

# School-Based Management, Instructional Leadership Practices, and Teachers' Performance in Banaybanay District, Division of Davao Oriental: Basis for Enhancement Program

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## Abstract

This study examined the relationships among School-Based Management (SBM), instructional leadership practices, and teachers' performance in public elementary schools in Banaybanay District, Division of Davao Oriental, Philippines, during School Year 2025–2026, as a basis for developing an enhancement program. Anchored on School-Based Management and Decentralization Theory, Instructional Leadership Theory, and Social Cognitive Theory, the study employed a quantitative, non-experimental, descriptive-correlational research design. A total of 250 public elementary school teachers, selected from a population of 670 through proportionate stratified random sampling, participated in the study. Data were collected using an adapted, expert-validated questionnaire and analyzed using descriptive statistics and Pearson product-moment correlation. Findings revealed high overall levels of SBM ( $M = 3.44$ ,  $SD = 0.40$ ), instructional leadership practices ( $M = 3.57$ ,  $SD = 0.41$ ), and teachers' performance ( $M = 3.56$ ,  $SD = 0.41$ ). Very strong, statistically significant positive relationships were established between SBM and teachers' performance ( $r = 0.915$ ), instructional leadership practices and teachers' performance ( $r = 0.970$ ), and SBM and instructional leadership practices ( $r = 0.924$ ), all at  $p < .001$ . Despite these favorable findings, improvements were needed in school governance, accountability, instructional supervision, learner progress monitoring, and professional development. The study proposed the B.A.N.A.Y. LEAD enhancement program to address these areas through collaborative school improvement. The findings aligned with Sustainable Development Goal (SDG) 4 (Quality Education), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals). The study contributed to institutional and educational sustainability by providing localized evidence to support participatory governance, continuous professional development, stakeholder collaboration, and sustained school improvement.

**Keywords:** Educational Sustainability; Instructional Leadership Practices; School-Based Management; School Governance; Stakeholder Participation; Teacher Professional Development; Teachers' Performance

## 1. Introduction

School-based management (SBM), instructional leadership practices, and teachers' performance are interconnected dimensions of educational effectiveness. SBM promotes participatory governance, accountability, resource management, and continuous improvement, while instructional leadership supports curriculum

implementation, instructional supervision, and teacher professional development. These practices establish conditions that may influence teachers' instructional competence and professional responsibilities. This study examined the relationships among SBM, instructional leadership practices, and teachers' performance in public elementary schools in Banaybanay District, Division of Davao Oriental, during School Year 2025–2026, as a basis for an enhancement program.

School-based management strengthens school governance through decentralized decision-making, stakeholder participation, and institutional accountability. Its implementation involves leadership and governance, curriculum and teaching and learning, accountability and continuous improvement, resource management, and community participation. Niez et al. (2025), Cabasag (2025), and Soriano and Villanueva (2025) emphasized the importance of effective leadership and consistent implementation in strengthening SBM practices. Instructional leadership complements school governance by focusing on instructional goals, supervision, curriculum coordination, professional development, and learner progress monitoring. Fernandez and Tagadiad (2024) and Di-at and Abaya (2025) highlighted the importance of school leadership in supporting teachers and improving organizational conditions. Teachers' performance encompasses teaching quality, classroom management, assessment practices, professional responsibilities, and learner engagement. Roderos (2026), Postrado (2024), and Caipang et al. (2025) examined instructional competencies and teaching effectiveness, emphasizing the relevance of professional skills and supportive school environments.

The literature identified participatory governance, instructional support, and professional competence as important dimensions of school effectiveness. Studies by Rebleza (2025), Pida and Espiritu (2025), Rabeje and Espiritu (2025), Bantilan et al. (2025), and Caluag et al. (2025) examined SBM implementation, accountability, stakeholder involvement, and school improvement. Related investigations by Binongo and Baguio (2025), Anino et al. (2025), Gueta et al. (2024), Donato (2025), Quinones and Abanto (2024), and Alcala and Quesea (2025) further addressed institutional responsibilities and educational management practices. Curriculum implementation, instructional innovation, and professional support were likewise emphasized by Torrefiel et al. (2025), Daga et al. (2025), De Los Reyes (2024), Suazo and Almeréz (2024), and Gatcho et al. (2024). Additional studies by Ang et al. (2025), Sanchez (2026), Ulit (2025), Battad (2024), Lasquety and Manoos-Pacia (2024), Tatoy (2024), Acaso et al. (2026), and Olarte and Tagadiad (2025) contributed perspectives on school leadership and instructional practices. Research on instructional leadership further emphasized supervision, professional development, and educational decision-making. Galabo (2025), Daigon and Alcopra (2024), Godes and Dioso (2024), Alba et al. (2025), Oliverio and Catalan (2025), Imperial (2025), Abio (2026), and Caritativo and Fernandez (2025) examined leadership-related practices within educational settings. Related literature by Almeréz et al. (2026), Duray (2025), Esguerra and Quinito (2025), Cereno and Quinito (2025), Gonio and Bauyot (2024), and Maymay and Baguio (2025) provided additional perspectives on instructional support and teachers' professional experiences. Teachers' performance was examined through instructional competence, classroom management, assessment, and learner engagement. Orongan (2025), Cadacio and Albite (2025), Santuyas (2026), Bonita (2025), Nombre (2026), Patiga (2025), Jadie (2025), and Yongco (2026) contributed to the literature on teaching practices and professional performance. Cosme (2025), Telan and Andal (2025), Garcia (2025), Pollescás and Aguilar (2025), Denura (2025), and Tandas (2025) further examined classroom practices and assessment-related concerns. Other studies by Hingpit and Selecios (2025), Ndlovu (2025), Sacote-Labadan and Tantiado (2025), Rivera et al. (2025), Serrano and Fallado (2025), and Penanueva and Baguio (2025) provided additional evidence concerning professional development, instructional practices, and educational performance.

Notably, Ortiz (2025) reported no statistically significant relationship between leadership competencies and school performance, whereas Suarez (2026) identified a significant relationship between principals' leadership practices and teachers' job performance. These findings indicate that leadership effectiveness and performance relationships may vary across educational contexts.

In the Philippines, school-based management supports decentralized educational governance and stakeholder participation, while instructional leadership emphasizes the improvement of teaching and learning. Studies conducted in different Philippine educational settings, including those by Niez et al. (2025), Rebleza (2025), and Rabeje and Espiritu (2025), demonstrated the importance of examining SBM implementation within specific institutional contexts. In Mindanao, Binongo and Baguio (2025), Caipang et al. (2025), and Suazo and Almeréz (2024) examined aspects of teachers' professional responsibilities, instructional competence, and educational practices. These studies provided regional perspectives relevant to school effectiveness. In Banaybanay District, Division of Davao Oriental, public elementary schools operate under common educational policies but may differ in governance practices, instructional leadership, available resources, and teacher support systems. Examining these conditions provided localized evidence on the relationships among SBM, instructional leadership, and teachers' performance.

The study was anchored on three complementary theoretical perspectives. The School-Based Management and Decentralization Theory (1996), as cited by Ibarra and Guhao (2024), explained participatory governance, shared decision-making, accountability, and resource management. Instructional Leadership Theory, developed by

Hallinger and Murphy (1985), as cited by Fernandez and Tagadiad (2024), emphasized instructional goal setting, supervision, curriculum coordination, teacher support, and learner monitoring. Social Cognitive Theory, developed by Bandura (1986), as cited by Cagape and Bauyot (2024), explained the interaction among personal factors, professional behavior, and environmental conditions influencing teachers' performance. The study adopted an Input–Process–Output framework. The inputs consisted of SBM, instructional leadership practices, and teachers' performance. The process involved quantitative descriptive-correlational analysis of the variables and their relationships, while the output served as the basis for an enhancement program addressing identified institutional and instructional needs.

Existing studies have examined school-based management, instructional leadership, and teachers' performance, but relatively limited research has investigated their relationships simultaneously within a specific public elementary school district. Furthermore, the contrasting findings of Ortiz (2025), Suarez (2026), and Caipang et al. (2025) indicated that favorable leadership or competency assessments do not necessarily establish significant relationships with performance outcomes. Variations in SBM implementation reported by Soriano and Villanueva (2025), Pida and Espiritu (2025), and Rebleza (2025) further emphasized the importance of localized assessment. Accordingly, the study examined the levels and significant relationships among SBM, instructional leadership practices, and teachers' performance in Banaybanay District. The findings provided a basis for an enhancement program focusing on school governance, instructional supervision, professional development, and continuous improvement.

The study aligned primarily with SDG 4 (Quality Education) by examining institutional and instructional conditions associated with quality teaching and learning. Its emphasis on participatory governance, accountability, and continuous improvement was also relevant to SDG 16 (Peace, Justice, and Strong Institutions). Furthermore, stakeholder collaboration in school-based management supported the principles of SDG 17 (Partnerships for the Goals). These alignments reflected the study's potential contribution to educational improvement rather than directly measured SDG outcomes.

The study contributed to educational sustainability by providing evidence relevant to strengthening instructional leadership, teacher development, and teaching effectiveness. Its examination of SBM supported institutional and governance sustainability through accountability, participatory decision-making, and continuous improvement. Community sustainability was also reflected in the emphasis on stakeholder participation and shared educational responsibilities.

## **2. Material and methods**

### **2.1 Research Design**

The study utilized a quantitative, non-experimental, descriptive-correlational research design. The descriptive component assessed the levels of SBM, instructional leadership practices, and teachers' performance, while the correlational component determined the significant relationships among these variables. Creswell and Creswell (2023) emphasized that quantitative research enables systematic measurement and statistical analysis of variables, while Apuke (2024) highlighted its usefulness in examining relationships among measurable constructs. No variables were manipulated, allowing the study to investigate naturally occurring associations without establishing causality.

### **2.2 Locale of the Study**

The study was conducted in public elementary schools in Banaybanay District, Schools Division of Davao Oriental, Department of Education, Region XI, Philippines. Banaybanay is a coastal municipality with an economy primarily supported by agriculture and fisheries. The district was selected because its public elementary schools represented varied institutional settings, governance practices, and instructional conditions suitable for examining SBM, instructional leadership, and teachers' performance. The findings provided localized evidence for developing an enhancement program responsive to district educational needs.

### **2.3 Respondents of the Study**

The respondents consisted of 250 public elementary school teachers selected from a total population of 670 teachers in Banaybanay District. They provided information concerning the implementation of SBM, instructional leadership practices of school heads, and teachers' professional performance. Participation was voluntary, and respondents were informed of the study's purpose, procedures, and confidentiality measures before providing informed consent.

### **2.4 Sample and Sampling Procedure**

The sample size of 250 teachers was determined using Slovin's Formula with a 5% margin of error. Proportionate stratified random sampling was employed to ensure representation from participating schools according to their respective teacher populations. Schools with larger teaching populations received proportionately greater sample

allocations, while smaller schools received fewer allocations. Respondents were randomly selected within each stratum, providing qualified teachers an equal opportunity for inclusion within their respective groups.

## **2.5 Research Instrument**

Data were collected using an adapted, expert-validated survey questionnaire grounded in the School-Based Management and Decentralization Theory of Caldwell (2009), as cited in Ibarra and Guhao (2024); Instructional Leadership Theory of Hallinger and Murphy (1985), as cited in Fernandez and Tagadiad (2024); and Bandura's (1986) Social Cognitive Theory, as cited in Cagape and Bauyot (2024). The questionnaire comprised three parts. The first assessed SBM through leadership and governance, curriculum and teaching and learning, accountability and continuous improvement, resource management, and community and stakeholder participation. The second evaluated instructional leadership practices through instructional goal setting, supervision and evaluation, curriculum coordination, professional development, and learner progress monitoring. The third assessed teachers' performance through teaching quality, classroom management, learner assessment, professional responsibilities, and learner engagement and outcomes. A four-point Likert scale was employed, with responses interpreted as Very High (4, Strongly Agree), High (3, Agree), Low (2, Disagree), and Very Low (1, Strongly Disagree). The instrument underwent expert validation to establish the clarity, relevance, and appropriateness of its items.

## **2.6 Data Gathering Procedure**

Data collection commenced after obtaining approval from the Schools Division Office of Davao Oriental, district authorities, and participating school heads. The questionnaire was reviewed by qualified experts in educational management, instructional leadership, and research methodology, and revisions were incorporated based on their recommendations. The researcher coordinated with school administrators regarding questionnaire administration and informed respondents about the study's purpose, voluntary participation, and confidentiality provisions. Following informed consent, questionnaires were distributed to selected teachers and retrieved according to the agreed schedule. Completed instruments were checked for completeness without altering respondents' answers. The collected data were subsequently organized, encoded, and verified before statistical analysis.

## **2.7 Data Analysis Techniques**

Descriptive and inferential statistical methods were employed to analyze the collected data. The mean determined the levels of SBM, instructional leadership practices, and teachers' performance, while the standard deviation measured variability in respondents' assessments. Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) was used to determine the strength, direction, and statistical significance of the relationships between SBM and teachers' performance, instructional leadership practices and teachers' performance, and SBM and instructional leadership practices. The analysis was conducted subject to the relevant statistical assumptions, and hypotheses were evaluated at a 0.05 level of significance.

## **2.8 Ethical Considerations**

The study observed ethical standards concerning voluntary participation, informed consent, confidentiality, and academic integrity. Necessary institutional approvals were secured before data collection, and respondents were informed of their right to decline or withdraw without penalty. Measures were implemented to minimize undue influence on responses and protect participants' identities. Collected information was used exclusively for academic purposes, securely maintained, and accessed only by authorized individuals. The study adhered to the Data Privacy Act of 2012 (Republic Act No. 10173). Data collection, analysis, and reporting were conducted objectively, without fabrication, manipulation, or intentional exclusion of findings.

# **3. Results and Discussion**

## **3.1 Level of School-Based Management**

### **3.1.1 Leadership and Governance**

Leadership and governance obtained a moderate rating ( $M = 3.21$ ,  $SD = 0.51$ ). Stakeholder involvement in school planning received the highest mean ( $M = 3.30$ ), while transparent and participatory decision-making received the lowest ( $M = 3.11$ ). The findings indicated that governance practices were established but required stronger implementation. Niez et al. (2025), Cabasag (2025), and Soriano and Villanueva (2025) similarly emphasized leadership challenges, stakeholder participation, and continuous monitoring in SBM implementation.

### **3.1.2 Curriculum, Teaching, and Learning**

Curriculum, teaching, and learning obtained a high rating ( $M = 3.75$ ,  $SD = 0.52$ ). Teacher collaboration in instructional interventions recorded the highest mean ( $M = 3.77$ ), while opportunities for professional improvement received the lowest ( $M = 3.72$ ). The findings reflected effective curriculum implementation and collaborative teaching practices. Villanueva and Ortega-Dela Cruz (2024) and Pida and Espiritu (2025) emphasized the contribution of SBM to curriculum adaptation and instructional improvement.

### **3.1.3 Accountability and Continuous Improvement**

Accountability and continuous improvement were rated moderate ( $M = 3.21$ ,  $SD = 0.46$ ). Continuous improvement initiatives received the highest mean ( $M = 3.31$ ), while regular program monitoring obtained the lowest ( $M = 3.09$ ). The findings indicated the need for stronger monitoring and accountability mechanisms. Soriano and Villanueva (2025), Rabeje and Espiritu (2025), and Ibarra and Guhao (2024) emphasized institutional accountability and continuous evaluation in school improvement.

### **3.1.4 Management of Resources**

Resource management received a high rating ( $M = 3.49$ ,  $SD = 0.45$ ). Efficient resource utilization obtained the highest mean ( $M = 3.56$ ), while recordkeeping and monitoring received the lowest ( $M = 3.43$ ). The findings reflected favorable resource management practices. Caluag, San Diego, and Fajardo (2025) and Patiam (2025) emphasized effective resource allocation, accountability, and monitoring in sustaining school operations.

### **3.1.5 Community and Stakeholder Participation**

Community and stakeholder participation obtained a high rating ( $M = 3.54$ ,  $SD = 0.50$ ). Participation in school program implementation received the highest mean ( $M = 3.67$ ), while involvement in planning and decision-making recorded the lowest ( $M = 3.46$ ). The findings indicated active community engagement but suggested opportunities to strengthen shared decision-making. Sison and Fuentes (2025), Alcala and Quesea (2025), and Lopez and Bauyot (2025) highlighted stakeholder collaboration and shared accountability in school improvement.

### **3.1.6 Overall School-Based Management**

SBM obtained an overall high rating ( $M = 3.44$ ,  $SD = 0.40$ ). Curriculum, teaching, and learning ranked highest ( $M = 3.75$ ), while leadership and governance and accountability and continuous improvement recorded the lowest ratings ( $M = 3.21$  each). The findings demonstrated stronger instructional and stakeholder practices than governance and accountability mechanisms. Patiam (2025) and Pham et al. (2025) emphasized the importance of monitoring, decentralization, and stakeholder participation in sustaining SBM implementation.

## **3.2 Level of Instructional Leadership Practices**

### **3.2.1 Setting and Communicating Instructional Goals**

Setting and communicating instructional goals obtained a high rating ( $M = 3.74$ ,  $SD = 0.48$ ), indicating favorable practices in establishing and communicating instructional expectations. The findings reflected effective instructional direction among school heads. Ulit (2025) emphasized the importance of clear academic goals in strengthening instructional leadership.

### **3.2.2 Supervising and Evaluating Instruction**

Instructional supervision and evaluation received a moderate rating ( $M = 3.23$ ,  $SD = 0.47$ ), indicating inconsistencies in classroom observation, instructional feedback, and evaluation practices. The findings suggested the need for more systematic supervision. Ramos and Anonuevo (2024) and Kinyua et al. (2025) emphasized classroom observation and constructive feedback in supporting teacher development.

### **3.2.3 Coordinating Curriculum and Instruction**

Curriculum and instructional coordination obtained a high rating ( $M = 3.70$ ,  $SD = 0.48$ ), reflecting favorable implementation of curriculum coordination and instructional support. The findings demonstrated the importance of curriculum management in school leadership. Padasas and Escote (2025) and Ralebese et al. (2025) highlighted curriculum coordination as an essential instructional leadership responsibility.

### **3.2.4 Supporting Teacher Professional Development**

Support for teacher professional development received a high rating ( $M = 3.78$ ,  $SD = 0.46$ ), representing the highest-rated instructional leadership dimension. The findings indicated strong support for teachers' professional learning. Padasas and Escote (2025) and Adams et al. (2025) emphasized professional development, coaching, and constructive feedback as essential leadership practices.

### **3.2.5 Monitoring Learner Progress and Using Data**

Learner progress monitoring and data utilization received a moderate rating ( $M = 3.39$ ,  $SD = 0.48$ ), indicating opportunities to strengthen evidence-based instructional decisions. The findings highlighted the need for systematic learner assessment and data utilization. Almonte (2025) and Barnes et al. (2025) emphasized instructional leadership in supporting data-driven teaching decisions.

### **3.2.6 Overall Instructional Leadership Practices**

Instructional leadership practices obtained an overall high rating ( $M = 3.57$ ,  $SD = 0.41$ ). Teacher professional development ranked highest ( $M = 3.78$ ), while instructional supervision and evaluation ranked lowest ( $M = 3.23$ ). The findings indicated stronger professional development and curriculum coordination practices than supervision

and monitoring. Nombrado and Guhao (2025) and Adams et al. (2025) emphasized the importance of sustained instructional support in effective school leadership.

### **3.3 Level of Teachers' Performance**

#### **3.3.1 Quality of Teaching and Instruction**

Teaching quality obtained a high rating ( $M = 3.41$ ,  $SD = 0.54$ ), indicating favorable instructional competence among teachers. The findings reflected effective teaching practices with opportunities for further improvement. Precioso and Chua (2025) and Vo et al. (2025) emphasized instructional competence and teaching quality as important dimensions of teacher performance.

#### **3.3.2 Classroom Management**

Classroom management received a high rating ( $M = 3.60$ ,  $SD = 0.49$ ), reflecting favorable classroom organization and management practices. The findings indicated effective classroom management among respondents. Penanueva and Baguio (2025) and Asp et al. (2025) emphasized the importance of classroom management in supporting instructional effectiveness.

#### **3.3.3 Assessment and Monitoring of Learners**

Assessment and monitoring of learners obtained a high rating ( $M = 3.62$ ,  $SD = 0.49$ ), indicating favorable implementation of learner assessment practices. The findings demonstrated the importance of assessment in monitoring learning progress. Abad and Baguio (2025) and Amirian (2025) highlighted formative assessment and assessment competence in effective instruction.

#### **3.3.4 Professional Responsibilities and Development**

Professional responsibilities and development received a moderate rating ( $M = 3.37$ ,  $SD = 0.48$ ), representing the lowest-rated teachers' performance dimension. The findings suggested the need for stronger professional learning and institutional support. Esguerra and Quinito (2025) and Visscher et al. (2025) emphasized sustained professional development in strengthening teachers' competencies.

#### **3.3.5 Learner Engagement and Learning Outcomes**

Learner engagement and learning outcomes obtained a high rating ( $M = 3.78$ ,  $SD = 0.46$ ), representing the highest-rated teachers' performance dimension. The findings reflected favorable practices in promoting learner participation and learning progress. Ganoy and Odenaria (2025) and Zhang and Kim (2025) emphasized the relevance of teacher support and instructional engagement to learning outcomes.

#### **3.3.6 Overall Teachers' Performance**

Teachers' performance obtained an overall high rating ( $M = 3.56$ ,  $SD = 0.41$ ). Learner engagement and learning outcomes ranked highest ( $M = 3.78$ ), while professional responsibilities and development ranked lowest ( $M = 3.37$ ). The findings indicated stronger classroom-based performance than professional development practices. Caipang et al. (2025) and Salvaña-Piansay and General (2025) emphasized the relevance of teaching competencies and professional learning to teacher performance.

### **3.4 Significant Relationships Among the Study Variables**

#### **3.4.1 School-Based Management and Teachers' Performance**

SBM demonstrated a statistically significant, very strong positive relationship with teachers' performance ( $r = 0.915$ ,  $p < .001$ ). The null hypothesis was rejected at the 0.05 significance level. The findings indicated that stronger SBM implementation was associated with higher teachers' performance. Abio (2026) and Rahman and Hakim (2025) similarly emphasized the relationship between school management practices and teacher performance.

#### **3.4.2 Instructional Leadership Practices and Teachers' Performance**

Instructional leadership practices demonstrated a statistically significant, very strong positive relationship with teachers' performance ( $r = 0.970$ ,  $p < .001$ ). The null hypothesis was rejected. The findings indicated that stronger instructional leadership was associated with higher teachers' performance. Patosa and Villocino (2026) and Rahmiyani et al. (2026) emphasized the relevance of instructional leadership, professional support, and organizational commitment to teacher performance.

#### **3.4.3 School-Based Management and Instructional Leadership Practices**

SBM demonstrated a statistically significant, very strong positive relationship with instructional leadership practices ( $r = 0.924$ ,  $p < .001$ ). The null hypothesis was rejected. The findings indicated a close association between school governance and instructional leadership. Caratay et al. (2026) and Anabo (2024) emphasized the interconnected roles of school management and instructional leadership in educational improvement.

### **3.5 Proposed Enhancement Program**

#### **3.5.1 Development of the B.A.N.A.Y. LEAD Enhancement Program**

The findings served as the basis for the proposed B.A.N.A.Y. LEAD: Enhancing School-Based Management, Instructional Leadership, and Teachers' Performance through Collaborative School Improvement program. The program prioritized leadership and governance ( $M = 3.21$ ), accountability and continuous improvement ( $M = 3.21$ ), instructional supervision ( $M = 3.23$ ), learner progress monitoring ( $M = 3.39$ ), and teachers' professional responsibilities and development ( $M = 3.37$ ). The program focused on strengthening participatory governance, instructional supervision, professional development, mentoring, data utilization, and school improvement planning. These priorities addressed the comparatively weaker dimensions identified in the study.

#### **3.5.2 Implementation and Sustainability**

The proposed program included a three-day capability-building activity scheduled for October 27–29, 2026, at Banaybanay Central Elementary School Covered Court, with an estimated budget of ₱53,100. Activities covered SBM implementation, instructional leadership, classroom observation, coaching, mentoring, and school improvement planning. The program incorporated monitoring and sustainability measures through School Improvement Plans, Annual Implementation Plans, Learning Action Cell sessions, and continuous instructional supervision. These mechanisms were intended to support long-term school improvement and strengthen governance, leadership, and teachers' professional performance.

## **4. Conclusion & Recommendations**

The study concluded that School-Based Management (SBM), instructional leadership practices, and teachers' performance in Banaybanay District, Division of Davao Oriental, were generally high, with overall means of 3.44, 3.57, and 3.56, respectively. However, leadership and governance, accountability and continuous improvement, instructional supervision, learner progress monitoring, and professional responsibilities required further strengthening. Significant and very strong positive relationships were established between SBM and teachers' performance ( $r = 0.915$ ), instructional leadership and teachers' performance ( $r = 0.970$ ), and SBM and instructional leadership ( $r = 0.924$ ), all at  $p < .001$ . These findings demonstrated that stronger school management and instructional leadership practices were associated with higher teachers' performance, providing a basis for the proposed enhancement program.

The study recommended strengthening participatory school governance, accountability, resource management, and stakeholder involvement through collaborative planning and continuous monitoring. School heads should enhance instructional supervision, constructive feedback, mentoring, professional development, and data-driven decision-making, while teachers should improve instructional strategies, classroom practices, and learner assessment. The proposed enhancement program should be implemented through focused training, collaborative activities, and regular evaluation to address identified weaknesses and sustain improvements in school management, instructional leadership, and teachers' performance.

The study was limited to selected public elementary school teachers in Banaybanay District, Division of Davao Oriental, excluding private and secondary schools. It examined only the identified dimensions of SBM, instructional leadership practices, and teachers' performance, without considering other potentially influential factors, including compensation, personal characteristics, family circumstances, and school infrastructure beyond the specified SBM indicators. The findings relied on respondents' self-reported assessments, which depended on their understanding and honesty. Furthermore, the descriptive-correlational design established statistical associations but did not determine causal relationships among the variables.

## **5. Compliance with ethical standards**

The author acknowledges the participation of public elementary school teachers in Banaybanay District, Division of Davao Oriental, and the cooperation of the Schools Division Office, district authorities, and concerned school heads. Participation was voluntary, and informed consent was obtained before data collection through non-invasive survey questionnaires. Confidentiality was maintained through secure data handling and reporting of findings without disclosing personally identifiable information, in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). Statements confirming the absence of conflicts of interest and external funding status require verification by the author before publication.

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