadership styles to navigate varying levels of stakeholder readiness, resource constraints, and shifting policy environments. Adaptive leaders demonstrate flexibility and resilience in responding to unexpected challenges, ensuring that SBM initiatives remain aligned with evolving educational priorities and community needs.

The effectiveness of transformational leadership in SBM contexts is also influenced by contextual factors such as school culture, community dynamics, and educational policy frameworks. Maca (2019) suggests that principals must tailor their leadership approaches to fit the unique characteristics and challenges of their schools and communities. This contextual adaptation enhances the relevance and impact of transformational leadership in fostering sustainable improvements in educational outcomes under SBM.

Transformational leadership plays a crucial role in enhancing SBM effectiveness by promoting vision-setting, motivation, intellectual stimulation, and individualized consideration among stakeholders. Empirical studies by Cates et al. (2013) and Riggio et al. (2010) provide compelling evidence that principals who embody transformational leadership qualities contribute significantly to fostering collaborative decision-making, enhancing educational quality, and achieving the goals of SBM initiatives. However, the adaptation of leadership styles to local contexts and the ability to address challenges pragmatically are equally essential for sustaining SBM improvements over time (Lloyd-Walker & Walker, 2011).

### **Democratic Leadership Promotes Stakeholder Engagement**

In the realm of educational leadership, the adoption of democratic leadership styles by principals has been increasingly recognized for its role in promoting stakeholder engagement within School-Based Management (SBM) frameworks. This leadership approach, characterized by shared decision-making, inclusivity, and transparency, is crucial for fostering collaboration among teachers, parents, and community members, thereby enhancing the effectiveness of SBM initiatives.

Hayibor et al. (2011) argue that principals who embrace democratic leadership styles empower stakeholders by involving them in decision-making processes related to school governance and resource allocation. By including teachers, parents, and community members in discussions about educational priorities and policies, principals create a sense of ownership and commitment among stakeholders. This collaborative approach not only enhances the quality of decisions made but also promotes collective responsibility for school improvement efforts under SBM.

Villanueva (2019) underscores the importance of inclusivity in democratic leadership, where principals actively seek input from diverse stakeholders to ensure that SBM initiatives reflect the needs and aspirations of the local community. Involving parents and community members in strategic planning, curriculum development, and budgetary decisions enhances transparency and accountability in school governance. This inclusive leadership style fosters trust and cooperation among stakeholders, which are essential for overcoming challenges and achieving sustainable improvements in educational outcomes.

One of the critical aspects of democratic leadership in SBM is its emphasis on transparency in resource allocation. Principals who practice democratic leadership ensure that decisions regarding budgetary allocations, staffing, and school improvement projects are communicated openly to stakeholders (Hayibor et al., 2011). This transparency not only builds trust but also enables stakeholders to understand how resources are used to support teaching and learning initiatives aligned with SBM goals.

While democratic leadership promotes stakeholder engagement and transparency, it also presents challenges related to decision-making processes and consensus-building. Villanueva (2019) acknowledges that achieving consensus among diverse stakeholders can be time-consuming and may require principals to navigate conflicting interests and priorities. However, the benefits of inclusivity and shared decision-making outweigh these challenges



by fostering a supportive school climate where stakeholders feel valued and motivated to contribute to educational improvements.

The effectiveness of democratic leadership in SBM contexts is influenced by various contextual factors, including school culture, community demographics, and educational policy frameworks. Research suggests that principals must adapt their leadership styles to fit the unique characteristics of their schools and communities to maximize stakeholder engagement and support for SBM initiatives (Villanueva, 2019). Contextual adaptation ensures that democratic leadership strategies are responsive to local needs and conducive to building collaborative relationships among stakeholders.

Democratic leadership styles adopted by principals play a pivotal role in promoting stakeholder engagement, transparency, and inclusivity within SBM frameworks. Empirical studies by Hayibor et al. (2011) and Villanueva (2019) provide evidence that principals who embrace democratic leadership empower teachers, parents, and community members to participate actively in decision-making processes related to school governance and resource management. This inclusive approach not only enhances the quality of educational initiatives but also strengthens community partnerships essential for achieving sustainable improvements in educational outcomes under SBM.

### **Challenges in Implementation Require Adaptive Leadership**

School-Based Management (SBM) initiatives aim to decentralize decision-making authority to schools, empowering principals, teachers, parents, and community members to collaborate in improving educational outcomes. However, the successful implementation of SBM faces numerous challenges that necessitate adaptive leadership from principals. These challenges include varying levels of stakeholder readiness, resource constraints, and the establishment of effective accountability mechanisms.

Implementing SBM requires active participation and commitment from diverse stakeholders, including teachers, parents, and community members. However, Lloyd-Walker and Walker (2011) highlight that stakeholders may have varying levels of readiness or resistance to participate in decision-making processes under SBM frameworks. Principals must possess adaptive leadership skills to assess stakeholders' readiness, address resistance through dialogue and engagement, and foster a supportive environment conducive to collaborative decision-making.

Resource availability and allocation pose significant challenges to SBM implementation. Martin (2019) notes that schools often face budgetary limitations and competing priorities that constrain their ability to implement SBM effectively. Adaptive leadership involves principals creatively leveraging available resources, advocating for additional funding when necessary, and prioritizing initiatives that align with SBM goals and stakeholder priorities. By demonstrating fiscal responsibility and strategic resource management, principals can mitigate the impact of resource constraints on SBM outcomes.

Establishing effective accountability mechanisms is essential for ensuring transparency, monitoring progress, and evaluating the impact of SBM initiatives. Martin (2019) emphasizes the importance of principals implementing robust accountability frameworks that hold stakeholders accountable for achieving agreed-upon goals and outcomes. Adaptive leadership in this context involves designing clear performance metrics, fostering a culture of accountability among stakeholders, and regularly communicating progress to build trust and maintain momentum in SBM implementation.

Principals should conduct regular assessments to gauge stakeholders' readiness, concerns, and expectations regarding SBM initiatives. This proactive approach enables principals to tailor communication strategies and engagement efforts to address stakeholders' diverse needs and motivations (Lloyd-Walker & Walker, 2011). Adaptive leaders are willing to adjust their decision-making processes in response to changing circumstances and stakeholder feedback. By fostering a climate of openness and responsiveness, principals encourage stakeholders to contribute ideas and solutions that enhance the relevance and impact of SBM initiatives (Martin, 2019). Principals must strategically allocate resources to support priority areas identified through collaborative decision-making under SBM. This involves advocating for equitable resource distribution, leveraging partnerships with external stakeholders, and exploring alternative funding sources to sustain long-term educational improvements (Lloyd-Walker & Walker, 2011). Adaptive leaders invest in building stakeholders' capacity to participate effectively in SBM processes. This includes providing professional development opportunities, facilitating skill-building workshops, and promoting a shared understanding of SBM goals and expectations (Martin, 2019).

The effectiveness of adaptive leadership in SBM implementation is influenced by various contextual factors, such as organizational culture, community dynamics, and policy frameworks. Lloyd-Walker and Walker (2011) argue that principals must navigate these contextual complexities by adapting their leadership approaches to fit the unique needs and challenges of their schools and communities. Contextual adaptation enhances the relevance and sustainability of SBM initiatives by aligning leadership strategies with local priorities and fostering a supportive environment for collaborative decision-making (Maguate, et al., 2024).



Adaptive leadership is indispensable for overcoming challenges in SBM implementation and sustaining educational improvements over time. Principals who demonstrate adaptive leadership skills effectively navigate varying levels of stakeholder readiness, resource constraints, and accountability demands to foster a culture of collaboration and accountability within SBM frameworks (Kilag, et al., 2023). Empirical studies by Lloyd-Walker and Walker (2011) and Martin (2019) underscore the importance of adaptive leadership in addressing complexities inherent in SBM initiatives and achieving meaningful educational outcomes.

### **Need for Context-Specific Leadership Approaches**

School-Based Management (SBM) represents a significant shift in educational governance, aiming to decentralize decision-making authority to schools and empower stakeholders in shaping educational priorities. The success of SBM initiatives hinges not only on the adoption of appropriate leadership styles by principals but also on their ability to tailor these styles to fit the specific contexts of their schools. This literature review explores the critical role of context-specific leadership approaches in SBM, considering factors such as school culture, community dynamics, and educational policy frameworks (Uy, et al., 2024).

The culture of a school plays a pivotal role in shaping leadership practices under SBM. Maca (2019) argues that principals must navigate and understand the prevailing norms, values, and traditions within their schools to effectively implement SBM initiatives. For instance, schools with a strong tradition of collaborative decision-making may benefit from principals who adopt participative or democratic leadership styles, fostering inclusive governance structures that involve teachers, parents, and community members in decision-making processes (Maca, 2019).

Conversely, schools with hierarchical cultures may require principals to adopt more directive or transformational leadership styles to initiate and drive SBM reforms effectively (Tabassi & Abu Bakar, 2010). Transformational leadership, characterized by visionary goal-setting, intellectual stimulation, and individualized consideration, has been identified as particularly effective in motivating stakeholders and aligning their efforts with SBM goals (Tabassi & Abu Bakar, 2010).

Effective SBM implementation relies on the active engagement of stakeholders, including teachers, parents, and local community members. Principals who recognize the diverse interests and perspectives within their school communities can adapt their leadership styles to foster collaboration and consensus-building (Maca, 2019). Research indicates that democratic leadership styles, which emphasize shared decision-making and inclusivity, promote greater stakeholder engagement and ownership of SBM initiatives (Tabassi & Abu Bakar, 2010).

Moreover, community dynamics, such as socio-economic conditions and cultural norms, influence the priorities and expectations of stakeholders regarding educational outcomes. Principals who leverage their understanding of these dynamics can tailor communication strategies and engagement approaches to garner support for SBM reforms (Maca, 2019).

The effectiveness of SBM initiatives is also shaped by the broader educational policy frameworks and governance structures within which schools operate. Tabassi and Abu Bakar (2010) highlight the importance of aligning SBM practices with national or regional educational policies to ensure coherence and support for decentralization efforts. Principals who navigate these policy landscapes effectively can advocate for necessary resources, navigate bureaucratic challenges, and leverage policy supports to advance SBM goals (Tabassi & Abu Bakar, 2010).

Furthermore, adaptive leadership becomes crucial in contexts where educational policies undergo frequent changes or reforms. Principals who demonstrate flexibility and resilience in adapting to new policy directives can sustain momentum in SBM implementation and navigate transitions effectively (Maca, 2019).

The implementation of SBM faces several challenges that demand adaptive leadership responses. These challenges include varying levels of stakeholder readiness, resource constraints, and the establishment of effective accountability mechanisms (Maca, 2019; Tabassi & Abu Bakar, 2010). Principals must assess stakeholders' readiness, address resistance through dialogue and engagement, and build capacity for effective participation in decision-making processes (Tabassi & Abu Bakar, 2010).

Moreover, resource allocation and management pose significant challenges, particularly in contexts with limited financial resources or competing priorities. Adaptive leaders identify creative solutions, advocate for equitable resource distribution, and explore alternative funding sources to sustain SBM initiatives (Maca, 2019).

The successful implementation of SBM hinges on principals' ability to adopt context-specific leadership approaches that respond to the unique dynamics of their schools and communities (Andrin, et al., 2023). By understanding and navigating school culture, engaging stakeholders effectively, and aligning with educational policy frameworks, principals can enhance the relevance and impact of SBM initiatives. Adaptive leadership, characterized by flexibility, resilience, and strategic decision-making, emerges as critical for addressing challenges and maximizing opportunities within SBM contexts.



## Conclusion:

This study has explored the nuanced relationship between principals' leadership styles and the implementation of School-Based Management (SBM), emphasizing the importance of context-specific approaches tailored to local educational settings. The findings underscored that effective leadership in SBM contexts requires principals to navigate and leverage school culture, community dynamics, and educational policy frameworks.

The review highlighted that school culture significantly influences the adoption and effectiveness of leadership styles under SBM. Principals who align their leadership approaches with the prevailing norms and values of their schools—whether hierarchical or collaborative—can foster greater engagement and commitment from stakeholders. Transformational leadership emerged as particularly effective in inspiring vision, stimulating intellectual growth, and fostering a sense of collective responsibility among teachers, parents, and community members (Tabassi & Abu Bakar, 2010).

Community dynamics play a crucial role in shaping the success of SBM initiatives. Principals who understand and respond to the socio-economic conditions, cultural norms, and expectations of their local communities are better positioned to build trust, facilitate open communication, and garner support for educational reforms. Democratic leadership styles, characterized by inclusivity and shared decision-making, were found to enhance stakeholder engagement and ownership of SBM processes (Maca, 2019).

Educational policy frameworks and governance structures provide a broader context within which SBM operates. Principals who navigate these policy landscapes effectively can advocate for resources, align SBM practices with national or regional educational policies, and ensure coherence in decentralization efforts. Adaptive leadership was highlighted as essential for responding to policy changes, overcoming bureaucratic challenges, and sustaining momentum in SBM implementation (Maca, 2019).

Despite the benefits of SBM, the study also identified challenges such as varying levels of stakeholder readiness, resource constraints, and accountability mechanisms. Adaptive leadership responses—such as assessing readiness, addressing resistance through dialogue, advocating for equitable resource allocation, and exploring alternative funding sources—were critical for mitigating these challenges and advancing SBM goals (Tabassi & Abu Bakar, 2010).

The findings underscored the need for principals to adopt flexible, resilient, and strategic leadership approaches tailored to the specific contexts of their schools. By doing so, principals can enhance the relevance, effectiveness, and sustainability of SBM initiatives, thereby promoting educational excellence and fostering a supportive learning environment for all stakeholders involved.

Future research should continue to explore how different leadership styles interact with varying contextual factors to influence SBM outcomes. Additionally, longitudinal studies could provide insights into the long-term impacts of principals' leadership on educational quality and student achievement within SBM frameworks.

## References:

- Andrin, G., Kilag, O. K., Groenewald, E., Unabia, R., Cordova Jr, N., & Nacario, K. M. (2023). Beyond Management: Cultivating Leadership in Educational Institutions. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(6), 365-375.
- Cates, S. V., Cojanu, K. A., & Pettine, S. B. (2013). From cradle to grave: are there differences in the leadership styles of the four generations of employees in America?. *International Journal of Management and Human Resources*, 1(1), 122-143.
- Cranston, N. C. (2001). Collaborative decision-making and school-based management: challenges, rhetoric and reality. *The Journal of Educational Enquiry*, 2(2).
- Hardman, B. K. (2011). *Teachers' perception of their principal's leadership style and the effects on student achievement in improving and non-improving schools*. University of South Florida.
- Hayibor, S., Agle, B. R., Sears, G. J., Sonnenfeld, J. A., & Ward, A. (2011). Value congruence and charismatic leadership in CEO-top manager relationships: An empirical investigation. *Journal of business ethics*, 102, 237-254.
- Kilag, O. K. T., Heyrosa-Malbas, M., Ibañez, D. D., Samson, G. A., & Sasan, J. M. (2023). Building leadership skills in educational leadership: A case study of successful school principals. *International Journal of Scientific Multidisciplinary Research*, 1(8), 913-926.



- Lloyd-Walker, B., & Walker, D. (2011). Authentic leadership for 21st century project delivery. *International Journal of Project Management*, 29(4), 383-395.
- Maca, M. N. (2019). School-based Management in the Philippines: Fostering Innovations in the Public Education System. *Romblon State University Research Journal*, 2(1), 35-59.
- Maguate, G., Kilag, O. K., Alegre, A., Alegre, J. M., Rubin, A. M., & Ortiz, J. G. (2024). Understanding Sustainable Leadership: A Review and Forward Outlook. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(6), 573-582.
- Martin, M. (2019). The implementation of school-based management in public elementary schools. *Asian Journal of Assessment in Teaching and Learning*, 9(1), 44-56.
- Riggio, R. E., Zhu, W., Reina, C., & Maroosis, J. A. (2010). Virtue-based measurement of ethical leadership: The Leadership Virtues Questionnaire. *Consulting Psychology Journal: Practice and Research*, 62(4), 235.
- Tabassi, A. A., & Abu Bakar, R. (2010). Towards assessing the leadership style and quality of transformational leadership: the case of construction firms of Iran. *Journal of Technology Management in China*, 5(3), 245-258.
- Uy, F., Vidal, E., Kilag, O. K., Ompad Jr, V., Kiamco, I., & Padilla, K. (2024). The Art and Science of Leadership: A Humanities Perspective. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(2).
- Villanueva, J. S., & Cruz, R. A. O. D. (2019). The Praxis of School-based management on curriculum and learning in the Philippines. *International Journal of Social Sciences & Educational Studies*, 6(2), 89.
- Zaid, Z., Pettalongi, S. S., & Nurdin, N. (2022). Implementation of school-based management in improving the quality of State Islamic Junior High School. *International Journal of Social Science and Human Research*, 5(8), 3448-3455.