

# How are school-based management of public secondary schools in Kasibu East District affected by organizational development practices?

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## Abstract

Utilizing quantitative research design and descriptive-correlational research method, this study explored the relationship between organizational development practices and school-based management practices among public secondary schools in the Department of Education-Kasibu East District using a quantitative, descriptive-correlational research design. Organizational development was assessed across six dimensions: vision and mission, organizational structure, information flow and decision-making, stakeholder engagement and retention, technology and infrastructure, and organizational renewal. School-based management was examined in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. A total of 62 secondary school teachers (79.49% of the district's teacher population) were selected through Slovin's formula and stratified sampling from three schools: Malabing Valley National High School, Alimit Integrated School, and Eastern Nueva Vizcaya National High School. Data were gathered using validated questionnaires and analyzed using mean, Pearson correlation coefficients, and hypothesis testing at a 0.05 significance level. Findings revealed that both organizational development and school-based management practices were rated as Good, with areas for improvement in technology, leadership, and governance. A moderate positive correlation between the two variables suggests their interdependence. These insights informed a targeted training program aimed at enhancing organizational effectiveness and strengthening school-based management practices.

**Keywords:** organizational development, school-based management, public secondary schools

## **How are school-based management of public secondary schools in Kasibu East District affected by organizational development practices?**

### **1. Introduction**

In today's era of increasing interdependence and diversity, organizational development (OD) and school-based management (SBM) are vital frameworks for creating a globally competitive and responsive education system. These approaches empower schools to adapt to global challenges, promote innovation, and nurture individuals who can thrive in a highly interconnected world. Educational institutions' ability to respond to international trends largely depends on how effectively they align their structures, curricula, and administrative processes with evolving global standards. As globalization intensifies, OD has become crucial in preparing schools to navigate cultural diversity, technological advancements, and interdisciplinary challenges. Schools that embrace OD principles are better positioned to implement strategic changes that strengthen leadership, stakeholder engagement, and resource management. Similarly, SBM decentralizes decision-making, allowing schools to tailor their approaches to the specific needs of their communities. This not only fosters innovation but also promotes the sharing of best practices globally (Torrevillas, 2019).

Beyond academic knowledge, today's workforce demands critical thinking, adaptability, and collaboration skills. OD and SBM support a learner-centered, holistic approach to education that nurtures these competencies. Institutions worldwide are now pursuing transformative reforms, embracing technological advancements across pedagogy, administration, and information dissemination. These changes necessitate the continuous professional development of educators and leaders to adapt to new educational landscapes (Virgana & Kasyadi, 2020). Sustainable educational development requires planned, deliberate transformations, which often involve restructuring institutions or establishing new ones. This process demands shifts in ideologies, organizational structures, and management frameworks (Kiran et al., 2022). OD, as a value-driven process, emphasizes self-assessment, strategic planning, and change implementation aligned with institutional goals. However, successful change management also requires addressing internal resistance, often rooted in micro-political dynamics, highlighting the necessity for strong governance and system-wide readiness (Simon, 2021).

The Department of Education (DepEd) has long pursued transformative initiatives to revitalize the public education system. While some policies have had lasting impacts, others have not achieved sustained success. There is now broad agreement that systemic reform requires more than isolated policy changes; it demands comprehensive structural transformations. Innovative management strategies emphasizing shared accountability and sustainable leadership models are urgently needed to achieve educational parity on a global scale (Torrevillas, 2019). In this context, SBM has emerged as a crucial strategy to empower schools with greater autonomy in shaping policies that enhance performance and quality. By fostering collaboration among school leaders, teachers, parents, and the broader community, SBM ensures inclusive, context-specific educational decision-making (Pepito & Acibar, 2019). Decentralized governance provides schools with the flexibility to manage resources, curriculum, and personnel, aligning their operations with national and global educational priorities.

SBM signifies a shift toward participatory leadership, where decision-making authority is placed in the hands of those most directly involved in the educational process (Gonzalez, 2021). Under this framework, schools can optimize budget allocations, personnel management, and program implementation based on their specific contexts. DepEd Order No. 55, s. 2011, outlines SBM's emphasis on involving teachers, parents, and community members in decision-making, fostering more responsive and effective learning environments (Torrevillas, 2019). The present study is grounded in the belief that both OD and SBM are essential for enhancing educational systems in an era of globalization. Through strategic planning, stakeholder participation, and adaptive management, schools can cultivate agility and innovation, meeting the evolving demands of

education. Effective implementation of OD and SBM will be key to achieving sustainable reforms and improved learning outcomes for future generations.

This research aligns with major frameworks guiding educational development at international, national, and local levels. Internationally, it supports Sustainable Development Goal 4 (SDG 4), which advocates for inclusive, equitable, and quality education. By investigating OD practices and their relationship to SBM, the study seeks to strengthen school governance, teacher effectiveness, and student achievement, thereby contributing to lifelong learning opportunities for all. Nationally, the study relates to the National Research Agenda for Teacher Education (NRATE) and the Basic Education Research Agenda (BESRA). NRATE emphasizes enhancing teacher education and professional development, while BESRA focuses on strengthening educational governance and policy-making. This study contributes to these goals by exploring how OD practices influence the efficiency and effectiveness of SBM implementation in public secondary schools.

Locally, the research aligns with the Nueva Vizcaya State University (NVSU) Research Agenda and the College of Teacher Education (CTE) Research Agenda. These agendas prioritize educational leadership, instructional quality, and policy support for schools in the province. By analyzing management practices in Kasibu East District, the study offers localized insights that can inform teacher education programs, leadership training, and school management strategies. The researcher's motivation for undertaking this study stems from firsthand experience as chair of the School-Based Management (SBM) committee. Serving in this role has provided valuable insights into the challenges and opportunities faced by schools implementing SBM. Notably, schools with strong OD practices—characterized by structured management systems, open communication, and collaborative cultures—were observed to be more successful in achieving performance targets.

In contrast, schools struggling with organizational inefficiencies, leadership challenges, and limited stakeholder participation often faced difficulties in fully implementing SBM principles. Another key observation was the challenge of encouraging active stakeholder involvement. While some teachers, parents, and community members enthusiastically engaged in decision-making, others remained passive, suggesting the need for organizational development strategies to enhance stakeholder engagement and foster a culture of shared governance. Furthermore, capacity-building initiatives for school leaders and teachers were found to be crucial. Schools investing in leadership development and strategic planning demonstrated higher levels of accountability and performance. These experiences have reinforced the researcher's conviction that OD is a fundamental enabler of effective SBM. Ultimately, this study aims to provide evidence-based insights into how organizational development practices impact SBM implementation. Drawing from practical experiences, it aspires to offer recommendations that can enhance school governance, foster stakeholder collaboration, and improve educational outcomes—contributing meaningfully to the advancement of educational management.

## **2. Related Literature**

This research is anchored on two key theoretical frameworks: Kurt Lewin's Organizational Development (OD) Theory (1947) and Henri Fayol's Administrative Management Theory (1916). Lewin's OD Theory informs the construct of organizational development practices, while Fayol's Administrative Management Theory underpins school-based management (SBM), serving as a core variable in this study. Organizational development is a discipline focused on planned, systematic interventions to improve organizational effectiveness and employee well-being. It involves enhancing an organization's structure, culture, processes, and people. In his 1947 work *Frontiers in Group Dynamics*, Lewin introduced action research and emphasized the significance of group dynamics and employee participation in organizational change. His Force-Field Analysis model highlighted the tension between driving and restraining forces in change efforts, inspiring future OD interventions such as sensitivity training, team building, and participatory decision-making.

This study explores six dimensions of organizational development: vision and mission, organizational structure, information flow and decision-making, stakeholder engagement, technology and infrastructure, and

organizational renewal. A clear vision and mission provide strategic direction and coherence, as emphasized by Collins and Porras (2016) in *Building Your Company's Vision*. The organizational structure shapes internal dynamics, where Mintzberg's (2019) analysis of functional, divisional, matrix, and network structures guides optimal design choices. Effective information flow and decision-making are also vital. March and Simon's (2020) work *Organizations* underscores the critical role of timely, accurate information in informed decision-making. Stakeholder engagement, as outlined by Freeman (2014) in *Strategic Management: A Stakeholder Approach*, ensures inclusive participation from employees, customers, and partners. Furthermore, technology and infrastructure significantly enhance OD efforts, with Laudon and Laudon (2016) highlighting how management information systems drive efficiency and collaboration. Lastly, organizational renewal, as discussed by Beer, Eisenstat, and Spector (2020), stresses the need for continuous learning and adaptation to remain competitive.

Parallel to this, the study also draws from Henri Fayol's Administrative Management Theory, particularly in relation to school-based management (SBM). Fayol's seminal work *General and Industrial Management* (1916) detailed managerial processes and 14 principles of management. Fernandez (2023) emphasized that Fayol's theory responded to the complexities of managing large organizations by focusing on the integration of technical and managerial functions. As managerial activities gained prominence at higher organizational levels, Fayol's functions of planning, organizing, commanding, coordinating, and controlling became fundamental. Murphy (2017) asserts that Fayol's theory strongly supports SBM's focus areas: leadership and governance, curriculum and learning, accountability, continuous improvement, and resource management. Fayol's principles of unity of command and clear authority lines align with SBM's decentralized leadership model, promoting participative decision-making among teachers, parents, and administrators. In curriculum development, SBM benefits from Fayol's emphasis on division of labor, allowing for stakeholder expertise to tailor educational programs. Accountability in SBM also reflects Fayol's principle of prioritizing general interest over individual concerns, promoting transparency and collective responsibility. Moreover, Fayol's scalar chain principle supports effective resource management, ensuring clear communication channels essential for the strategic allocation of financial, human, and technological resources. Thus, Administrative Management Theory offers a robust framework for implementing SBM effectively, enhancing educational leadership, resource optimization, and collaborative decision-making.

The researcher firmly believes that examining the correlation between organizational development practices and SBM in secondary schools in Kasibu East District reveals a rich interplay of leadership, resource use, stakeholder participation, and commitment to continuous improvement. Both frameworks emphasize leadership alignment, where OD's focus on participative leadership and SBM's decentralized approach complement each other. The efficiency of resource allocation in OD supports SBM's site-specific strategies, optimizing impact on student outcomes. Stakeholder engagement is central in both frameworks, strengthening participatory governance. Finally, the shared commitment to continuous improvement fosters adaptive, innovative school environments responsive to evolving educational demands. In essence, integrating OD and SBM practices holds immense promise for cultivating responsive, efficient, and stakeholder-centered secondary schools dedicated to educational excellence.

### 3. Methodology

**Research Design.** This study utilized a quantitative research design employing the descriptive-correlational method to investigate organizational development practices and school-based management among public secondary schools in Kasibu East District. According to Shields and Rangarajan (2013), this method allows for an in-depth examination of current phenomena, offering precise descriptions of activities, organizations, and processes. Quantitative research, as highlighted by Gay et al. (2009), emphasizes objective measurement, enabling valid, reliable, and systematic analysis to answer the study's key questions. Through the use of numerical data, the study ensures the reliability, generalizability, and scientific rigor of its findings. The descriptive-correlational approach was essential in capturing the actual conditions of the schools, ensuring contextually appropriate insights into organizational processes and leadership dynamics. By examining

relationships between variables, the study identifies interdependencies vital for organizational development. The findings contribute to informed decision-making among school leaders, policymakers, and stakeholders, supporting strategic interventions to enhance educational outcomes in Kasibu East District.

**Research Environment.** The Department of Education–Kasibu East District, located in Kasibu, Nueva Vizcaya, serves as a vital educational institution promoting quality education within its mountainous communities. As part of DepEd-Philippines, the district implements national policies while addressing local educational needs through twelve schools: nine elementary and three secondary. The focus of this study is on the district's three high schools: Alimit Integrated School, which transitioned from an elementary to an integrated school with 13 permanent and 7 LGU-paid teachers; Eastern Nueva Vizcaya National High School, a thriving secondary institution in Barangay Didipio, staffed by 34 permanent teachers; and Malabing Valley National High School, one of the district's oldest schools, with 24 teachers serving Indigenous Peoples (IP) communities. The district's commitment to stakeholder collaboration, administrative efficiency, and inclusive learning ensures a dynamic educational environment, making Kasibu East a significant contributor to the academic and holistic development of students in Nueva Vizcaya.

**Respondents of the Study -** The respondents of this research investigation were the 62 teachers of the three public secondary schools in Kasibu East District. These teachers represent a substantial percentage of the total population. Precisely, this sample population represents 79.49 percent of the total number of teachers which is 78 from the three schools serving as strata of this population. The determination of this sample size was designed or calculated using the Slovin Formula, to ensure reliability and validity of the sample size. Table 1 below shows the distribution of teachers from the three schools within Kasibu West District, providing a clear summary of the demographic illustration among the respondents of the study.

**Table 1**

*Frequency and Percentage Distribution of the Respondents of this Study*

| School                                     | Number of Teachers | Number of Respondents | Percentage |
|--------------------------------------------|--------------------|-----------------------|------------|
| Alimit Integrated School                   | 20                 | 16                    | 80.00      |
| Eastern Nueva Vizcaya National High School | 34                 | 27                    | 79.41      |
| Malabing Valley High School                | 24                 | 19                    | 79.16      |
| Total                                      | 78                 | 62                    | 79.49%     |

**Sampling Procedure.** Using stratified sampling, this study treated the three public secondary schools as distinct strata, ensuring proportionate representation of approximately 79.49% of the total teacher population. Simple random sampling within each school maintained this proportionality. Ethical considerations were strictly upheld to protect the respondents' rights and well-being. Informed consent was secured, with participants fully briefed on the study's purpose, procedures, potential risks, and benefits, ensuring voluntary participation. Confidentiality and privacy were carefully protected, with all personal information handled discreetly. These ethical practices fostered trust, encouraged honest responses, and demonstrated the researcher's commitment to integrity and respect throughout the investigation.

**Research Instruments.** The important data needed in this study were gathered with the utilization of the following valid and reliable research instrument:

- **Organizational Development Practices Questionnaire.** This research tool that was utilized by the current researcher was actually developed by Mines Action Canada (2017) to assess organization development practices along the dimensions of vision and mission, organizational structure, information flow and decision-making, stakeholder engagement and retention, technology and infrastructure, and organizational renewal. The said research instrument was also validated and utilized by Romero (2023) in her study to suit to Filipino respondents.
- **School-Based Management Practices.** This research tool or questionnaire, comprised of 28

benchmark statements was developed and validated by Torrevillas (2019) with a Cronbach alpha of 0.792, indicating satisfactory and high internal consistency demonstrating its reliability to measure what is intended to be measured which in this case are the dimensions of school-based management, explicitly addressing leadership and governance (9 items), curriculum and learning (8 items), accountability and continuous improvement (6 items), and management of resources (5 items). The research tool was also validated by a panel of experts and psychometricians, and elementary school head teachers in the district. After validation, it was pilot tested among 30 elementary teachers who are not respondents of the study. The split-half reliability coefficient of 0.78 using Pearson-r indicates the reliability of this research tool.

**Data Gathering Procedure.** To gather the necessary data, the researcher adopted two valid and reliable research instruments to measure organizational development practices and school-based management in the three secondary schools of Kasibu East District. Following office protocols, permission was secured from the Department of Education–Division of Nueva Vizcaya through a recommendation letter from the Dean, duly noted by the adviser. Upon approval, the researcher personally administered the instruments, informing respondents about the study's nature and significance. Respondents were encouraged to answer honestly. The collected data were tallied, tabulated, and subjected to statistical treatments, including mean and Pearson-r, to answer the study's questions.

**Statistical Treatment of Data.** The gathered data and information through the questionnaire were analyzed using the following statistical tools.

- **Mean.** This was utilized by the researcher to determine the perceived organization development practices, and school-based management of the teacher-respondents.
- **Pearson-r.** This was used by the researcher to determine the significant relationship between the respondents' perceived organizational development practices and school-based management. The hypothesis was also tested at 0.05 level of significance.

#### 4. Results and Discussion

**Problem 1.** What is the perception of the public secondary school teachers in Kasibu East District of their organization development practices along the dimension of vision and mission, organizational structure, information flow and decision-making, stakeholder engagement and retention, technology and infrastructure, and organizational renewal?

**Table 2**

*Mean and Qualitative Description of the Respondents' Perception of their Organization Development Practices (n=62)*

| Organization Development Practices   | Area Mean   | Qualitative Description |
|--------------------------------------|-------------|-------------------------|
| Vision and Mission                   | 3.29        | Good                    |
| Organizational Structure             | 3.69        | Very Good               |
| Information Flow and Decision-Making | 2.98        | Good                    |
| Stakeholder Engagement and Retention | 3.68        | Very Good               |
| Technology and Infrastructure        | 2.88        | Good                    |
| Organizational Renewal               | 3.67        | Very Good               |
| <b>Grand Mean</b>                    | <b>3.37</b> | <b>Good</b>             |

The data on the perceived organizational development practices of integrated schools in Kasibu East District, as assessed by teacher respondents, indicate an overall rating of Good, with a grand mean of 3.37. This reflects that the schools' practices are generally satisfactory, though there are notable opportunities for enhancement. Among the six dimensions evaluated, Organizational Structure received the highest mean score of 3.69, earning a Very Good rating. This suggests that the schools have well-established and effectively implemented structural

frameworks that support their operations. Similarly, Stakeholder Engagement and Retention (mean: 3.68) and Organizational Renewal (mean: 3.67) were also rated as Very Good, highlighting commendable efforts to foster collaboration, build relationships, and adapt to changing needs and challenges.

The Vision and Mission dimension garnered a mean of 3.29, rated Good, indicating that while the schools have clear and communicated goals, there is room for greater alignment and reinforcement to further inspire and guide stakeholders. Information Flow and Decision-Making was rated Good with a mean of 2.98, pointing to functional systems for communication and decision-making that require refinement to enhance efficiency and responsiveness. The lowest-rated dimension, Technology and Infrastructure, received a mean of 2.88, also described as Good, underscoring the need for significant improvements in technological integration and infrastructure development to meet the demands of modern educational practices. It is noted by the researcher that while the organizational development practices in these schools are positively perceived, targeted improvements in technology, infrastructure, and decision-making processes could elevate their effectiveness. Strengthening these areas would enhance the schools' ability to achieve their mission, respond to challenges, and support sustainable growth.

Lee (2021) conducted an in-depth investigation into organizational development practices among schools in the Asian context, offering valuable insights that complement the findings in Kasibu East District. The research explored the impact of these practices on school performance, staff satisfaction, and overall organizational health, uncovering key factors that contribute to effective organizational development. The findings revealed that schools with visionary and transformative leaders demonstrated enhanced organizational effectiveness, echoing the importance of well-structured leadership frameworks observed in the Kasibu East District schools. Similarly, the study highlighted the positive relationship between tailored professional development programs and staff satisfaction. This aligns with the findings from Kasibu East District, where stakeholder engagement and retention practices were rated highly, suggesting a focus on fostering collaborative and supportive environments.

Lee also emphasized the role of transparent and inclusive communication in promoting organizational development. Schools with open communication channels experienced better collaboration and an improved organizational culture, which relates to the "Good" rating for information flow and decision-making in Kasibu East District. A notable trend in technology integration was also identified, where schools leveraging digital tools for communication and collaboration demonstrated higher adaptability—paralleling the need for improvement in technology and infrastructure noted in the Kasibu East findings. Additionally, Lee's research underscored the importance of cultural sensitivity in shaping successful organizational practices. Schools that incorporated cultural constructs into their strategies achieved higher acceptance and success, offering a potential pathway for Kasibu East schools to enhance alignment with their unique local context. These insights provide actionable guidance for educators and policymakers seeking to refine organizational development practices, not only in Kasibu East but also in similar educational settings.

**Problem 2.** What is the respondents' assessment on the implementation of the school-based management (SBM) in their respective schools along the dimension of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources?

**Table 3**

*Mean and Qualitative Description of the Respondents' Perception on the Implementation of School-Based Management Practices in their Respective Schools (n=62)*

| School-Based Management Practices         | Area Mean   | Qualitative Description |
|-------------------------------------------|-------------|-------------------------|
| Leadership and Governance                 | 3.30        | Good                    |
| Curriculum and Learning                   | 3.58        | Very Good               |
| Accountability and Continuous Improvement | 3.44        | Good                    |
| Management of Resources                   | 3.49        | Good                    |
| <b>Grand Mean</b>                         | <b>3.45</b> | <b>Good</b>             |

The respondents' perception of their school-based management (SBM) practices, as reflected in the grand

mean of 3.45 (qualitatively described as Good), indicates that these practices are generally effective and positively viewed, though there are opportunities for enhancement to achieve excellence. Among the dimensions assessed, Curriculum and Learning emerged as the strongest aspect, with an area mean of 3.58, described as Very Good. This indicates that the respondents highly value the implementation of a robust curriculum and effective learning strategies, which are central to achieving positive educational outcomes and fostering student success. Management of Resources, with an area mean of 3.49 (Good), follows closely, reflecting a favorable perception of the efficient allocation and utilization of school resources, such as finances, infrastructure, and instructional materials. This component highlights the importance of resource optimization in supporting the overall goals of the school. The dimension of Accountability and Continuous Improvement, which received an area mean of 3.44 (Good), underscores the respondents' recognition of the school's commitment to ensuring accountability and striving for ongoing enhancements. This suggests a culture of responsibility and a proactive approach to refining processes and achieving better performance outcomes. Finally, Leadership and Governance, with an area mean of 3.30 (Good), was the lowest-rated dimension but still reflects a generally positive perception. This indicates that while leadership and governance structures provide a solid foundation for SBM practices, there may be areas for development, such as enhancing leadership strategies, decision-making processes, and stakeholder engagement to strengthen governance further.

The findings highlight the effectiveness of the school's SBM practices, particularly in curriculum development and resource management. However, they also point to the need for focused efforts to elevate leadership and governance to the same high standards, ensuring a holistic and sustainable approach to school-based management. The findings are supported by Gonzales (2021), who emphasizes that Republic Act No. 9155, when viewed through the lens of School-Based Management (SBM), underscores the shifting role of school heads as key agents of decentralized, collaborative, and inclusive educational governance. This transformation aligns with national educational goals and reflects the core principles of SBM, fostering a dynamic and responsive educational ecosystem.

In the Philippine context, SBM plays a pivotal role in decentralizing decision-making and empowering local school communities. This approach enables schools to make decisions that are more reflective of their unique needs and contexts, ultimately aiming to improve the quality of education and create a more accountable and responsive education system. As Gonzales (2021) points out, the strength of SBM lies in its ability to actively involve teachers, parents, and community members in decision-making, creating a collaborative environment where all stakeholders contribute to shaping the educational policies that affect them. This inclusive and participatory approach ensures that educational policies and initiatives are tailored to the specific needs, aspirations, and priorities of each school community. By involving local stakeholders in the decision-making process, SBM not only strengthens the relationship between schools and their communities but also ensures that the policies implemented are more relevant and effective, reflecting the diverse perspectives of the people they serve.

**Problem 3.** Is there a significant correlation between the respondent's perceived organizational development practices and school-based management?

**Table 4**

*Correlation Coefficient Between the Perceived Organization Development Practices and School-Based Management Practices (n=62)*

| Compared Variables                        | Computed r-value                               | Critical r-value            | Remarks     |
|-------------------------------------------|------------------------------------------------|-----------------------------|-------------|
| Organization Development Practices (3.37) |                                                |                             |             |
| VS                                        | 0.587 ( <i>moderate positive correlation</i> ) | 0.25                        | Significant |
| School-Based Management Practices (3.45)  |                                                |                             |             |
| Degrees of Freedom: 60                    |                                                | Level of Significance: 0.05 |             |

Table 4 reveals a moderate positive correlation between the perceived organizational development practices and school-based management practices among the respondents. This is supported by the computed  $r$ -value of 0.587, which substantially exceeds the critical  $r$ -value of 0.25 at 60 degrees of freedom, significant at the 0.05 level of confidence. Consequently, the null hypothesis is rejected, confirming a statistically significant relationship between the two variables. The significant relationship between organizational development practices and school-based management practices in secondary schools within the Kasibu West District highlights the critical role of strategic organizational development in fostering effective school management. The moderate positive correlation ( $r = 0.587$ ) suggests that as schools adopt and enhance organizational development practices—such as capacity building, resource allocation, and collaborative planning—there is a corresponding improvement in the implementation and success of school-based management initiatives.

The researcher strongly affirm that this finding underscores the interconnected nature of organizational systems, where development practices create an enabling environment for decentralized decision-making and participative governance, core tenets of school-based management. It also emphasizes the importance of continuous professional development for school leaders and staff, along with the alignment of organizational goals with local school management strategies. Policymakers and educators in Kasibu West District should leverage these insights to design integrated programs that strengthen both organizational development and school-based management, ensuring a holistic approach to educational improvement and sustainability. The findings in Kasibu West District align with those of Lee (2021), who explored organizational development practices in schools across Asia. Lee's research highlights several factors critical to organizational effectiveness, many of which resonate with the relationship observed between organizational development practices and school-based management in the district.

Schools with effective leadership, as noted by Lee, exhibit stronger organizational development, suggesting that visionary and transformative leadership in the Kasibu West District may be a driving force behind the observed positive correlation. Similarly, the emphasis on tailored professional development programs aligns with the notion that continuous learning opportunities for educators contribute to improved teacher engagement and overall school management. Lee's understandings on clear communication strategies and their role in fostering collaboration and a positive organizational culture also contextualize the findings. Schools in the Kasibu West District that adopt inclusive communication practices likely enhance the efficacy of their school-based management approaches. Moreover, the growing integration of technology in organizational development practices, as highlighted by Lee, might offer additional avenues for strengthening school-based management in the district through better communication and data-driven decision-making. Lastly, Lee's emphasis on cultural sensitivity underscores the importance of contextualizing organizational strategies to local needs, which is particularly relevant in the diverse cultural landscape of Kasibu West District. By incorporating these practices, schools can achieve greater acceptance and success in their management efforts, further strengthening the link between organizational development and school-based management.

**Problem 4.** Based on the salient findings of the study, what educational management intervention program may be proposed to sustain or enhance the respondents' organization development practices and school-based management?

The study's significant findings provided a strong foundation for the development of a well-structured training design. The benchmark statements, which respondents frequently rated as "sometimes," highlighted specific areas requiring attention and improvement. Additionally, the correlation analysis results between the two research constructs served as a critical reference point, guiding the identification and prioritization of topics and course outlines. These insights enabled the researcher to create a targeted and relevant training design aimed at addressing the identified gaps and enhancing the effectiveness of organizational practices and management strategies.

## 5. Conclusions

Based on the above significant findings, the following conclusions were drawn.

- Teacher respondents perceive the organizational development practices in integrated schools within the Kasibu East District as generally effective, with an overall rating of Good. While dimensions such as Organizational Structure, Stakeholder Engagement and Retention, and Organizational Renewal are highly rated, the study highlights the need for improvements in Vision and Mission, Information Flow and Decision-Making, and particularly Technology and Infrastructure, to enhance modern educational practices and overall institutional effectiveness.
- School-based management practices are also rated as Good overall, with notable strengths in Curriculum and Learning and Resource Management, reflecting effective educational strategies and resource utilization. However, the lower ratings for Leadership and Governance indicate opportunities for improvement in leadership strategies, stakeholder engagement, and governance structures to further support school management objectives.
- The study confirms a statistically significant moderate positive correlation between organizational development practices and school-based management practices. This relationship underscores the interdependence of effective organizational development and robust school management, emphasizing the need for integrated strategies to improve both constructs.
- The findings highlight specific gaps in organizational and management practices, serving as the basis for a targeted training design. By addressing areas rated as needing improvement and leveraging the correlation analysis between key constructs, the proposed training program aims to enhance organizational effectiveness and strengthen school-based management strategies.

### *Recommendations*

- To address the lowest-rated dimension of Technology and Infrastructure, it is recommended that schools invest in modern technological tools and infrastructure. This investment will not only align with contemporary educational demands but also improve the overall efficiency of organizational practices. Professional development programs for teachers and staff on the use of technology may be prioritized to ensure smooth integration and utilization.
- Given the lower rating for Leadership and Governance, it is recommended that school leadership undergo continuous training in leadership strategies, decision-making processes, and stakeholder engagement. Enhancing leadership skills will ensure better governance, foster a more collaborative school environment, and support the effective implementation of school-based management practices.
- Since there is a significant correlation between organizational development and school-based management practices, it is recommended that schools integrate both areas into a cohesive improvement strategy. This can be achieved by aligning the goals of organizational development with SBM objectives, ensuring that improvements in structure, communication, and resources are directly linked to the success of school-based management practices.
- Based on the identified gaps, it is recommended that targeted professional development and training programs be designed to address areas such as Information Flow and Decision-Making and Vision and Mission alignment. These programs should focus on improving communication systems, refining decision-making processes, and aligning school goals with stakeholder expectations. Regular workshops and seminars can help sustain these improvements over time and ensure the continuous development of effective organizational and management practices.

- There is a need to replicate this study in different research environments to cross-validate the findings and enhance the generalizability of the results. Additionally, future research should consider incorporating additional variables that were not included in the current study, providing a more comprehensive analysis and potentially uncovering new insights that could further inform organizational development and school-based management practices.

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