



## IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT AMONG THE CENTRAL SCHOOLS IN MARINDUQUE: BASIS FOR SBM STRATEGIC PLAN

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### ABSTRACT

This study examined the implementation of School-Based Management (SBM) among central schools and aimed to develop a strategic plan model based on the findings. The primary objective was to assess the SBM implementation in terms of the four core areas such as leadership & governance, curriculum and learning, accountability and continuous improvement, and management of resources through stakeholders' assessment, SWOT Analysis, and feedback, and propose a strategic plan to enhance SBM effectiveness. A mixed-method research approach was utilized, combining quantitative surveys and qualitative feedback from key stakeholders, including nine (9) school heads, 140 teachers, nine (9) SPTA Presidents, and nine (9) LGU Representatives. The data were analyzed using mean rating, thematic analysis, and a non-parametric test to evaluate the hypothesis. The Mann-Whitney U Test revealed a considerable disparity between internal and external stakeholders. Results revealed that all indicators are assessed as "implemented" by stakeholders. Internal stakeholders assessed all indicators as "highly implemented" while external stakeholders saw it as "less implemented" in leadership and governance and "implemented" in other core areas. These results highlight the significance of alignment of perception among stakeholders. Feedback revealed strengths and areas for growth in leadership, curriculum, accountability, and resource management. Recommendations include encouraging teamwork, resolving disputes, increasing stakeholder engagement, and adopting continuous monitoring and evaluation to improve SBM processes.

**Keywords:** *Feedback, Marinduque State College- Graduate School, School-based Management, School-Parent Teacher Association, Stakeholders' Assessment, SWOT*

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## INTRODUCTION

School-based management (SBM) is a cornerstone in enhancing educational quality and cultivating a conducive learning environment. Its significance cannot be overstated, as it provides schools and learning communities with a sense of direction and guidance tailored explicitly to their unique needs. According to Fitzgerald (2016), school-based management is like the localized version of the education sector's holistic and comprehensive management system.

School-based management is a theoretical and practical solution designed to cater to schools and learning communities' distinct educational and social requirements. As Arar (2018) emphasizes, the school-based management system tailors explicitly to meet the diverse demands of schools, encompassing academic, instructional, professional, social, and holistic aspects of school development. Through SBM, schools equip all stakeholders, including school leaders, managers, teachers, staff, and partners, with specific guidelines, policies, and standards to which they must adhere. This practical approach empowers educators and administrators to manage their schools and foster an effective and conducive learning environment.

Wivono (2017) discussed that the relevance and contributions of school-based management towards school development and improvement lie in the level and quality of implementation of the programs and policies along its four core areas. Specifically, the four core components of SBM that define its functionality to school development are leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. According to Bhuiel (2021), the core component of leadership and governance supports the administrative functions and system of schools. Meanwhile, the curriculum and instruction reinforce the learning community's academic and educational functions. The core area of accountability and continuous improvement seeks to address the need to promote collaborative relations with the stakeholders or school partners. On the other hand, the SBM component of the management of resources highlights the opportunities and services to promote the proper, purposeful, transparent, and efficient distribution and utilization of school resources. It underscores the importance of each stakeholder's role in successfully implementing school-based management, making them feel valued and integral to the process.

Green (2017) emphasized the collaborative nature of school-based management, underscoring the vital and crucial roles that stakeholders play in its comprehensive implementation. This collaborative approach recognizes not only the services of school heads, leaders, teachers, and professionals but also the quality and functionality of social support services extended by multisectoral partners, making each stakeholder feel valued and integral to the process.

As Mitrofanova (2004) asserts, stakeholders are not just participants, but crucial contributors to the comprehensive and socially focused approach to school development programs. The implementing units and sectors of school programs place significant emphasis, recognition, and gratitude on the support services provided by the internal and external stakeholders in school improvement. Stakeholders play a pivotal role in providing the necessary support that is essential, valuable, and advantageous in maintaining and enhancing holistic programs and learning community advocacies.

The indispensable support systems of stakeholders can also be highlighted and recognized along the integral components of school development programs. In governance, parents and other community-based partners also assume noble leadership roles and functions in school-based systems. Meanwhile, regarding curriculum management, stakeholders can ensure the preservation of resources in the community that can support the localization of instruction. Regarding promoting accountability, stakeholders nurture the sense of volunteerism integrated into the conduct of noble school programs and advocacies.

As a result, the Philippine educational system is constantly evolving, embracing new academic policies and practices to ensure that the system's output can adjust and react to the evolving requirements of the times. It improves good leadership and school governance while improving the educational system's progress.

Despite SBM's theoretical soundness and practical applicability, a critical gap exists in effectively gathering stakeholders' feedback and assessment to inform and improve SBM practices. This is not just a gap, it's a chasm that urgently needs to be addressed. This gap impedes realizing SBM's full potential by hindering the alignment of school management with community needs and priorities. The Division of Marinduque exemplifies this challenge, as the mechanisms for stakeholder involvement and feedback in SBM initiatives are inadequate.

An analysis of the pre-problem situation in Marinduque reveals common issues linked with stakeholders' feedback systems. While programs and activities promoting stakeholder involvement may exist, they often fail to integrate feedback mechanisms that capture diverse perspectives on SBM implementation. For instance, stakeholders engaged in initiatives like Clean and Green or *Brigada Eskwela* may not feel adequately empowered to provide feedback on curriculum and learning systems, leading to a disconnect between community initiatives and educational priorities.

This gap in stakeholder feedback is particularly concerning given SBM's comprehensive framework, which encompasses leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. Without robust feedback mechanisms across these core components, schools risk overlooking valuable insights into areas for improvement and potential solutions to address challenges.

Recognizing the importance of stakeholder engagement in SBM, the present study is not just another research project but a crucial step toward a better future. It aims to

determine and assess various SBM practices in selected schools in Marinduque. Unlike previous studies, this research delves further into stakeholders' support for SBM through a feedback system, aiming for a more distinctive, thorough, and comprehensive understanding of SBM implementation.

Through this study, the researcher seeks to illuminate the limitations of existing feedback mechanisms and propose solutions to enhance stakeholder engagement in SBM. This research contributes to the ongoing efforts to improve educational quality and foster a supportive learning environment in Marinduque and beyond by bridging the gap between school management and community needs.

The study also analyzed the extent of stakeholders' feedback towards SBM activities conducted and implemented along the four core components of school-based management. These salient core areas and components are leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources that can integrate and embrace the social support of stakeholders, particularly in terms of feedbacking or communicating and translating responses and reactions toward the SBM tasks and programs. The researcher deems examining the stakeholders' assessment and feedback toward SBM implementation is necessary and beneficial. This feedback system would reflect how these school partners are genuinely engaged, involved, concerned, and committed to supporting school-based management and development. In addition to addressing the gap in stakeholder feedback, conducting a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is imperative to assess the current state of SBM implementation in Marinduque comprehensively. This analysis will provide a holistic understanding of the internal and external factors influencing SBM practices and inform strategic decision-making to enhance educational quality and stakeholder engagement. Moreover, the data from this study will be used to enhance SBM implementation and stakeholders' feedback and support towards SBM through a proposed strategic plan model.

## **Research Questions**

This statement of the problem aims to address critical questions regarding SBM implementation and stakeholder engagement in the Division of Marinduque.

Specifically, it aimed to address the following inquiries:

1. What is the assessment of SBM implementation through;
  - 1.1 stakeholders' assessment in terms of:
    - 1.1.1 leadership and governance
    - 1.1.2 curriculum and learning
    - 1.1.3 accountability and continuous improvement
    - 1.1.4 management of resources
  - 1.2 SWOT analysis?
2. What are the stakeholders' feedback on the SBM implementation in the four core areas?
3. What SBM Strategic Plan Model could be proposed for central schools?

## METHODOLOGY

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### Research Locale

The research locale for this study is central schools within the Division of Marinduque. namely Don Luis Hidalgo Memorial School (Boac North District), Boac South Central School, Mogpog Central School, Sta. Cruz-North Elementary School, Sta. Cruz South Central School, Sta. Cruz East Central School, Torrijos Central School, Buenavista Central School, and Gasan Central School.

### Research Population & Sample

This study divided its primary informants or respondents into four groups. The first group was composed of school heads of central schools in the Division of Marinduque. Meanwhile, the second group comprised selected teachers from the central schools in the division. The third group includes a parent and the president of the School Parent-Teacher Association (SPTA). The fourth group is from the Local Government Unit (LGU), a barangay Kagawad assigned to the Committee of Education. Total population of school heads, SPTA President and LGU representatives from the nine (9) schools were respondents of this study. The researcher used Slovin's Formula to determine the sample size for teacher-respondents. The number of teacher-respondents for each school was determined using percentages. Teacher-respondents were selected using a random sampling method, ensuring that every member of the population had a fair opportunity to be chosen.

### Respondents of the Study

The researcher classified these respondents into two major categories of stakeholders: internal and external. 158 Internal stakeholders include the nine (9) school heads, 140 teachers, and the nine (9) SPTA President, while external stakeholders include the nine (9) barangay Kagawad from the Local Government Unit.

### Data Gathering Procedure

After addressing the ethical considerations and issues of the study, the researcher proceeded to the comprehensive implementation of data collection methods and procedures. These data collection methods aligned with the primary research objectives. The researcher administered survey questionnaires to four groups of respondents and informants, how stakeholders assess the implementation of School-based management practices in the four (4) core areas in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources—feedback gathered from the respondents regarding their responses to the questionnaire.

Specifically, the adapted survey questionnaires were distributed and administered to the respondents in August 2023 and collected after three weeks of administration. The researcher conducted all data collection procedures following ethical guidelines and provided informed consent to the respondents to protect their confidentiality and privacy.

The data management procedures encompass various tasks, such as tallying quantitative data in Excel, utilizing SPSS for statistical analysis, and coding quantitative data to generate themes. These procedures are meticulously designed to ensure the systematic collection of comprehensive and reliable data, effectively addressing the research questions.

## Research Instrument

Accurate and valuable data to support the study's objectives were collected using adapted survey questionnaires. The researchers adapted the survey form from the standard SBM assessment tool 2023 and administered questionnaires to school heads, teachers, parents, and the Local Government Unit (LGU).

The first part is about the demographic profile of respondents. The researcher utilized the gathered data to describe the respondents. The second part of the study involved the adapted survey tool, which focused on various school-based management practices in four core areas: leadership and governance, curriculum and learning, accountability and improvement, and management of resources. The nine (9) central schools in the Division of Marinduque implemented these practices. It was based and adapted these SBM activities from the core components of SBM cited and specified in the SBM Assessment Tool.

The questionnaire utilized a numerical rating scale (Likert scale) to obtain responses to several items (characteristics) assigned numerical values. This research considered a four-point scale extending from a minimum of one (1) to a maximum of four (4).

Responses were assigned with a numerical value ranging from one (1) to four (4) with corresponding interpretation as follows:

### *Likert-Scale Ratings of Stakeholders' Assessment on the Implementation of School-based Management*

Rating	Scale	Interpretation	Description
4	3.25-4.00	Highly Implemented	Practiced the activity more than 4 times in a school year.
3	2.50-3.24	Implemented	Practiced the activity 3 times or thrice in a school year.
2	1.75-2.49	Implemented	Practiced the activity 2 times or twice in a school year.
1	1.00-1.74	Least Implemented	Practiced the activity once in a school year.

In this study, the researcher carefully considered and assessed the validity of the research instruments to ensure they accurately measured the variables of interest. It involved conducting pilot tests, reviewing the instruments with experts in the field, and

using established measures to assess criterion validity. By establishing the validity of the instruments, the study aimed to ensure that the data collected was reliable and could be used to draw meaningful conclusions. Content validators comprised supervisors, teachers with master's degrees, and language experts. Content validators indicated the validity of each criterion by checking the scale with a rating that extends from a minimum of one (1) to a maximum of five (5).

#### *Likert Scale Ratings for Instrument Validity Assessment*

Rating	Scale	Interpretation	Description
5	4.20 – 5.00	Very much valid	This indicates that the validator strongly agrees with the statement.
4	3.20 – 4.19	Valid	This indicates that the validator agrees with the statement.
3	2.60 – 3.19	Moderately valid	This indicates that the validator neither agree or disagrees with its validity.
2	1.80 – 2.59	Slightly valid	This indicates that the validator leans towards agreement to its validity but there are some doubts regarding its accuracy and appropriateness
1	1.00 -1.79	Not valid	This indicates that the validator strongly disagrees with its validity indicating lack of confidence to its accuracy and appropriateness to measure the intended outcome.

#### *Result of Content Validation from Experts*

Criteria	Mean	Interpretation
1. The purpose in the questionnaire/survey/inventory is stated clearly.	5	Very much valid
2. The questionnaire/survey/inventory have all essential questions which properly addressed the specific statement of the problems of this research.	4.86	Very much valid
3. The questionnaire/survey/inventory have items which properly addressed the objectives of this research.	5	Very much valid
4. The questionnaire/survey/inventory have a well distribution of items which properly addressed the variables of this research.	4.71	Very much valid
5. Every respondent would be able to choose from the scales and the ratings found in the questionnaire/survey/inventory.	5	Very much valid
6. The questionnaire/survey/inventory have items which are suitable to the comprehension of the respondents.	4.14	Valid

7. The questionnaire/survey/inventory have items which are suited to the vocabulary of the respondents.	4.29	Very much valid
8. The questionnaire/survey/inventory have items which cater all types of respondents.	4.29	Very much valid
9. All words in the questionnaire/survey/inventory are spelled correctly. Grammar, punctuation, spacing and word usage is appropriate.	4.71	Very much valid
10. The questionnaire/survey/inventory are easy to use and pleasant to look at.	4.57	Very much valid
11. The items in the questionnaire/survey/inventory are clear and a respondent would not have to ask for clarification.	4	Valid
12. The table presentation, line styles and arrangement of items enhance the layout and meaning of the questionnaire/survey/inventory.	4.43	Very much valid
<b>TOTAL</b>	<b>4.58</b>	<b>Very much valid</b>

*Legend: (5) – Very much valid, (4)- valid, (3) – moderately valid, (2) – Slightly valid, (1)- not valid*

The table shows that ten out of 12 criteria were rated very valid, with five (5) as the highest weighted mean. It suggests a strong consensus among validators and indicates that most positively perceive the instruments' accuracy and appropriateness in measuring the intended construct or outcome.

It underwent pre-testing from the school head, teachers, parents, and other stakeholders. The researchers excluded the participants of the pre-testing from the actual study. The researchers subjected the results of the pre-test to reliability testing. Reliability pertains to a measure's consistency or stability across time or different conditions. Cronbach's alpha is a statistic commonly used to evaluate the internal consistency reliability of a scale or questionnaire. It measures the degree of association among a set of items as a collective unit, indicating the degree to which items within a scale assess the same underlying construct.

#### *Assessment of Instrument Reliability Using Cronbach's Alpha*

<b>Core Areas</b>	<b>N of Items</b>	<b>Cronbach's Alpha</b>
Leadership and governance	7	.936
Curriculum and planning	7	.939
Accountability and Improvement	7	.904
Management of resources	5	.854

*Legend: ( $\alpha \geq 0.9$ ) = Excellent, ( $0.9 > \alpha \geq 0.8$ ) = Good, ( $0.8 > \alpha \geq 0.7$ ) = Acceptable, ( $0.7 > \alpha \geq 0.6$ ) = Questionable, ( $0.6 > \alpha \geq 0.5$ ) = Poor, ( $0.5 > \alpha$ ) = Unacceptable*

The table displays coefficients of 0.94 for leadership and governance, 0.94 for curriculum and learning, 0.90 for accountability and improvement, and 0.85 for

management of resources, obtained using Cronbach's Alpha. These values signify that the instrument is reliable. The alpha coefficient ranges from zero (0) to one (1). A zero value indicates that there is no correlation between the items. They are entirely independent of each other.

### Statistical Treatment of Data

Researcher organized, tallied, and tabulated the data collected from the completed questionnaire for enhanced interpretation and analysis. Descriptive statistics were used and integrated in this study to treat, interpret, and analyze data.

The researcher treated the data using mean rating to assess how stakeholders evaluate the implementation of school-based management in the four core areas: leadership and governance, curriculum and learning, accountability and improvement, and resource management. Moreover, SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis was also applied after the assessment of SBM Implementation by the stakeholders to evaluate the situation further.

The study utilized a 4-point Likert scale, which typically involved ordinal data, where respondents selected a response option that best represents their opinion or level of agreement on a given statement. These responses were categorical and do not adhered to a continuous normal distribution. The Mann-Whitney U test employed in this study is a non-parametric statistical test utilized to compare two sample groups, which are internal and external stakeholders. The researcher calculated the p-value for samples. A p-value, or probability value, describes the likelihood of the data occurring by random chance. Statistical significance is expressed commonly as a p-value ranging from 0 to 1. A smaller p-value indicates more substantial evidence to reject the null hypothesis. A p-value less than 0.05 (typically  $\leq 0.05$ ) is statistically significant. It means that there is strong evidence against the null hypothesis.

The researcher applied thematic analysis to stakeholders' feedback on implementing school-based management in the core areas. Creswell (2014) described it as a systematic process for coding data in which specific statements are analyzed and categorized into themes representing the phenomenon of interest. Responses were listed and read multiple times to understand the content comprehensively. Systematically code the feedback, identifying recurring patterns, topics, or themes within the data. This can involve assigning labels or codes to text segments that capture each theme's essence. Codes are grouped based on similarity or relevance to form broader themes. The researcher refined or revised themes through iterative analysis, ensuring that it accurately captured the content of the feedback.

### Scope and Delimitation of the study

The scope of this research study encompasses the stakeholders' assessment and feedback on implementing school-based management in its four core areas: leadership and governance, curriculum and learning, accountability and improvement, and resource management. It also analyzed the significant differences in the assessment and feedback

between the internal and external stakeholders. Internal stakeholders include the school head, teachers, and parents, while external stakeholders include the Local Government Unit (LGU) related to education. Data collected in this study will enhance the implementation of school-based management and stakeholders' feedback, support services, and involvement in school-based activities.

The major limitation of this study is that it focused on the stakeholders' assessment and feedback on implementing School-based Management in the four (4) core areas. The respondents of the survey were also limited to school heads, teachers, parents, and external stakeholders from the Local Government Unit (LGU) of the nine (9) central schools in the Division of Marinduque such as Don Luis Hidalgo Memorial School (Boac North), Boac South Central School, Mogpog Central School, Sta. Cruz-North Central School, Sta. Cruz-South Central School, Sta. Cruz-East Central School, Torrijos Central School, Buenavista Central School and Gasan Central School. The assessment did not initially include an in-depth analysis of the financial aspects of SBM implementation, such as budget allocation and economic management unless the stakeholders mention these aspects as critical areas for improvement.

## RESULTS

**Table 1.1.1**

*Assessment of Internal (N= 158) and External (N= 9) Stakeholders on the Implementation of SBM in terms of Leadership and Governance*

Leadership and Governance	Internal Stakeholders		External Stakeholders		Stakeholders	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The school developed an approved school development plan together with stakeholders and community	3.64	<b>Highly Implemented</b>	2.78	<b>Implemented</b>	3.21	<b>Implemented</b>
2. The school leads the regular review and	3.66	<b>Highly Implemented</b>	2.56	<b>Implemented</b>	3.11	<b>Implemented</b>

improvement of the developed plan that is responsive to emerging needs, challenges and opportunities with community stakeholders.

3. The school encourages stakeholders through dialogue, consensus building, in formulating relevant policies and guidelines in conducting a regular review and updating of community initiatives.
 

3.68	<b>Highly Implemented</b>	2.33	<b>Less Implemented</b>	3.05	<b>Implemented</b>
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4. The school organizes a clear structure and work arrangements that promote shared leadership and governance.
 

3.68	<b>Highly Implemented</b>	2.44	<b>Less Implemented</b>	3.06	<b>Implemented</b>
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5. The school defines the role and responsibilities of stakeholders.
 

3.66	<b>Highly Implemented</b>	2.33	<b>Less Implemented</b>	3.00	<b>Implemented</b>
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6. The school regularly facilitates information and feedback sharing on the progress of the education program.	3.68	Highly Implemented	2.56	Implemented	3.12	Implemented
7. The school conducts long-term programs that address the training and development needs of the school and community leaders.	3.59	Highly Implemented	2.44	Less Implemented	3.02	Implemented
<b>Overall</b>	3.66	Highly Implemented	2.49	Less Implemented	3.08	Implemented

*Legend: 3.25-4.00 – Highly Implemented, 2.50-3.24- Implemented, 1.75-2.49- Less Implemented, 1.00-1.74 Least Implemented*

**Table 1.1.2**

*Assessment of Internal (N=158) and External (N=9) Stakeholders on the Implementation of SBM in terms of Curriculum and Learning*

Curriculum and Learning	Internal Stakeholders		External Stakeholders		Stakeholders	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The curriculum provides for the development needs of all types of learners in the	3.70	Highly Implemented	3.00	Highly Implemented	3.35	Highly Implemented

school community.						
2. The implemented curriculum is adapted to the life in the community.	3.63	<b>Highly Implemented</b>	2.56	<b>Implemented</b>	3.10	<b>Implemented</b>
3. The school ensures that there is a representative group of school and community stakeholders that develop methods and materials that encourage creative thinking and problem- solving among learners.	3.63	<b>Highly Implemented</b>	2.67	<b>Implemented</b>	3.15	<b>Implemented</b>
4. The community monitors regularly and collaboratively the learning systems in school using appropriate tools to ensure the holistic growth and development of the learners and community.	3.56	<b>Highly Implemented</b>	2.33	<b>Implemented</b>	2.95	<b>Implemented</b>

5. The school invites the community to actively participate in developing and mentoring the learners' awareness and practice of good citizenship and share the attainment of individual and collective competencies.	3.67	Highly Implemented	2.33	Less Implemented	3.00	Implemented
6. The school community continuously reviews and improves appropriate assessment tools for teaching and learning.	3.70	Highly Implemented	-		3.70	Highly Implemented
7. Assessment results are contextualized to the learner, local situation and attainment of relevant life skills.	3.69	Highly Implemented	-		3.69	Highly Implemented
<b>Overall</b>	<b>3.65</b>	<b>Highly Implemented</b>	<b>2.58</b>	<b>Implemented</b>	<b>3.28</b>	<b>Highly Implemented</b>

*Legend: 3.25-4.00 – Highly Practiced, 2.50-3.24- Practiced, 1.75-2.49- Less Practiced, 1.00-1.74 Least Practiced*

**Table 1.1.3**

*Assessment of Internal (N= 158) and External (N=9) Stakeholders on the Implementation of SBM in terms of Accountability and Improvement*

<b>Accountability and Continuous Improvement</b>	Internal Stakeholders		External Stakeholders		Stakeholders	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The school ensures that the roles and responsibilities of accountable persons and collective bodies are clearly defined and agreed upon by community stakeholders.	3.70	<b>Highly Implemented</b>	2.56	<b>Implemented</b>	3.13	<b>Implemented</b>
2. The school's achievement of goal is recognized based on collaboratively developed performance accountability system; gaps are addressed through appropriate actions.	3.73	<b>Highly Implemented</b>	2.56	<b>Implemented</b>	3.15	<b>Implemented</b>
3. The school practices the accountability system owned by the community which is continuously	3.59	<b>Highly Implemented</b>	2.67	<b>Implemented</b>	3.13	<b>Implemented</b>

enhanced to ensure that the management structures and mechanisms are responsive to the emerging learning needs and demands of the community.

4. The school's accountability assessment criteria, tools, feedback mechanisms, information collections, validation techniques and processes are inclusive and collaboratively developed and agreed upon.
 

3.86	<b>Highly Implemented</b>	2.78	<b>Implemented</b>	3.32	<b>Highly Implemented</b>
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5. The school makes sure that the participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical
 

3.62	<b>Highly Implemented</b>	2.89	<b>Implemented</b>	3.26	<b>Highly Implemented</b>
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assistance,  
recognition  
and plan  
adjustment.

<b>Overall</b>	3.70	<b>Highly Implemented</b>	2.69	<b>Implemented</b>	3.20	<b>Implemented</b>
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*Legend: 3.25-4.00 – Highly Practiced, 2.50-3.24- Practiced, 1.75-2.49- Less Practiced, 1.00-1.74 Least Practiced*

**Table 1.1.4**

*Assessment of Internal (N=158) and External (N=9) Stakeholders on the Implementation of SBM in terms of Management of Resources*

<b>Management of Resources</b>	Internal Stakeholders		External Stakeholders		Stakeholders	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. The school conducts a regular resource inventory with community stakeholders as basis for resource allocation and mobilization.	3.63	<b>Highly Implemented</b>	2.44	<b>Less Implemented</b>	3.04	<b>Implemented</b>
2. The school conducts a regular dialogue for planning and resource programming accessible and inclusive to continuously	3.61	<b>Highly Implemented</b>	2.67	<b>Implemented</b>	3.14	<b>Implemented</b>

engage stakeholders and support the implementation of community education plans.

3. The school has a community-developed resource management system that drives appropriate behaviors of the stakeholders towards effective use of resources. 3.61 **Highly Implemented** 2.44 **Less Implemented** 3.03 **Implemented**
4. The school conducts regular monitoring, evaluation and reporting processes of resource management with community stakeholders. 3.65 **Highly Implemented** 2.89 **Implemented** 3.27 **Highly Implemented**
5. The school manages a system of network and linkages which strengthen and sustain partnerships 3.68 **Highly Implemented** 2.67 **Implemented** 3.18 **Implemented**

with stakeholders for improving resource management.

<b>Overall</b>	3.63	<b>Highly Implemented</b>	2.62	<b>Implemented</b>	3.13	<b>Implemented</b>
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*Legend: 3.25-4.00 – Highly Practiced, 2.50-3.24- Practiced, 1.75-2.49- Less Practiced, 1.00-1.74 Least Practiced*

**Table 1.1.5**

*Significant Difference in the Assessment of SBM Implementation Using Mann- Whitney U Test*

	<b>Mann-Whitney U</b>	<b>P Value</b>	<b>Decision</b>	<b>Interpretation</b>
<b>Leadership and Governance</b>	169.5	0.0001	<b>Reject Null Hypothesis</b>	<b>Significant</b>
<b>Curriculum and learning</b>	85	0.0001	<b>Reject Null Hypothesis</b>	<b>Significant</b>
<b>Accountability and Improvement</b>	287	0.001	<b>Reject Null Hypothesis</b>	<b>Significant</b>
<b>Management of Resources</b>	290	0.001	<b>Reject Null Hypothesis</b>	<b>Significant</b>

**Table 1.2** *SWOT Analysis of SBM Implementation*

	<b>Strengths</b>	<b>Weaknesses</b>
	<p>1. <b>Established Communication Campaigns:</b> 100% of plan has already launched communication campaigns, demonstrating proactive efforts to communicate information and engage</p>	<p>1. Limited engagement of local government (LGU) representatives in resource inventory processes may impede comprehensive resource management.</p>

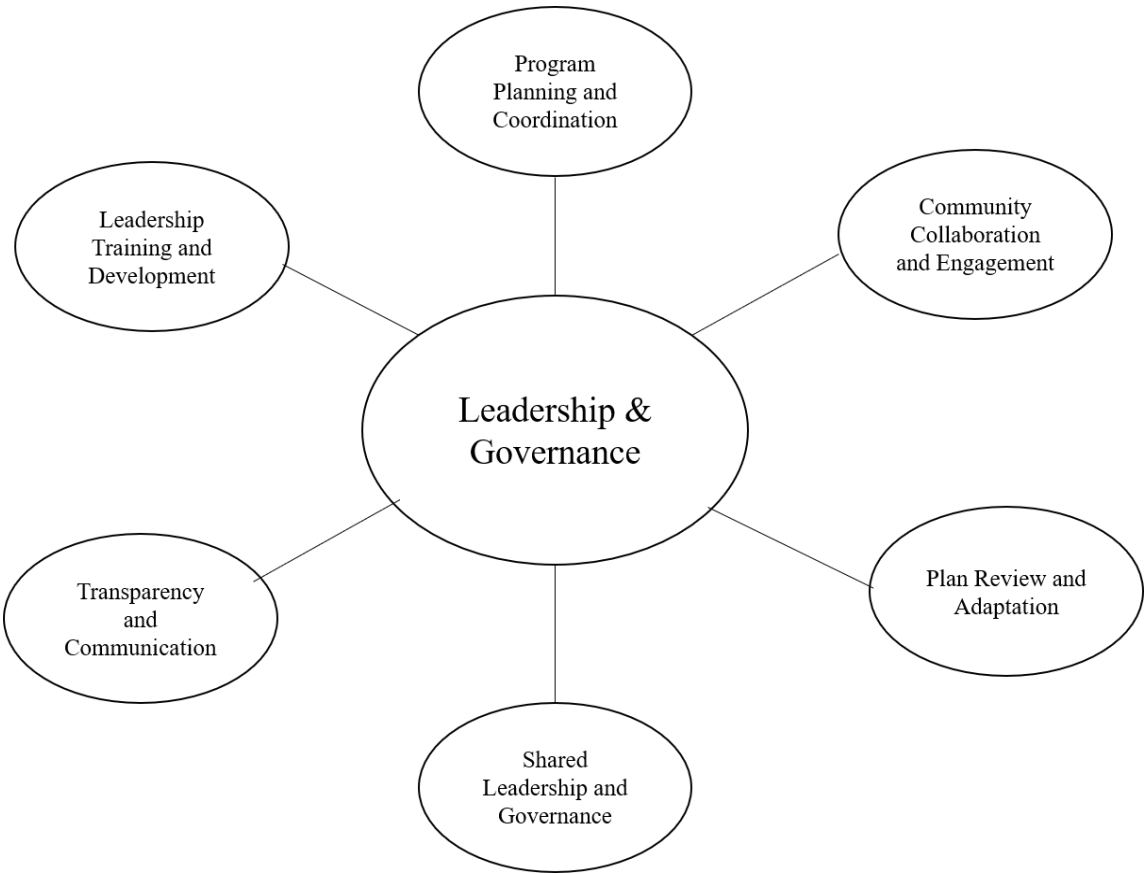
	<p>stakeholders successfully.</p> <p>2. <b>Regular Stakeholder Workshops:</b> 100% Holding regular workshops displays a commitment to promoting debate and collaboration among stakeholders, which fosters a sense of inclusivity and participation.</p> <p>3. <b>Implementation of Professional Development Programs:</b> 30% involvement of the implementation of professional development programs, suggesting a focus on improving stakeholders' skills and capacities, which can lead to better performance and outcomes.</p> <p>4. <b>Clear Communication of Benefits:</b> 50% giving of emphasis on the positive impact of SBM practices and clearly communicating the benefits of proposed reforms can help garner support and foster a positive</p>	<p>2. Inadequate understanding of the discussion process among stakeholders may inhibit successful communication and collaboration.</p> <p>3. Inadequate resource allocation for necessary revisions may hinder the plan's ability to respond to changing circumstances.</p> <p>4. Potential resistance to change owing to insufficient information about the benefits of proposed reforms could stymie progress.</p> <p>5. Lack of inclusion in decision-making processes can lead to stakeholder disengagement and jeopardize the plan's success.</p>
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	<p>perception among stakeholders.</p> <p>5. <b>Emphasis on Positive Impact:</b> 100% highlighting the positive impact of SBM practices, indicating an awareness of the importance of showcasing successes and impact to maintain momentum and motivate stakeholders.</p>	
<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. Increased collaboration with representatives from local government units (LGUs) could improve resource management and support for educational projects.</li> <li>2. Using technology to improve communication platforms and discussion processes may result in increased stakeholder involvement and participation.</li> <li>3. Exploring alternative funding sources or reallocating resources may</li> </ol>	<p><b>Combination 1: S-O</b> Strengths-Opportunities</p> <p>How can the strengths be employed to take advantage of the opportunities? Using IS to take advantage of EO</p> <p>By combining internal strengths <b>such as strong communication campaigns, stakeholder workshops, and professional development programs with chances for enhanced collaboration and technological integration, the school may better engage external stakeholders.</b> Using <b>established communication channels improves collaboration with local government entities,</b></p>	<p><b>Combination 3: W-O</b> Weakness-Opportunities</p> <p>How can the weakness be overcome to take advantage of the opportunities? -improving IW by taking advantage of EO</p> <p>To maximize the success of the SBM Management Strategic Plan, <b>issues such as limited engagement of LGU representatives and insufficient resource allocation must be addressed. Overcoming these deficiencies necessitates proactive outreach, focused training, and a complete resource review.</b> By embracing opportunities such as <b>improved communication</b></p>

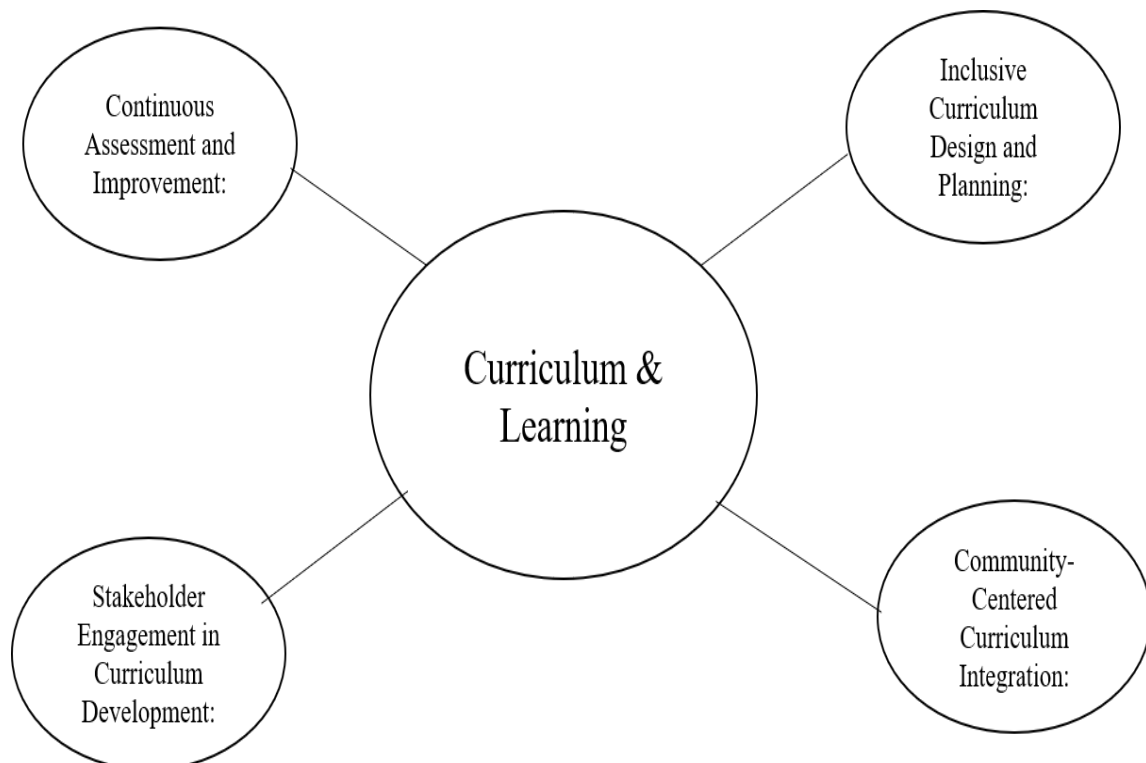
<p>alleviate gaps in resource allocation for necessary changes.</p> <p>4. Improving communication about the benefits of proposed reforms may reduce opposition to change and build a more supportive atmosphere.</p> <p>5. Developing more inclusive decision-making processes that actively incorporate stakeholders may increase buy-in and commitment to the strategic plan's objectives.</p>	<p><b>whereas workshops promote discussion and support for suggested improvements. Integrating technology into professional development increases engagement and stressing the beneficial impact of strategic initiatives generates stakeholder buy-in,</b> resulting in the successful implementation of the SBM Management Strategic Plan.</p>	<p><b>platforms and participatory decision-making, the strategy can improve collaboration, seek alternative finance, and encourage stakeholder support, maximizing its chances of success.</b></p>
<p><b>Threats</b></p> <p>1. Resistance to Change: Stakeholders' unfamiliarity with new processes or fear of disruption may delay the implementation of the SBM Management Strategic Plan.</p> <p>2. Budget Constraints: Financial constraints or budget cuts may impede the</p>	<p><b>Combination 2: S-T Strengths-Threats</b></p> <p>How can the strengths be used to counteract the threats that hinder the attainment of successful school-based management? Using IS to deal with ET</p> <p>The SBM uses its strengths, such as <b>communication campaigns and stakeholder workshops,</b> to combat challenges</p>	<p><b>Combination 4: W-T Weakness-Threats</b></p> <p>How can the weaknesses be overcome to counteract the threats that hinder the attainment of the success of school-based management? - defensive strategies directed at reducing IW and avoiding ET.</p> <p>To combat the threats to school-based</p>

<p>allocation of resources required to carry out the plan successfully, limiting its ability to fulfill goals.</p> <p>3. Political instability: Changes in government leadership or policies may cause uncertainty and disruptions, compromising the strategic plan's continuity and support.</p> <p>4. Technological Challenges: Technical challenges or limits in applying technological solutions for communication or resource management may impede the plan's goals.</p> <p>5. Stakeholder Disengagement: A lack of buy-in or active involvement from stakeholders, including teachers, parents, and community members, could undermine the plan's success by limiting collaboration and support.</p>	<p>such as <b>opposition to change, funding restrictions, and stakeholder disengagement.</b> The plan seeks to alleviate problems and assure successful school-based administration by stressing positive outcomes and using technology-focused development activities. <b>Clear communication channels and stakeholder engagement</b> help the plan overcome political turbulence and ensure continuity amidst leadership changes, hence increasing its efficacy in attaining its goals.</p>	<p>management's success posed by resistance to change, budget constraints, political instability, technological challenges, and stakeholder disengagement, defensive strategies must be implemented to address the weaknesses identified in the SBM Management Strategic Plan.</p> <p><b>Proactive measures such as increasing local government representatives' engagement in resource inventory processes, improving stakeholders' understanding of discussion processes, allocating adequate resources for revisions, providing comprehensive information about proposed reforms to reduce resistance to change, and encouraging inclusion in decision-making processes</b> can all help to mitigate the impact of these threats. By employing defensive methods targeted at minimizing internal weaknesses and avoiding external threats, the SBM Management Strategic Plan can strengthen its</p>
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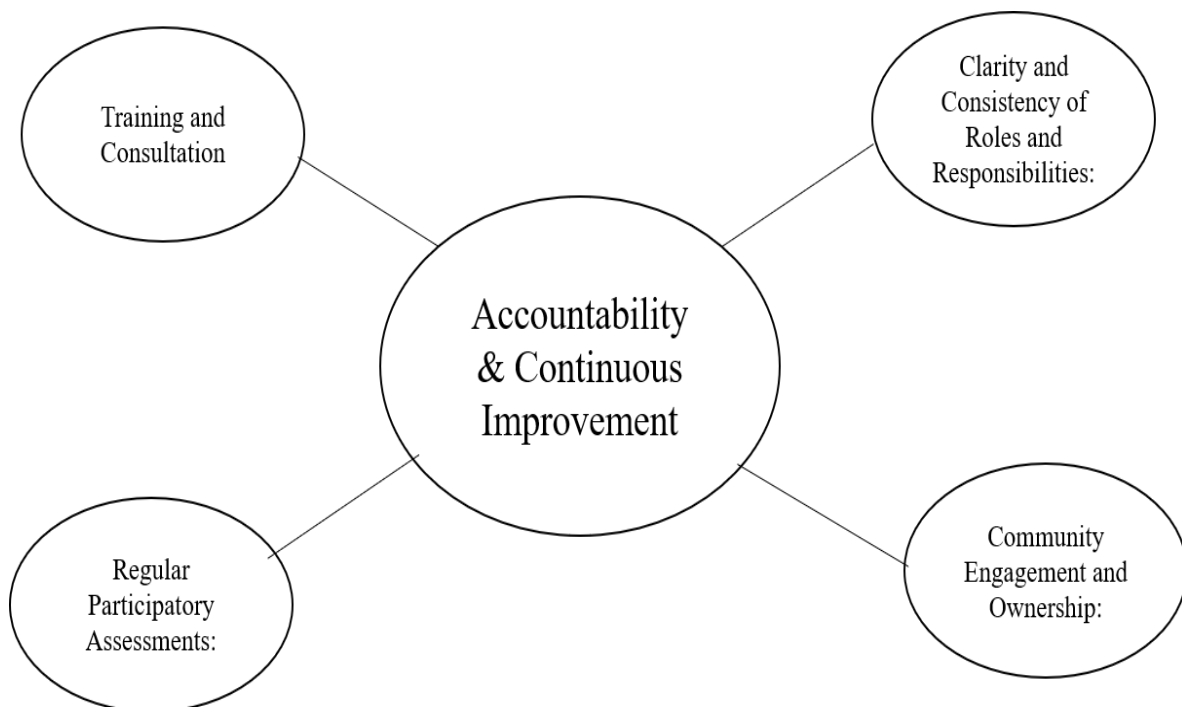
		resilience and raise its chances of success in attaining its goals of successful school-based management.
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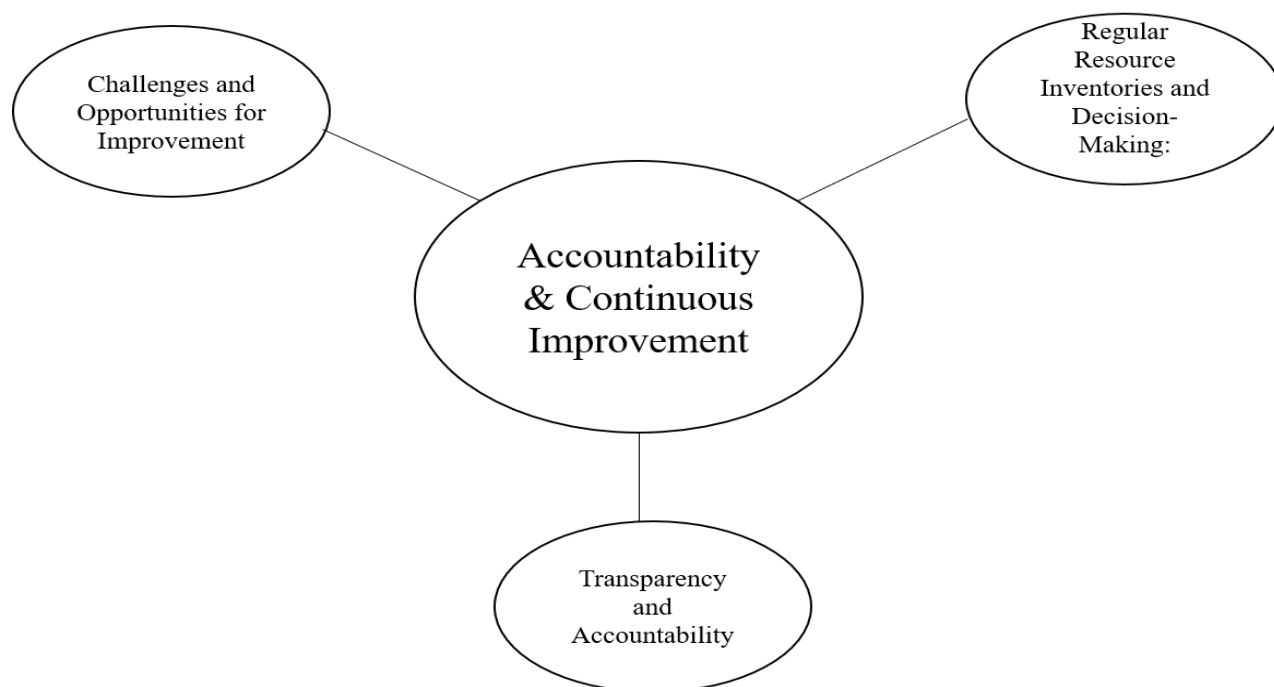
**Figure 4** *Themes Derived from Feedback on School Leadership and Governance*



**Figure 5** Themes Derived from Feedback on School Curriculum and Learning



**Figure 6** Themes Derived from Feedback on School Accountability & Continuous Improvement



**Figure 7** Themes Derived from Feedback on School Management of Resources

**Table 3** *Six-year Strategic Plan Model for Enhanced School-based Management Implementation* for Central Schools in the Division of Marinduque (2024)

Leadership and Governance					
Goals/ Milestones	Strategic Priorities	Objectives	Activities	Resources	Duration
<b>Year 1:</b> Establishing Foundations	Lay the foundation for effective shared governance and information sharing with the School Governing Council.	<ul style="list-style-type: none"> <li>Assess current leadership and governance structures within the education system.</li> <li>Develop a governance framework outlining roles, responsibilities, and decision-making processes</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of existing leadership and governance practices.</li> <li>Stakeholder mapping to identify potential external partners.</li> </ul>	<ul style="list-style-type: none"> <li>Funding for assessment tools and stakeholder workshops. Staff time for conducting assessments and organizing workshops.</li> <li>Expertise from educational consultants for</li> </ul>	12 months

		<ul style="list-style-type: none"> <li>involving the SGC.</li> <li>Establish communication channels and protocols for information sharing with the SGC.</li> <li>Lay groundwork for partnerships and communication channels.</li> </ul>	<ul style="list-style-type: none"> <li>Host workshops to introduce SBM principles and gain stakeholder buy-in.</li> <li>Develop initial communication platforms (e.g., website, newsletter).</li> </ul>	<ul style="list-style-type: none"> <li>stakeholder mapping.</li> <li>Technology for establishing communication platforms.</li> </ul>	
<b>Year 2: Strengthening Leadership Development</b>	Build a pipeline of future leaders within the School Governing Council (SGC) and ensure continuity in leadership .	<ul style="list-style-type: none"> <li>Develop a leadership development program with clear goals and milestones involving the SGC.</li> <li>Establish regular leadership forums or meetings to foster collaboration among SGC members and school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Identify high-potential leaders within the SGC and provide them with training and development opportunities.</li> <li>Conduct regular leadership meetings involving SGC members to discuss organizational goals and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Budget for leadership development programs and training involving the SGC.</li> <li>Staff time for organizing leadership forums and meetings.</li> </ul>	12 months
<b>Year 3: Improving Community</b>	Engage the community as partners in governance	<ul style="list-style-type: none"> <li>Develop a community engagement strategy involving the SGC to</li> </ul>	<ul style="list-style-type: none"> <li>Conduct community surveys</li> </ul>	Budget for community engagement activities and	12 months

<b>Participation</b>	<p>and decision-making through the SGC.</p> <ul style="list-style-type: none"> <li>increase participation.</li> <li>Establish feedback mechanisms involving the SGC to gather community input on decisions</li> </ul>	<p>or focus groups involving the SGC to gather input on key issues.</p> <ul style="list-style-type: none"> <li>Implement community projects or initiatives based on community feedback received through the SGC.</li> </ul>	<p>projects involving the SGC.</p> <p>Staff time for organizing community events and communication via the SGC.</p>
<b>Year 4: Monitoring and Evaluation Framework</b>	<p>Strengthen partnerships and enhance transparency in governance.</p> <p>Ensure accountability and transparency in governance and leadership practices involving the SGC.</p>	<ul style="list-style-type: none"> <li>Strengthen partnerships with parents, community leaders, and businesses.</li> <li>Enhance transparency and accountability mechanisms.</li> <li>Develop key performance indicators (KPIs) for governance effectiveness and leadership development involving the SGC.</li> <li>Implement a monitoring and evaluation system involving the SGC to track progress and effectiveness.</li> </ul>	<p>12 months</p> <ul style="list-style-type: none"> <li>Conduct outreach to deepen partnerships with stakeholders.</li> <li>Implement transparency measures such as regular reporting and feedback mechanisms.</li> <li>Foster collaboration with businesses for support and resources.</li> <li>Develop KPIs for governance</li> <li>Funding for partnership-building activities and transparency measures.</li> <li>Staff time for outreach and collaboration efforts.</li> <li>Expertise from community engagement specialists.</li> </ul>

				ce effectiveness and leadership development involving the SGC.	
				<ul style="list-style-type: none"> <li>Implement a monitoring system involving the SGC to track progress against KPIs.</li> </ul>	
<b>Year 5: Sustainability and Continual Improvement</b>	Deepen engagement and ensure sustainability of initiatives.	<ul style="list-style-type: none"> <li>Deepen relationships with stakeholders and integrate them into decision-making.</li> <li>Ensure sustainability of engagement efforts beyond the project period.</li> <li>Implement continuous improvement initiatives involving the SGC based on monitoring and evaluation findings</li> </ul>	<ul style="list-style-type: none"> <li>Implement targeted outreach to engage underrepresented communities.</li> <li>Develop sustainability plans for ongoing engagement efforts.</li> <li>Evaluate long-term impact and adjust strategies as needed.</li> <li>Develop a sustainability plan involving the SGC outlining strategies for maintaini</li> </ul>	<ul style="list-style-type: none"> <li>Funding for targeted outreach and sustainability planning.</li> <li>Staff time for evaluation and adjustment of strategies.</li> <li>Support from stakeholders for sustainability planning.</li> </ul>	12 months

				ng and improving governance and leadership practices.		
				<ul style="list-style-type: none"> <li>Implement improvements involving the SGC based on feedback from stakeholders and monitoring results.</li> </ul>		

<b>Year 6: Continuous Improvement and Celebration</b>	Focus on continual improvement and celebrate achievements.	Foster a culture of continuous improvement and engagement practices.  Celebrate achievements and recognize contributions of stakeholders.	Establish feedback mechanisms for ongoing improvement.  Organize events to celebrate achievements and share best practices.  Develop a roadmap for future engagement efforts.	Funding for improvement initiatives and celebratory events.  Staff time for feedback collection and event organization.  Collaboration with stakeholders for future planning.	12 months
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## CURRICULUM AND LEARNING

<b>Year 1: Establishing Foundations</b>	Lay the groundwork for community involvement in curriculum planning and establish communication channels for engagement.	<ul style="list-style-type: none"> <li>Identify key stakeholders within the community and education system.</li> <li>Conduct initial community needs assessment and gather input on curriculum priorities.</li> <li>Develop communication</li> </ul>	<ul style="list-style-type: none"> <li>Host community forums to introduce curriculum planning efforts and gather input.</li> <li>Establish advisory</li> </ul>	<ul style="list-style-type: none"> <li>Funding for community forums, outreach materials, and technology platforms.</li> <li>Staff time for organizing events, conducting assessments, and</li> </ul>	12 months
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	nt and feedback.	n channels and platforms for ongoing engagement and feedback.	committees comprising community members, educators, and administrators.	managing communication channels.
			<ul style="list-style-type: none"> <li>• Create online platforms, such as forums or surveys, for community members to provide feedback.</li> <li>• Develop communication materials to inform the community about the curriculum planning process and how they can contribute.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with community organizations, educational institutions, and local government for support and outreach.</li> </ul>

<b>Year 2: Community-Driven Curriculum Development</b>	Collaborate with the community to develop a curriculum that reflects local needs and values.	<ul style="list-style-type: none"> <li>• Engage community members in the co-creation of curriculum content and resources.</li> <li>• Incorporate diverse perspectives and cultural relevance into curriculum development.</li> <li>• Ensure stakeholder</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate workshops and focus groups to brainstorm curriculum ideas and priorities.</li> <li>• Form working groups of educators, community</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for curriculum development workshops, materials, and expert consultation.</li> <li>• Staff time for facilitating collaboration and managing stakeholder input.</li> </ul>	12 months
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		representation in decision-making processes.	members, and experts to develop curriculum content.	<ul style="list-style-type: none"> <li>• Review existing curriculum materials and identify opportunities for integration with local context and values.</li> <li>• Establish mechanisms for ongoing community input and feedback throughout the curriculum development process.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with cultural experts, community leaders, and curriculum specialists.</li> </ul>
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<b>Year 3 Stakeholder-Driven Problem-Solving</b>	Empower stakeholders to participate in problem-solving and decision-making related to curriculum implementation.	<ul style="list-style-type: none"> <li>• Foster a culture of collaboration and shared ownership in addressing curriculum challenges.</li> <li>• Provide training and support for stakeholders to contribute to problem-solving processes.</li> <li>• Establish mechanisms for stakeholders to raise concerns and propose solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Host problem-solving workshops or forums where stakeholders can identify and prioritize curriculum challenges.</li> <li>• Facilitate collaborative brainstorming sessions to generate</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for problem-solving workshops, facilitation, and support materials.</li> <li>• Staff time for organizing events, facilitating discussions, and managing feedback mechanisms.</li> <li>• Collaboration with conflict resolution specialists, facilitators, and</li> </ul>	12 months
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			<ul style="list-style-type: none"> <li>solutions to identified problems.</li> <li>Develop protocols for stakeholders to submit proposals and feedback on curriculum issues.</li> <li>Implement a feedback loop to ensure that stakeholders are informed of decisions and outcomes resulting from their input.</li> </ul>	community organizers.
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<b>Year 4: Strengthening Community Engagement</b>	<p>Deepen community engagement in curriculum implementation and assessment processes .</p> <ul style="list-style-type: none"> <li>Expand opportunities for community members to participate in curriculum-related activities.</li> <li>Develop communication strategies to keep stakeholders informed and engaged.</li> <li>Strengthen partnerships with community organizations and leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Organize community events, such as curriculum fairs or open houses, to showcase student work and projects.</li> <li>Establish regular communication channels, such as newsletter</li> </ul>	<p>Funding for community events, communication materials, and outreach efforts.</p> <p>Staff time for managing communication channels and coordinating community engagement activities.</p> <p>Collaboration with marketing professionals, event planners, and community leaders.</p>	12 months
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				rs or social media updates, to share curriculu m news and updates. • Collabora te with communit y organizati ons to integrate curriculu m activities into local events and initiatives.
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<b>Year 5: Contextua lizing Assessme nt Results</b>	Involve stakehold ers in interpretin g and contextual izing assessme nt results to inform curriculum improvem ents.	• Provide training for stakeholders on interpreting assessment data and understanding its implications. • Facilitate discussions to analyze assessment results and identify areas for curriculum enhancement. • Develop strategies for communicatin g assessment findings to the community in a meaningful way.	• Conduct workshop s or training sessions to build stakehold ers' capacity in data interpretat ion and analysis. • Organize focus groups or forums to discuss assessme nt results and their implicatio ns for curriculu m planning. • Develop communi cation	• Funding for training sessions, facilitation, and communicati on materials. • Staff time for organizing workshops, facilitating discussions, and developing communicati on materials. • Collaboration with data analysts, educational researchers, and communicati on specialists.	12 months
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				materials, such as infographics or presentations, to present assessment findings to the community in an accessible format.	
<b>Year 6: Sustainability and Celebration</b>	Ensure the sustainability of community involvement efforts and celebrate achievements.	<ul style="list-style-type: none"> <li>• Develop a sustainability plan to institutionalize community engagement practices in curriculum planning and implementation.</li> <li>• Organize events to celebrate achievements and recognize the contributions of stakeholders.</li> <li>• Establish mechanisms for ongoing community feedback and involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sustainability plan outlining strategies for maintaining community involvement in curriculum planning and implementation.</li> <li>• Organize a culminating event to celebrate achievements and showcase student accomplishments.</li> <li>• Establish feedback mechanisms, such as advisory committees or online</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for sustainability planning, celebratory events, and feedback mechanisms.</li> <li>• Staff time for developing the sustainability plan and organizing celebratory events.</li> <li>• Collaboration with community leaders, educators, and stakeholders for input and support.</li> </ul>	12 months

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## ACCOUNTABILITY AND IMPROVEMENT

<b>Year 1: Stakeholder Engagement Plan Development</b>	<p>Develop a comprehensive stakeholder engagement plan to outline strategies for engaging and collaborating with external stakeholders, including LGU.</p> <p>Develop a structured approach to engage and collaborate with external stakeholders to enhance school-based management.</p>	<ul style="list-style-type: none"> <li>Develop a stakeholder engagement plan outlining roles, responsibilities, and communication strategies for engaging with external stakeholders.</li> <li>Establish communication channels and feedback mechanisms to facilitate ongoing engagement with external stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen a stakeholder engagement committee which is the School Governing council with representation from school staff, parents, and community members.</li> <li>Develop a stakeholder engagement plan outlining strategies for engaging with external stakeholders, including LGU.</li> </ul>	<p>Staff time for 12 months organizing stakeholder forums, developing communication channels, and initiating partnerships.</p> <p>Collaboration with the LGU, community organizations, advocacy groups, and government agencies for support and engagement</p> <p>Staff time for committee formation and plan development.</p> <p>Budget for stakeholder engagement activities.</p>
<b>Year 2: Implementation of Stakeholder</b>	<p>Actively engage external stakeholders in</p>	<ul style="list-style-type: none"> <li>Increase LGU participation in school planning and decision-</li> </ul>	<ul style="list-style-type: none"> <li>Develop education</li> </ul>	<ul style="list-style-type: none"> <li>Funding for educational</li> </ul> <p>12 months</p>

<b>er Engagement Plan</b>	school decision-making processes and activities to improve school-based management.	<ul style="list-style-type: none"> <li>making by 25%. Collaborate with LGU to identify and address school improvement priorities</li> </ul>	<ul style="list-style-type: none"> <li>al materials and workshops involving LGU representatives to inform them about assessment criteria and methodologies.</li> <li>Facilitate focus groups or surveys with LGU representatives to gather feedback on assessment criteria and their relevance.</li> <li>Establish mechanisms for LGU representatives to participate in assessment planning and design.</li> <li>Hold regular meetings with LGU representatives to discuss school needs and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>materials, workshops, and feedback mechanisms involving LGU representatives.</li> <li>Staff time for developing educational materials, facilitating workshops, and analyzing feedback.</li> <li>Collaboration with assessment experts, educators, and community leaders for input and support.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Invite LGU representatives to participate in school planning and review meetings.</li> </ul>	
<b>Year 3: Capacity Building and Project Collaboration</b>	Empower external stakeholders to contribute effectively to school-based management initiatives.	<ul style="list-style-type: none"> <li>• Provide training and capacity-building opportunities for LGU representatives on school-based management principles and practices.</li> <li>• Collaborate with LGU on at least two school improvement projects.</li> <li>• Conduct a comprehensive review of existing participatory assessment systems, involving LGU representatives, and identify implementation challenges.</li> <li>• Develop strategies to address identified implementation gaps, including the involvement of LGU representatives, to improve the effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Develop training programs for LGU representatives on school-based management and project management.</li> <li>• Identify and implement school improvement projects in collaboration with LGU.</li> <li>• Analyze existing participatory assessment systems, involving LGU representatives, to identify strengths, weaknesses, and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for assessment reviews, stakeholder engagement activities involving LGU representatives, and implementation support.</li> <li>• Staff time for conducting reviews, facilitating engagement, and monitoring implementation involving LGU representatives.</li> <li>• Collaboration with evaluation experts, implementation specialists, and community organizers for support and expertise.</li> </ul>	12 months

		<p>of participatory assessment processes.</p> <ul style="list-style-type: none"> <li>Engage LGU representatives in co-designing and implementing solutions to address identified challenges.</li> </ul>	<p>challenges.</p> <ul style="list-style-type: none"> <li>Conduct focus groups or interviews with LGU representatives to gather insights and perspectives on implementation gaps.</li> <li>Collaborate with LGU representatives to co-design and implement solutions to address identified challenges.</li> <li>Monitor and evaluate the effectiveness of implemented solutions, involving LGU representatives, and adjust as needed.</li> </ul>	
<b>Year 4: Monitoring and Evaluation</b>	Ensure that stakeholder engagement efforts are	<ul style="list-style-type: none"> <li>Implement a monitoring and evaluation framework for stakeholder engagement</li> </ul>	<ul style="list-style-type: none"> <li>Collect feedback from LGU representatives on</li> </ul>	<ul style="list-style-type: none"> <li>Funding for communication tools, meeting spaces, and</li> </ul>

12 months

yielding positive results and adjust strategies as needed to improve LGU and other external stakeholders' involvement.	<ul style="list-style-type: none"> <li>• activities, with a specific focus on LGU engagement.</li> <li>• Use evaluation findings to refine stakeholder engagement strategies and improve LGU involvement.</li> <li>• Strengthen communication and collaboration channels with external stakeholders, including the LGU.</li> <li>• Develop joint initiatives and projects involving the LGU to address accountability and improvement priorities.</li> <li>• Cultivate a culture of shared ownership and responsibility among external stakeholders, including the LGU.</li> </ul>	<ul style="list-style-type: none"> <li>• their engagement experience and use it to inform future engagement activities.</li> <li>• Conduct regular reviews of stakeholder engagement efforts and adjust strategies based on feedback.</li> <li>• Organize regular meetings and forums involving LGU representatives to maintain communication and collaboration.</li> <li>• Identify joint initiatives and projects involving the LGU that align with shared accountability and improvement goals.</li> <li>• Establish working groups or task</li> </ul>	<ul style="list-style-type: none"> <li>• collaborative projects involving the LGU.</li> <li>• Staff time for organizing meetings, facilitating collaboration, and coordinating projects involving LGU representatives.</li> <li>• Collaboration with the LGU, community organizations, advocacy groups, and government agencies for joint initiatives and support.</li> </ul>
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				forces involving LGU representatives to drive collaborative projects forward.	
<b>Year 5: Sustainability and Continual Improvement</b>	<p>Empower external stakeholders, including the LGU, to take active roles in driving accountability and improvement initiatives forward.</p> <p>Embed stakeholder engagement in the school's culture and practices, and continually enhance LGU involvement.</p>	<ul style="list-style-type: none"> <li>• Develop a sustainability plan for stakeholder engagement, outlining long-term goals and strategies for maintaining LGU involvement.</li> <li>• Implement at least one new strategy to enhance LGU engagement based on lessons learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a review of stakeholder engagement efforts to identify strengths and areas for improvement.</li> <li>• Develop a sustainability plan for stakeholder engagement, outlining strategies for maintaining and enhancing LGU involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Budget for 12 months training programs and capacity-building activities.</li> <li>• Human resources for organizing events and providing support to external stakeholders.</li> </ul>	
<b>Year 6: Recognition and Celebration</b>	Acknowledge the importance of external stakeholder involvement and strengthen relationships through	<ul style="list-style-type: none"> <li>• Organize a recognition event to acknowledge the contributions of LGU representatives and other external stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organize a recognition event to celebrate the contributions of LGU</li> </ul>	<ul style="list-style-type: none"> <li>• Budget for organizing the recognition event.</li> <li>• Staff time for event planning and coordination.</li> </ul>	12 months

recognition and celebration.	<ul style="list-style-type: none"> <li>• Use the event to reinforce the importance of external stakeholder engagement and strengthen relationships with LGU.</li> </ul>	<p>representatives and other external stakeholders.</p> <ul style="list-style-type: none"> <li>• Use the event as an opportunity to showcase successful collaborations and highlight the benefits of external stakeholder engagement.</li> </ul>
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Management of Resources				
<b>Year 1: Stakeholder Engagement Plan Development</b>	Develop a structured approach to engage and collaborate with key stakeholders to enhance resource management and stakeholder involvement in planning, monitoring, and evaluation.	<ul style="list-style-type: none"> <li>• Develop a stakeholder engagement plan outlining roles, responsibilities, and communication strategies for engaging with key stakeholders.</li> <li>• Establish communication channels and feedback mechanisms to facilitate ongoing engagement with key stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a stakeholder meeting with School Governing council with representation from school staff, parents, and community members.</li> <li>• Develop a stakeholder engagement plan outlining strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time for committee formation and plan development.</li> <li>• Budget for stakeholder engagement activities.</li> </ul>
				12 months

				for engaging with key stakeholders, including the LGU.	
<b>Year 2: Implementation of Stakeholder Engagement Plan</b>	Actively engage key stakeholders in resource management, planning, monitoring, and evaluation to improve school-based management.	<ul style="list-style-type: none"> <li>• Increase LGU participation in school resource planning and decision-making by 25%.</li> <li>• Collaborate with the LGU to identify and address resource management priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold regular meetings with LGU representatives and other stakeholders to discuss school resource needs and priorities.</li> <li>• Invite LGU representatives to participate in school planning and review meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time for meeting coordination and communication with LGU.</li> <li>• Budget for meeting expenses and stakeholder engagement materials.</li> </ul>	12 months
<b>Year 3: Capacity Building and Project Collaboration</b>	Empower key stakeholders to contribute effectively to resource management and school improvement initiatives.	<ul style="list-style-type: none"> <li>• Provide training and capacity-building opportunities for LGU representatives on resource management and school improvement principles and practices.</li> <li>• Collaborate with the LGU on at least two school</li> </ul>	<ul style="list-style-type: none"> <li>• Develop training programs for LGU representatives on resource management, planning, and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Training resources for LGU capacity building.</li> <li>• Budget for project implementation and collaboration with the LGU.</li> </ul>	12 months

		improvement projects.	<ul style="list-style-type: none"> <li>Identify and implement school improvement projects in collaboration with the LGU.</li> </ul>	
<b>Year 4: Monitoring and Evaluation Framework</b>	Ensure accountability and transparency in resource management and stakeholder engagement.	<ul style="list-style-type: none"> <li>Develop key performance indicators (KPIs) for resource management and stakeholder engagement.</li> <li>Implement a monitoring and evaluation system to track progress and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Develop KPIs for resource management, stakeholder engagement, and school improvement.</li> <li>Implement a monitoring system to track progress against KPIs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff time for developing KPIs and monitoring systems.</li> <li>Budget for system implementation and training.</li> </ul>
<b>Year 5: Sustainability and Continual Improvement</b>	Embed stakeholder engagement in the school's culture and practices, and continually enhance LGU involvement.	<ul style="list-style-type: none"> <li>Develop a sustainability plan for stakeholder engagement, outlining long-term goals and strategies for maintaining LGU involvement.</li> <li>Implement at least one new strategy to enhance LGU engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a review of stakeholder engagement efforts to identify strengths and areas for improvement.</li> <li>Develop a sustainability plan.</li> </ul>	<ul style="list-style-type: none"> <li>Staff time for sustainability planning and strategy development.</li> <li>Budget for implementing new strategies for LGU engagement.</li> </ul>

		based on lessons learned.	for stakeholder engagement, outlining strategies for maintaining and enhancing LGU involvement.	
<b>Year 6: Recognition and Celebration</b>	Acknowledge the importance of key stakeholder involvement and strengthen relationships through recognition and celebration.	<ul style="list-style-type: none"> <li>Organize a recognition event to acknowledge the contributions of LGU representatives and other key stakeholders.</li> <li>Use the event to reinforce the importance of key stakeholder engagement and strengthen relationships with the LGU.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and organize a recognition event to celebrate the contributions of LGU representatives and other key stakeholders.</li> <li>Use the event as an opportunity to showcase successful collaborations and highlight the benefits of key stakeholder engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Budget for organizing the recognition event.</li> <li>Staff time for event planning and coordination.</li> </ul>
				12 months

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## DISCUSSION

Table 1.1.1 shows Internal stakeholders assessed leadership and governance from 3.59 to 3.68, which is indicated as highly implemented. Indicator I3, "Inclusiveness and Diversity," had the highest mean score of 3.68. It highlights internal stakeholders' favorable opinions of the organization's commitment to inclusiveness and diversity. Indicator I7, "Recognition of Contributions," has the lowest mean score among internal stakeholders, at 3.59, but is still classified as "Highly Implemented." It indicates a slightly lower perception of the organization's effectiveness in recognizing contributions, though sentiment remains generally positive. Suggesting that it requires further investigation to determine why it obtained a somewhat lower rating despite an overall favorable assessment. The overall mean score of 3.66, which falls within the "Highly implemented" range, demonstrates the positive evaluation of SBM implementation regarding leadership and governance. To further enhance this implementation, we should build on the strengths highlighted in items I3 and I6, address the shortcomings identified in item I7, and regularly evaluate leadership and governance procedures. Maintaining stakeholder involvement and providing professional development opportunities for leadership roles in SBM is also critical. By following these suggestions, SBM implementation can move forward positively, ensuring that it corresponds with the objectives and effectively serves the school community.

Whang's (2021) findings emphasized the importance of strong collaboration among internal stakeholders, including teachers, parents, and school staff. The principal's role as a leader in SBM involves reinforcing collaboration and integrating opportunities to support the network of school partners and contributors. Furthermore, Acibar (2019) found that school heads attained very satisfactory ratings in school leadership, indicating that internal stakeholders may perceive leadership in SBM positively. It suggests alignment with Whang's emphasis on collaboration and leadership.

On the other hand, external stakeholders' assessments ranged from 2.33 to 2.78, which gave Indicator I3, "Inclusivity and Diversity," the lowest mean score of 2.33, classifying it as "Less Implemented." It suggests a perceived deficiency in stressing inclusivity and diversity compared to internal stakeholders' perspectives. Indicator I1, "Participation in Decision-Making," had the highest mean score of 2.78 among external stakeholders, indicating it is "Implemented." It shows a modest impression of the organization's efficacy in incorporating external stakeholders in decision-making. From seven (7) indicators, four (4), or 57.14%, were assessed as less implemented, and three (3), or 42.86%, were implemented. Several suggestions to address these perceived shortcomings include increased training and support for school leaders, establishing regular feedback mechanisms, clear communication channels, investment in capacity-building initiatives, and promoting a culture of continuous improvement. By implementing these suggestions, educational institutions can improve the perceived effectiveness of leadership and governance within the SBM framework, thereby enhancing overall stakeholder satisfaction and the quality of education delivery.

Internal stakeholders had a high mean score of 3.66 when considering total ratings, indicating a widespread opinion of "Highly Implemented" leadership and governance methods. External stakeholders had a lower overall mean score of 2.49, with most indicators falling into the "Less Implemented" group. Internal stakeholders perceived a high degree of leadership and governance practices, but external stakeholders believed these practices were less evident, particularly in areas such as inclusion and diversity. Although in total, stakeholders assessed leadership and governance 3.08, which means "Implemented", addressing the identified areas may improve governance effectiveness and align business practices with external expectations.

School-based management emphasizes shared decision-making and collaboration among stakeholders, including external ones like community leaders and NGOs. These stakeholders are crucial in shaping schools' leadership and governance practices. In support of the findings, Meador (2019) highlighted the importance of solid leadership in SBM and how it depends on the commitment and effort of principals. Similarly, Whang (2021) emphasized the need for stakeholder collaboration to reinforce SBM. Further, Gonzales (2018) discussed best practices in fostering school-community relations, indicating that involving external stakeholders, such as through general assemblies, enhances leadership and governance in SBM. In addition, Mitrofanova (2004) emphasized the importance of societal support for schools to achieve their educational goals, underscoring the role of external stakeholders in shaping leadership and governance practices.

Green (2017) outlines the pertinent strategies to foster a positive school-community dynamic in line with the results and findings. These methods consist of critical theory, interpretivism, and positivism. School administrators use these methods to connect the school and the community. Leaders should provide services that benefit the community partners and the academic institution fairly.

Another study conducted by Vallejo et al. (2018) assessed public high schools' capacity to form community partnerships. Respondents were schools from Northern Aurora School. According to the study's findings, the principal has the most influence over teachers' motivation to form engaged partnerships with stakeholders. Furthermore, researchers discovered that school administrators' help and networks of support for educators are crucial in assisting faculty members in overcoming obstacles at work.

As such, understanding how effectively governance and leadership structures contribute to the school's success depends on the opinions of internal and external stakeholders regarding implementing school-based management (SBM) in terms of leadership and governance.

Therefore, to effectively implement SBM in leadership and governance, it is imperative to solicit feedback from various stakeholders, utilize multiple data sources, and facilitate collaborative discussions among stakeholders to identify areas of strength, challenges, and opportunities for Improvement. Schools can create more successful leadership practices and governance structures that promote the general success and

well-being of the school community by embracing the opinions of both internal and external stakeholders.

Table 1.1.2 shows that internal stakeholders rated Indicator I1, "Curriculum Design and Development," with a mean score of 3.70, suggesting it is "Highly Implemented." It highlights their assessment of the organization's comprehensive and practical curriculum design strategy. Although Indicator I4, "Alignment with Educational Standards," had the lowest mean score among internal stakeholders (3.56), it remains in the "Highly Implemented" category, indicating a slightly lower perception of alignment with educational standards.

External stakeholders assessed Indicator I1, "Curriculum Design and Development," the highest, with a mean score of 3.00, classifying it as "Highly Implemented." It is consistent with internal stakeholders' opinions, stressing the organization's expertise in curriculum design. However, Indicator I4, "Alignment with Educational Standards," had the lowest mean score among external stakeholders at 2.33, qualifying it as "Less Implemented." It indicates a perceived lack of alignment with educational standards, highlighting an area that requires addressing. The overall mean score, calculated at 2.58, falls within the "Implemented" category, indicating that, on average, stakeholders perceived the implementation of SBM in terms of curriculum and learning as adequately practiced. To address areas needing Improvement, targeted support for less practiced areas, such as items I4 and I5, could be provided, including professional development opportunities for teachers and curriculum enhancements. Implement continuous monitoring and evaluation systems to ensure ongoing alignment with stakeholder expectations, foster collaborative decision-making processes, and promote best practices in curriculum development. Additionally, investing in professional development opportunities for educators can enhance their ability to effectively implement SBM principles in the classroom. By implementing these suggestions, educational institutions can further improve the implementation of SBM in terms of curriculum and learning, leading to improved academic outcomes and stakeholder satisfaction.

Internal stakeholders have a high mean score of 3.65, firmly believing in the "Highly Implemented" curriculum and learning activities. In contrast, external stakeholders have a lower overall mean score of 2.58, indicating a less favorable opinion. The bulk of metrics for external stakeholders fall into the "Implemented" and "Less Implemented" categories, suggesting room for Improvement to meet external expectations.

Two (2) indicators, such as those in I6 and I7, related to reviewing assessment tools and contextualizing assessment, were not included on the SPTAs' questionnaires since they were unrelated to their tasks as parents. School heads and teachers assessed it as "highly Implemented," with a mean score of 3.70 (I6) and 3.69 (I7).

Dare (2022) discussed the principal's role in planning the curriculum system and monitoring curriculum growth and status. Conversely, Principals under SBM are accountable for motivating the school community toward educational goals. In connection with the findings from Moradi (2016), they compared the implementation of SBM in developed countries. As a result, schools that have submitted authority to local councils

and parent-teacher organizations likely impact curriculum decisions. It suggests that internal stakeholders, including teachers, might perceive the impact of SBM on curriculum differently based on their involvement in decision-making.

The involvement of external stakeholders, including community leaders, can significantly influence the development and Improvement of the curriculum within schools. To support the findings, Merlo (2021) mentioned the role of principals in managing curriculum under SBM, highlighting the need for strong leadership. Additionally, Arar (2018) and Wivono (2017) discussed the positive impact of SBM on education quality and outcomes. Also, Gaspar (2022) found a significant relationship between SBM practices and transformational management styles, indicating how leadership influences curriculum and learning outcomes. In addition, Vallejo et al. (2018) evaluated the competence of public high schools in establishing partnerships with the community, suggesting that external stakeholders contribute to curriculum development through active partnerships with schools.

In conclusion, internal stakeholders regard curriculum and learning approaches as quite effective, particularly in curriculum design and development. External stakeholders share a positive outlook but underline the need for progress, particularly aligning with educational requirements. Addressing these issues may improve overall effectiveness and alignment with external expectations in curriculum and learning processes.

Islam (2019) studied several facets of a program-offering entity's (POE) curriculum in Bangladesh using stakeholder feedback. Data analysis reveals that perspectives from different stakeholder groups are consistent regarding assessment domains, including curricular mapping, assessment, and feedback methods. On issues like "program load," the views of students—present and former—differ from those of the academic community.

PSGR Krishnammal College for Women (2020), an independent arts and science college in India, asked its stakeholders for curriculum development and design input. In this regard, PSGRKWCW makes the required accommodations for student, teacher, and stakeholder input replies on institutional processes connected to the curriculum. The primary objective of stakeholder feedback is to gather meaningful data to enhance teaching, learning, assessment, and capacity. One of the most critical components of the teaching and learning process is the curriculum, which requires ongoing and regular evaluation. The curriculum review committee of the institute, which is duly established and meets at the end of each semester, evaluates the compilation of comments received from all stakeholders. Modifications are proposed in the Board of Studies meeting following a thorough input examination. The changes required are implemented based on the BOS members' recommendations. Meanwhile, this study demonstrates how school administrators actively participate in implementing school-based management, valuing stakeholder feedback, and cultivating a feeling of ownership.

Table 1.1.3 shows that internal stakeholders highly rate Indicator I4 "Continuous Improvement Processes" with the highest mean score of 3.86, classifying it as "Highly Implemented." It indicates a strong commitment to continuous improvement processes within the organization, emphasizing an ongoing enhancement culture. Indicator I3,

"Accountability Measures," had the lowest mean score among internal stakeholders, at 3.59, although it is still classified as "Highly Implemented." It indicates a slightly weaker perception of accountability measures; however, the overall attitude remains positive.

On the other hand, external stakeholders evaluate Indicator I4, "Continuous Improvement Processes," as the highest-rated, with a mean score of 2.78, classifying it as "Implemented." While this suggests a reasonable opinion, there is a considerable difference compared to internal stakeholders. Indicator I3, "Accountability Measures," had the lowest mean score among external stakeholders, 2.67, and is classified as "Implemented," indicating a perceived need for Improvement in accountability measures.

Internal stakeholders have a high mean score of 3.70, indicating widespread acceptance of "Highly Implemented" accountability and improvement procedures. It is encouraged to build on identified strengths, address areas of concern, and promote transparency and continual evaluation to improve implementation. Furthermore, offering adequate resources and support for accountability and improvement projects might help them become more effective and sustainable. Prioritizing these proposals maximizes SBM's impact on accountability and Improvement, resulting in improved educational outcomes and stakeholder satisfaction. In contrast, external stakeholders had a lower overall mean score of 2.69, reflecting a less positive attitude. All indicators for external stakeholders are in the "Implemented" category, indicating areas that may need improvement to meet external expectations. To build on this positive perception, consider implementing continuous evaluation mechanisms, improving communication channels to ensure transparency, encouraging data-driven decision-making, investing in capacity-building initiatives, and establishing feedback mechanisms to foster continuous Improvement. These guidelines can help educational institutions strengthen their SBM implementation, resulting in better outcomes and stakeholder satisfaction.

Internal stakeholders believe accountability and improvement techniques, particularly continuous improvement processes, are highly effective. External stakeholders exhibit a positive attitude but emphasize improvement areas, particularly accountability measures and constant development, to align with internal perceptions and expectations. In general, stakeholders assessed accountability and continuous improvement as 3.20 or Implemented, yet addressing the identified issues may increase overall effectiveness and alignment with external expectations in accountability and improvement initiatives.

Maca's (2019) study underscored the significance of transparency in the conduct of school heads during SBM, which fostered increased levels of collaborative practices, supporting the findings. It indicates that internal stakeholders positively perceive accountability when transparency is maintained. Alvarado (2019) found out that school principals faced constraints in SBM compliance due to limited managerial competencies and insufficient training. It may affect internal stakeholders' perceptions of accountability if they perceive gaps in the school head's ability to implement SBM effectively.

External stakeholders, such as community leaders, play a vital role in holding schools accountable and driving continuous improvement under SBM.

Tacay (2022) highlighted the goal of SBM to foster Improvement in teaching-learning outcomes, indicating the importance of accountability and Improvement. Additionally, Bhuiel (2021) examined the impacts of SBM on school development and Improvement, emphasizing the role of principals in motivating teachers and fostering collaboration with external stakeholders. Green (2017) highlights the significance of fostering positive school-community relations by emphasizing equitable services for both entities. This approach ensures mutual accountability and Improvement, effectively meeting the needs of both the school and the community. By prioritizing equity in providing services, schools can strengthen their ties with the community and enhance collaboration, ultimately leading to better outcomes for all involved parties.

According to Driscoll (2022), principals who are passionate and committed to improving the educational system must deliver high-quality school-based management services to see real progress in their institutions. To succeed in school-based management and academic leadership, principals must exhibit various values and qualities that characterize excellent leadership. These qualities include being trustworthy and powerful, connecting, communicating, working together, and being upbeat.

In De la Fuente's (2022) study, he provided evidence that schools can effectively address the needs and demands of their student body and their learning communities by implementing the SBM. The school head addresses the need for improved learning outcomes before implementing the School-Based Management System. School heads operating under the SBM system possess extensive training and skills in educational leadership, stakeholder engagement, school planning and intervention, resource management, and project supervision. Republic Act 9155, sometimes called the Governance of Basic Education Act, also serves as one of the legal pillars supporting the school-Based Management System. According to Macadatar (2020), this act stipulates that a school head must oversee the institution and have authority, accountability, and responsibility for achieving better learning outcomes and accomplishments. The school head's duties under the SBM system include managing the school and providing instructional leadership, assessing the instructors' work, and encouraging effective student learning outcomes, among other things.

To fulfill these SBM roles and responsibilities correctly and effectively, the head of the school must have six essential leadership traits. These include having a clear vision and being knowledgeable, approachable, and open. Additionally, competent school administrators ensure that staff members and professionals have technical support and are eager to promote the empowerment of individuals, the student body, and other stakeholders.

In table 1.1.4 Internal stakeholders consistently viewed the procedures as “Highly Implemented”, with average scores ranging from 3.61 to 3.68. This uniformity shows a strong internal consensus on the effective implementation of SBM in the context of management and resource allocation, demonstrating that the approach has been well-

welcomed by internal stakeholders. The highest mean score of 3.68 interpreted as “Highly Implemented”, assigned to I5, indicates a very strong endorsement from one subset of internal stakeholders.

External stakeholders, on the other hand, vary in their assessments of the activities, describing them as "Implemented" with mean ratings ranging from 2.44 to 2.89. The lowest mean score of 2.44 interpreted as “Less Implemented”, assigned to I1 and I3, shows a less cheerful outlook than the highest mean score of 2.89 as “Implemented”, supplied by I4. This suggests that specific areas or features of SBM linked to management and resources may need to be improved or aligned with the expectations of certain external stakeholders.

The overall mean score of 2.62 for external stakeholders shows credence to the notion that practices are classified as "Implemented." Overall, internal stakeholders have a strong and consistent positive perception. In contrast, external stakeholders have a generally positive outlook with some variations in specific aspects of management and resources that require targeted improvement.

The results are supported by the fact that school-based administration is a difficult, demanding, and complex profession. Latorilla (2018) aimed to provide significant ideas and expertise in the pursuit of supporting the strengthening of the school-based management system. The concurrent mixed technique of research was used in this study. The thirty pre-selected school heads, ten from central schools, and twenty from non-central schools within a division were the respondents. The findings demonstrated that most of the study's school heads firmly agreed on the value, usability, and comprehensiveness of the school-based management system. However, the respondents also mentioned that one of the main obstacles to SBM's adoption is the time-consuming processes that are involved in its many different sectors. The respondents also mentioned a lack of funding support for SBM programs and limited expertise in recording proof of SBM accomplishments.

The results support the research of Alvarado (2019), who investigated the barriers to public school administrators' compliance with school-based management. The study examined how RA 9155-mandated school principals manage the difficulties and limitations associated with implementing SBM. A descriptive-normative research design was used in the study. The fifty randomly chosen principals from the public schools in Southern Leyte served as the study's informants. The Performance Appraisal System for School Administrators, modified, was used to collect the data. The results demonstrated that the respondents' administrative competencies in SBM were found to be inadequate, in addition to their implementation of a range of educational programs. This resulted from inadequate training in SBM domains and initiatives.

In assessing the implementation of School-Based Management (SBM) regarding the management of resources, both internal and external stakeholders play crucial roles, each offering unique perspectives and insights.

Overall, both internal and external stakeholders' assessments of resource management in SBM implementation are essential for ensuring that resources are effectively utilized to support the educational needs of students and promote school improvement. By engaging in dialogue, collaboration, and ongoing evaluation, schools can address stakeholders' concerns and optimize resource management practices to enhance teaching and learning outcomes.

Based on these assessments, recommendations for improvement may include refining communication and collaboration between internal and external stakeholders, addressing perception gaps through dialogue and feedback mechanisms, and continuing to invest in capacity-building and resource management initiatives to strengthen SBM implementation across all components. Overall, the tables showed a good impression of SBM implementation, with opportunities for targeted development to guarantee continuing effectiveness and alignment with stakeholder expectations.

Contrary to the positive findings highlighted in the overview of SBM implementation, the study conducted by Ubongen (2022) raises concerns about the managerial competencies of school principals in Southern Leyte. The findings revealed limitations in managerial competencies, particularly in implementing various school programs under SBM. This suggests that despite the emphasis on empowering school leaders through SBM, challenges related to skills development and resource management may hinder effective implementation.

Similarly, Alvarado (2019) explored constraints on SBM compliance among public school principals, revealing limitations in managerial competencies and insufficient training on SBM areas and projects. This underscores the importance of addressing capacity-building initiatives to enhance the effectiveness of SBM implementation, particularly in empowering school leaders with the necessary skills and competencies to navigate complex educational landscapes. Furthermore, De Luna (2021) identified challenges and complexities in SBM implementation, particularly regarding the equal participation of all school professionals and community members. This suggests that while SBM aims to decentralize decision-making and empower stakeholders, challenges related to inclusivity and participation may hinder its effectiveness, highlighting the need for fostering collaborative practices and addressing barriers to engagement.

Overall, while SBM holds promise for improving school systems and fostering stakeholder engagement, addressing challenges related to managerial competencies, inclusivity, and capacity building is crucial for ensuring its successful implementation and sustainability

Assessing the implementation of School-Based Management (SBM) requires considering the perspectives of both internal and external stakeholders, each bringing unique insights and expectations to the evaluation process. Internal stakeholders, such as teachers, administrators, students, and parents, offer firsthand experience and a deep understanding of the day-to-day operations and challenges within the school. Their assessments often focus on the practical aspects of SBM, such as its impact on teaching practices, student outcomes, and school culture. In contrast, external

stakeholders, including government officials, community members, and educational experts, provide a broader perspective, often emphasizing the alignment of SBM with academic policies and goals at the regional or national level. Their assessments may also consider the broader societal impact of SBM, such as its role in promoting equity and inclusivity in education. Understanding and reconciling the differences in evaluation between these two groups is crucial for understanding the effectiveness of SBM and informing future policy and practice.

Table 1.1.5 The Mann-Whitney U Test results in Table 1.15 show a substantial variation in how internal and external stakeholders evaluate School-Based Management (SBM) implementation across several domains. Leadership and Governance, Curriculum and Learning, Accountability and Improvement, and Resource Management all had p-values lower than the standard significance level of 0.05. As a result, the null hypothesis, which states no significant difference between internal and external stakeholders' assessments, is rejected for all these aspects in the Tests of Normality. It implies a statistically significant difference in perceptions of SBM implementation between the two stakeholder groups.

The Mann-Whitney U Test interpretation emphasizes identifying and correcting these inconsistencies to improve alignment and satisfaction among internal and external stakeholders throughout SBM implementation. Leadership and governance, curriculum and learning, accountability and Improvement, and resource management are all critically important aspects of school-based management (SBM) methods. Studies continually highlight the critical significance of these components in successfully implementing SBM efforts. Leadership and governance lay the groundwork for effective school decision-making and strategic planning. SBM revolves around curriculum and learning, driving educational outcomes and student accomplishment gains. Accountability and continuous improvement systems promote openness, evaluation, and Improvement of school performance. Meanwhile, sound resource management is critical for allocating resources to support teaching and learning activities. These components collectively create the environment of SBM implementation, underlining the vital need for careful consideration and integration within education.

As a result, differences between internal stakeholders (teachers, staff, and administrators) and external stakeholders (government agencies, parents, and community members) regularly emerge when assessing the use of school-based management (SBM). Various factors, such as varied expectations, degrees of involvement, and priorities, contribute to these disparities.

To address these disparities, internal and external stakeholders must communicate effectively, collaborate, and understand one another. When implementing SBM, educational institutions must participate in meaningful conversations with all stakeholders, incorporate them into decision-making processes, and stress accountability and transparency. Recognizing and embracing a variety of opinions can help schools improve their ability to satisfy the needs and expectations of all stakeholders, resulting in better educational outcomes.

To support the findings, Villar (2021) analyzed the significant relationship between the styles employed in support of school-based management and the level of school climate in the public elementary schools in the Division of Quezon City. The study made use of the descriptive-correlational method of research. The respondents, comprised of this division's school heads and teachers, were randomly selected. Moreover, the researcher used the ordinary least squares statistical test for data treatment and analysis. The study results showed that most respondents highly agreed and perceived that social support was the most vital element to define the success of school-based management for school heads. However, physical resources were the principal respondents' most insufficient and problematic area of SBM.

Furthermore, Gaspar (2022) determined the significant relationship between school leaders' transformational management philosophies and SBM practices. The study included the descriptive-correlational research methodology. The respondents were Congressional District I-B public school heads. The findings demonstrated a positive association between the school heads' attendance at training and their school-based management strategies. Additionally, a strong correlation appeared between the respondents' transformational management abilities—such as romantic influence and intellectual stimulation—and the SBM performance of school leaders.

Conversely, another study by Ubongen (2022) examined the impact of school heads' SBM practices on teachers' instructional ability. The survey included the descriptive-correlational method. The data came from the chosen school heads of the public schools in the Province of Sarangani's Kiamba District. The findings demonstrated how closely the respondents observed the five SBM components. Along with the school leaders, stakeholders' involvement, school improvement process, school-based resources, and performance accountability, the principals showed high SBM abilities upon evaluation.

## **1.2 Assessment of SBM Implementation through SWOT Analysis**

In the dynamic landscape of educational governance, understanding the intricacies of School-Based Management (SBM) implementation is paramount for fostering effective learning environments. As stakeholders engage in the assessment of SBM initiatives, it becomes evident that their perspectives, experiences, and insights serve as invaluable assets in shaping educational policies and practices. However, to truly harness the potential of stakeholder feedback and propel educational institutions toward success, it is essential to complement these assessments with a structured analysis. One such indispensable tool in strategic planning is the SWOT Analysis, which systematically evaluates the Strengths, Weaknesses, Opportunities, and Threats inherent in SBM implementation. By conducting a SWOT Analysis following stakeholder assessments, educational leaders can gain deeper insights into the internal dynamics and external factors influencing SBM, thereby empowering them to make informed decisions, capitalize on strengths, address weaknesses, seize opportunities, and mitigate threats to enhance the overall effectiveness and sustainability of SBM initiatives.

Table 1.2 shows the SWOT analysis, which evaluates the internal strengths and weaknesses and the external opportunities and threats of the proposed strategic management plan for school-based management (SBM). This analysis focuses on four distinct combinations:

The S-O (Strengths-Opportunities) scenario envisions leveraging internal strengths such as successful communication campaigns and stakeholder workshops to capitalize on possibilities such as improved collaboration with local government and technical improvements. In contrast, the S-T (Strengths-Threats) combination focuses on leveraging internal strengths to fight external threats, such as opposition to change and budget limits, by stressing positive outcomes and incorporating technology-driven solutions. Meanwhile, the W-O (Weaknesses-Opportunities) perspective emphasizes Addressing internal weaknesses, such as low involvement and inadequate resource allocation, to capture increased collaboration and communication opportunities effectively. Finally, in the W-T (Weaknesses-Threats) scenario, the strategy entails overcoming internal weaknesses to minimize external threats, such as opposition to change and financial constraints, by implementing defensive measures such as increased involvement and strategic resource allocation. Over the following six years, the SBM plan aspires to maximize its efficacy by strategically utilizing strengths, fixing weaknesses, and deploying proactive and defensive actions.

The literature and studies about the SWOT analysis of the proposed strategic management plan for School-Based Management (SBM) provide valuable insights into its implementation, challenges, and outcomes. One key aspect highlighted is the pivotal role of school principals in driving SBM success through effective leadership and management practices, as supported by Meador's (2019) and Merlo's (2021) studies. These studies emphasized the importance of principals in leadership, curriculum management, and teacher evaluation, aligning with the SWOT analysis's emphasis on effective school leadership.

Additionally, the SWOT analysis underscores the significance of visionary leadership and stakeholder collaboration for successful SBM implementation. Dowdy (2018) and Whang (2021) offer empirical support, emphasizing the need for visionary leaders with practical communication skills and strong collaboration among stakeholders to foster a positive SBM environment.

Moreover, the analysis suggests that the effectiveness of SBM can significantly impact student outcomes, with school leaders playing a central role. Lyons (2018) provides empirical evidence supporting this assertion, highlighting the influence of school-based management competence on teachers' working conditions and students' academic achievement.

Furthermore, the SWOT analysis references Republic Act 9155 as a legal foundation for SBM, highlighting the policy framework supporting decentralization and school autonomy. Macadatar (2020) elaborates on this legal framework, reinforcing the SWOT analysis's reference to RA 9155 and its implications for school leadership and management.

Lastly, the analysis acknowledges challenges and constraints in SBM implementation, such as limited managerial competencies and financial support. Alvarado (2019) supports this identification of challenges, providing empirical evidence for school leaders' constraints in effectively implementing SBM initiatives. These connections underscore the importance of effective leadership, collaboration, and policy frameworks in successful SBM implementation while acknowledging the challenges that address it.

## **2. Feedback of Stakeholders in the Four Core Areas of SBM Implementation**

### **2.1 Leadership & Governance**

In figure 4, "Leadership and Governance" takes center stage, highlighting its pivotal role in school management. This theme encompasses various leadership aspects, decision-making processes, and organizational structures. Surrounding this central theme is "Community Collaboration and Engagement," emphasizing the importance of stakeholder involvement. Linked closely are "Transparency and Communication," critical for effective engagement. Adjacent to leadership is "Leadership Training and Development," stressing ongoing learning for school leaders. "Shared Leadership and Governance" underscores collaborative decision-making, while "Plan Review and Adaptation" and "Program Planning and Coordination" emphasize iterative processes and structured implementation, respectively.

#### **2.1.1 Community Collaboration and Engagement**

Community collaboration and engagement in the context of education involves actively involving stakeholders such as parents, students, teachers, administrators, and community members in decision-making processes, planning, and implementation of school initiatives. It encompasses participatory decision-making, consultation, partnerships, resource sharing, involvement in school activities, and transparent communication. By fostering a sense of ownership, shared responsibility, and mutual respect within the school community, community collaboration and engagement contribute to improved student outcomes, enhanced accountability, and the overall success of schools. Feedback from stakeholders highlights the importance of collaborative efforts in crafting inclusive plans that address the needs and aspirations of all parties involved.

As one of the respondents said, *"The school collaborated closely with stakeholders and the community to craft a comprehensive school development plan that addresses the needs and priorities of all involved parties."*

Similarly, other respondents said, *"Aktibo kaming nakilahok sa paaralan sa pagbuo ng plano para sa pag-unlad, tiyak na kinikilala nito ang tunay na pangangailangan ng aming pamayanan."* ("We actively participate in school in formulating plans for development, which definitely recognizes the genuine needs of our community.")

SBM emphasizes the involvement of stakeholders, including parents, teachers, students, and community members, in decision-making processes regarding school governance and development plans. This collaborative approach ensures that the needs and aspirations of all parties are considered. According to a study by UNESCO, "Involving communities in school management is a key strategy for school improvement. When parents, teachers, students, and community members work together, schools are more likely to be responsive to local needs and to succeed in their mission to educate children" (UNESCO, 2005).

Fullan (2003) discussed the importance of engaging stakeholders in school leadership and decision-making processes. He emphasizes that successful school improvement efforts require the active involvement of the entire school community, including teachers, parents, students, and community members.

Meanwhile, respondents said, *"Stakeholders were consulted but not all concerns were addressed."*

Likewise, another respondent, said *"Nakikita namin ang pagpapabuti ng plano ng paaralan ngunit maaaring kailanganin pa itong palawakin upang masaklaw ang iba pang mga opinyon at ideya ng mga stakeholders."* ("We see the improvement of the school's plan, but it may need to be expanded to encompass the opinions and ideas of other stakeholders.")

Involving stakeholders in decision-making ensures that diverse perspectives are considered, leading to more comprehensive and inclusive plans. However, it's important to address all concerns raised during the collaboration process to foster a sense of ownership and commitment among stakeholders.

While there are strengths such as collaborative plan development and clear role delineation, areas needing Improvement include responsiveness to emerging needs, stakeholder engagement in policy formulation, and consistency in information sharing. Addressing these areas could foster greater transparency, inclusivity, and collaboration within the school community.

Empowering stakeholder engagement and decision-making is essential for cultivating a positive school environment, as highlighted by Whang (2021). Dare (2022) and Lyons (2018) stress the influence of school leaders' behavior and values on SBM success and overall school performance. By fostering stakeholder collaboration, SBM promotes inclusivity and transparency, aligning with the imperative for stakeholder engagement in policy formulation.

Furthermore, SBM enhances responsiveness and transparency in addressing emerging needs, as Driscoll (2022) and De la Fuente (2022) noted. This approach allows schools to respond to learning needs and addresses areas requiring Improvement accurately. Moreover, when effectively executed by school leaders, SBM promotes educational quality and autonomy, as evidenced by Nollora (2021) and Papa (2022). The alignment of SBM with legal frameworks, such as Republic Act 9155, underscores the

importance of decentralized decision-making in achieving higher learning outcomes and ensuring leadership accountability, as articulated by Macadatar (2020) and De Jesus (2022).

### **2.1.2 Plan Review and Adaptation**

SBM encourages regular review and adaptation of school plans based on feedback and changing circumstances. This iterative process allows schools to remain responsive to emerging needs, challenges, and opportunities.

According to a respondent, *"Regular reviews of the developed plan are conducted, with adjustments made promptly to address emerging needs, challenges, and opportunities, reflecting the school's commitment to continuous improvement."*

Similarly, another respondent said, *"Feedback-driven refinements enhance plan effectiveness"*

Meanwhile, a respondent from the external stakeholders said

*"May ilang mga hakbang ang paaralan sa pag-evaluate ng plano, ngunit kailangan pa ng mas malawak na pakikisangkot ng mga stakeholder upang mapanatili itong epektibo."*

("The school takes several steps in evaluating the plan, but broader involvement of stakeholders is needed to maintain its effectiveness.")

A report by the World Bank states, "Regular monitoring and evaluation of the school improvement plan are essential for its success. Schools should conduct periodic reviews to assess progress, identify challenges, and make necessary adjustments" (World Bank, 2018). Moreover, Sergiovanni (2005) emphasizes the importance of continuous improvement in school leadership and governance. He argues that effective leaders are responsive to feedback and willing to adapt their plans and strategies to meet the evolving needs of their school communities.

The success of School-Based Management (SBM) hinges on collaborative practices among various stakeholders within the educational community. As Meador (2019) and Merlo (2021) noted, principals play a pivotal role in orchestrating SBM efforts encompassing educational leadership, teacher evaluation, and disciplinary management. Dowdy (2018) emphasized the necessity for visionary leadership and practical communication skills among school leaders, underscoring their immersion in day-to-day SBM tasks.

### **2.1.3 Shared Leadership and Governance**

Shared leadership and governance refer to a collaborative approach to decision-making and management within an organization or community. It involves distributing authority, responsibilities, and decision-making power among multiple individuals or groups, rather than concentrating it solely in the hands of a few leaders. This approach

fosters inclusivity, transparency, and collective ownership of goals and outcomes, ultimately leading to more effective and sustainable solutions.

According to a respondent. *"The school effectively establishes a clear organizational structure that fosters shared leadership and governance, ensuring that decision-making processes are inclusive and participatory."*

Additionally, a respondent stated, *"Collaborative governance structures in place fostering shared leadership."*

Meanwhile, according to an external stakeholder,

*"May mga simula ng mga hakbang mula sa paaralan tungo sa pagsasamang pamumuno, ngunit may mga pagkukulang pa sa implementasyon at pagpapatupad."*

("There are initial steps taken by the school towards shared leadership, but there are still deficiencies in implementation and execution.")

SBM promotes shared leadership and governance structures where decision-making responsibilities are distributed among various stakeholders. This fosters a sense of ownership and accountability within the school community. In their research, Mulford and Silins (2003) emphasize the importance of shared leadership in SBM, stating that "Effective school leadership is not the province of one person but is distributed among teachers, administrators, parents, and students." Furthermore, Harris (2008) explores various perspectives on distributed leadership in education, highlighting its benefits for school improvement. He discusses how shared leadership can empower teachers, parents, and students to take on leadership roles and contribute to decision-making processes.

The findings from the provided studies shed light on the crucial role of stakeholders, particularly local government units (LGUs), in the context of school-based management (SBM) and its implications for leadership and governance. Vallejo et al. (2018) underscored the pivotal role of principals in fostering collaboration between schools and external stakeholders, highlighting their importance in motivating teachers to develop active partnerships with stakeholders, including LGUs. It emphasizes the significance of effective leadership in establishing and maintaining strong connections with the broader community to support school initiatives.

Additionally, Bakwai's (2013) assessment of school-community relations skills among public high school principals revealed a proactive approach among many principals in enhancing connections with the community. Strategies such as community visits and recognition of active stakeholders indicate an acknowledgment among school leaders of the importance of fostering strong ties with the community, including local government entities, to bolster school initiatives and programs.

#### **2.1.4 Transparency and Communication**

Transparent communication channels between the school and its stakeholders are crucial for accountability and trust-building. Regular sharing of progress updates and feedback sessions fosters transparency and inclusivity.

According to a respondent,

*"Regular dialogues with stakeholders empower them to contribute meaningfully to policy formulation, ensuring that community initiatives remain relevant and responsive to evolving needs."*

Additionally,

*"Engaging stakeholders in dialogue fosters a culture of transparency and accountability, enhancing trust and collaboration within the school community."*

However, external stakeholders stated

*"Feedback sessions should be conducted more consistently to ensure inclusivity."*

Also, another stakeholder said,

*"Hindi gaanong aktibo ang pagbabahagi ng impormasyon sa progreso ng edukasyon sa paaralan, kung kaya't marami sa komunidad ang hindi lubos na nakakaalam sa mga pangyayari."*

*("The sharing of information on educational progress within the school is not very active, which is why many in the community are not fully aware of the events.")*

SBM emphasizes transparent communication channels between the school and its stakeholders to ensure accountability and foster trust. Regular sharing of progress updates and feedback sessions promotes transparency and inclusivity. There must be a continuous communication for strengthening collaboration and partnerships. Feedback from the stakeholder shows that there are challenges in ensuring consistent and inclusive communication practices. According to a study by Datnow and Hubbard (2002), "Transparency and open communication are essential components of successful school-based management. Schools that engage in regular dialogue with stakeholders are more likely to build trust and collaboration within the community.". Moreover, Bryk and Schneider (2003) discuss the importance of trust in fostering effective communication and collaboration within schools. They argue that transparent communication builds trust among stakeholders and creates a positive school culture conducive to improvement.

Furthermore, Okog & Abraham (2019) delve into the competence of schools in managing school-community relations, emphasizing the management skills of principals in dealing with school staff and engaging in school-community relations programs. Their analysis suggests that effective leadership in SBM extends beyond internal management to active engagement with external stakeholders such as LGUs, indicating the need for school leaders to cultivate relationships beyond the school gates for holistic school development.

Furthermore, Hassan et al.'s (2013) analysis highlights the reciprocal relationship between community involvement and school-community relations, emphasizing the importance of collaboration between schools and their communities, including LGUs, in fostering positive interactions and support systems. These studies collectively underscore the critical role of effective leadership and collaboration with external stakeholders in SBM. School leaders can enhance governance practices by fostering strong partnerships and engagement with the community, including LGUs, ultimately contributing to improved school outcomes and student achievements

### **2.1.5 Leadership Training and Development**

Leadership and training are intertwined aspects of personal and organizational development, essential for cultivating effective leaders and fostering continuous improvement. Leadership entails guiding, inspiring, and empowering individuals or teams to achieve common goals, while training involves imparting knowledge, skills, and competencies necessary for fulfilling leadership roles effectively. Through structured training programs, individuals can enhance their leadership abilities, including communication, decision-making, and problem-solving skills. Effective leadership, in turn, enables organizations to navigate challenges, inspire innovation, and drive success. Therefore, the symbiotic relationship between leadership and training is pivotal in cultivating capable leaders and ensuring organizational growth and resilience.

SBM advocates for long-term programs aimed at training and developing school and community leaders. Investing in leadership capacity building ensures that stakeholders have the necessary skills to contribute effectively to school governance and improvement efforts.

According to the respondent,

*"The school consistently implements long-term programs aimed at addressing the training and development needs of both school and community leaders, fostering continuous growth and improvement."*

Additionally, *"The school organizes diverse, impactful programs for continuous development."*

Meanwhile, according to another stakeholder, *"The school occasionally addresses leadership training needs."* Furthermore, according to a respondent, *"Limited leadership programs hinder community progress."*

This shows that there is an implementation of long-term programs addressing the training and development needs of school and community leaders but needs strengthening and improvement. Stakeholders must be informed and well-trained and equipped with skills needed in the implementation of the program to ensure the success of its implementation. There should be consistent programs for continuous growth and community engagement. Challenges with limited investment in leadership capacity building and coordination can also be conveyed from the stakeholder's feedback.

In a report by the OECD (2016), it is recommended that "Schools should provide ongoing professional development opportunities for teachers, administrators, and community members involved in school governance. Leadership training programs can enhance the effectiveness of school-based management initiatives." Additionally, Leithwood and Sun's (2012) meta-analysis examines the effects of transformational leadership on various outcomes, including teacher learning and student achievement. They emphasize the importance of investing in leadership development to enhance school effectiveness and student success.

### **2.1.6 Program Planning and Coordination**

Program planning and coordination involve systematically designing, organizing, and implementing initiatives to achieve specific goals. It includes identifying needs, setting objectives, allocating resources, and bringing together stakeholders to collaborate efficiently. Effective planning and coordination ensure seamless execution and maximize impact.

According to one of the school heads,

*"The school consistently organizes meetings and forums to share updates and gather feedback on the progress of the education program, fostering transparency and collaboration."*

Similarly, another stakeholder, stated that *"Regular sharing of progress updates enhances transparency and engagement."*

However, a respondent said,

*"The school occasionally conducts sessions to share updates on the education program's progress and gather feedback from stakeholders, promoting transparency and continuous improvement."*

Another stakeholder stated that

*"Napansin namin na ang SPTA ay hindi gaanong aktibo o hindi kasangkot sa proseso ng pagbuo ng plano ng paaralan."*

*(We noticed that the SPTA (School Parent-Teacher Association) is not very active or involved in the school development planning process.)*

Moreover, an external stakeholder emphasized that

*"May mga hakbang ang paaralan upang magkaroon ng mga programa para sa pagsasanay ng mga lider, ngunit kailangan pa itong palawakin at palakasin upang masaklaw ang lahat ng sektor ng komunidad."*

*("The school takes steps to have programs for the training of leaders, but it needs to be expanded and strengthened to encompass all sectors of the community.")*

This clearly shows that efforts to establish diverse and impactful programs for continuous development. There is also need for better planning and coordination to strengthen leadership programs and create opportunities for expanding and enhancing programs to encompass all sectors of the community. SBM necessitates effective planning and coordination of programs to address the diverse needs of the school community. Establishing clear goals and coordinating efforts ensures that leadership programs are impactful and inclusive. According to a study by Leithwood and Mascall (2008), "Effective program planning and coordination are essential for the success of school-based management initiatives. Schools should develop comprehensive plans that align with their vision and goals, and coordinate efforts across all stakeholders to ensure implementation success." Likewise, Spillane et al (2001) discuss the distributed nature of school leadership and the importance of collaboration and coordination among leaders. They argue that effective program planning requires shared responsibility and a collective focus on achieving common goals.

Additionally, Bakwai's (2013) assessment of school-community relations skills among public high school principals revealed a proactive approach among many principals in enhancing connections with the community. Strategies such as community visits and recognition of active stakeholders indicate an acknowledgment among school leaders of the importance of fostering strong ties with the community, including local government entities, to bolster school initiatives and programs.

Furthermore, Hassan et al.'s (2013) analysis highlights the reciprocal relationship between community involvement and school-community relations, emphasizing the importance of collaboration between schools and their communities, including LGUs, in fostering positive interactions and support systems. These studies collectively underscore the critical role of effective leadership and collaboration with external stakeholders in SBM. School leaders can enhance governance practices by fostering strong partnerships and engagement with the community, including LGUs, ultimately contributing to improved school outcomes and student achievements.

## **2.2 Curriculum and Learning**

Figure 5 provides a visual representation of the interconnectedness of these themes, with "Curriculum and Learning" serving as the focal point. Each theme contributes to the overall goal of enhancing educational outcomes and student learning experiences within the SBM framework.

### ***2.2.1 Inclusive Curriculum Design and Planning:***

It emphasizes the importance of designing a curriculum that caters to the diverse needs of students, ensuring inclusivity and equity in education. Stakeholders recognize the meticulous planning and refinement processes involved in curriculum development, which involve regular consultations with educators, parents, and community members.

According to one of the school heads,

*"The curriculum is meticulously designed and refined to address the diverse development needs of every learner within our school community, ensuring inclusivity and equity in education."*

Additionally, another respondent stated that

*"May mga hakbang na isinagawa ang paaralan upang mas mapalapit ang edukasyon sa pang-araw-araw na buhay ng mga mag-aaral"*

*("The school has taken steps to make education more relevant to the daily lives of students.")*

This aligns with the principle of SBM as state in DepEd order No. 83, series of 2012 which states that the community and learners' context and aspirations anchor the curriculum and learning systems, which are collaboratively developed and continuously improved. According to Marzano and Waters (2009), effective curriculum design acknowledges the diversity of learners and provides opportunities for differentiated instruction. This inclusive approach fosters student engagement and academic success.

The comprehensive analysis of the findings revealed significant insights into the multifaceted dynamics of school-based management (SBM), particularly concerning curriculum and learning aspects. A prominent finding across the studies is the indispensable role of school leaders, notably principals, in driving the successful execution of SBM initiatives. Meador (2019) and Merlo (2021) both emphasized the pivotal importance of educational leadership, encompassing tasks such as teacher evaluation and curriculum management, in realizing the objectives of SBM. These findings highlight the centrality of effective leadership in steering SBM toward its intended goals.

Moreover, the success of SBM initiatives in curriculum development depends on the commitment and engagement of school leaders in day-to-day tasks, as emphasized by Dowdy (2018). Principals set strategic directions, assess teaching methods, monitor learning achievements, and encourage parental involvement. Whang (2021) stresses the importance of fostering stakeholder collaboration to create a positive school environment conducive to effective curriculum development and implementation. The integration of opportunities to support the network of school partners, as Whang advocates, reinforces the inclusive and transparent nature of SBM, aligning with the varied perspectives provided by school heads, teachers, and SPTAs.

### **2.2.2 Community-Centered Curriculum Integration**

Community-driven curriculum integration involves a collaborative approach to education that incorporates local knowledge, values, and needs into the curriculum design process. By engaging community members as active participants in shaping educational content and experiences, this approach aims to create a more relevant, culturally responsive, and inclusive learning environment. It recognizes the importance of

honoring diverse perspectives, fostering community ownership, and empowering learners to connect their studies to real-life contexts and challenges.

According to one of the stakeholders,

*"The curriculum is designed to incorporate local context and community experiences, ensuring relevance and application to real-life situations through partnership with local organizations."*

Likewise, another respondent said that

*"Collaborative efforts between school and community stakeholders result in the creation of engaging learning materials and activities that promote creative thinking and problem-solving skills."*

However, a stakeholder stated that

*"School strives to align curriculum with community life, but there's room for improvement in actively involving community members in curriculum design and evaluation."*

Additionally,

*"May mga hakbang na isinagawa ang paaralan upang tiyakin na may kinatawan ang komunidad sa pagbuo ng mga paraan at materyales sa pagtuturo, ngunit kailangan pang mas palakasin at paigtingin ang ugnayan at kooperasyon."*

*("The school has taken steps to ensure community representation in the development of teaching methods and materials, but there is a need to strengthen and enhance cooperation and collaboration.")*

*"There's room for improvement in community engagement efforts to maximize the impact on learners' awareness and practice of good citizenship."*

Feedback on curriculum and learning sheds light on curriculum development and implementation, revealing varying levels of agreement or concern. There are initiatives in integrating real-life situations but needs to broaden community representatives in curriculum design and evaluation. It also indicates room for improvement in community engagement to maximize its impact in curriculum.

Integrating community values and experiences into the curriculum enhances its relevance and applicability to students' lives. By incorporating local context and perspectives, schools can create more meaningful learning experiences that resonate with students. A study by Brouwer et al. (2016) emphasizes the importance of community involvement in curriculum development. Engaging community members ensures that the curriculum reflects the cultural, social, and economic realities of the local context, promoting authentic learning experiences.

According to Cuttillon (2021), primary education in the Philippines aims to help students reach their full potential by instilling a love for their country, correct values, and developing skills and academic competency, all essential aspects of nation-building.

### **2.2.3 Stakeholder Engagement in Curriculum Development**

Stakeholder engagement in curriculum development is crucial for ensuring that the curriculum meets the diverse needs of students and promotes meaningful learning experiences. While there are collaborative efforts between school and community stakeholders, there's a need for broader representation and active involvement to enhance the effectiveness of educational initiatives.

According to one of the respondents,

*"Collaborative efforts between school and community stakeholders result in the creation of engaging learning materials and activities that promote creative thinking and problem-solving skills."*

Similarly, *"Technology experts collaborate with educators to integrate digital tools into the learning process."*

Meanwhile, other stakeholders stated that

*"Mayroong limitadong koordinasyon at pakikipagtulungan ng mga guro at mga kinatawan ng paaralan sa pagpili at pagpapalano ng mga araling naaayon sa mga pangangailangan ng mag-aaral."*

*("There is limited coordination and collaboration between teachers and school representatives in selecting and planning lessons tailored to students' needs.")*

Additionally, *"Mayroong limitadong koordinasyon at komunikasyon sa pagitan ng paaralan at komunidad sa pagtukoy at pagpapalano ng mga aspeto ng kurikulum naaayon sa lokal na karanasan ng mga mag-aaral."* ("There is limited coordination and communication between the school and the community in identifying and planning aspects of the curriculum that align with students' local experiences.")

While there are collaborative efforts between school and community stakeholders, there's a need for broader representation and active involvement to enhance the effectiveness of educational initiatives. Involving stakeholders such as educators, parents, and community members in curriculum development ensures that the curriculum meets the needs and expectations of all stakeholders. This collaborative approach fosters ownership and commitment to the curriculum, leading to its effective implementation.

According to Harris (2008), stakeholder engagement is essential for successful curriculum development. Collaborating with various stakeholders ensures that diverse perspectives are considered, leading to a more comprehensive and relevant curriculum that reflects the values and priorities of the school community. Jaboya (2018) emphasized

the importance participation of internal and external stakeholders in curriculum enhancement, community development, and student activities.

PSGR Krishnammal College for Women, an autonomous Arts and Science College in India emphasized the importance of gathering feedbacks from its stakeholders on Curriculum Design and Development. Valuable insights are taken from stakeholders such as teachers, parents, students and other stakeholders. It shows how school leaders value feedback from the stakeholders and foster a sense of ownership as they are active parts of school-based management implementation.

In support of the findings, this aspect of School-Based Management (SBM) underscores the collaborative nature of decision-making within educational institutions. Meador (2019) and Merlo (2021) highlight the critical role of school principals in overseeing SBM practices, including curriculum management, among other responsibilities. Their leadership is essential in ensuring the effective implementation of SBM initiatives, aligning curriculum development with the school's objectives and the learning community's needs.

Furthermore, the interconnectedness between school leaders and external stakeholders, including local government bodies, emerges as a crucial factor influencing the effectiveness of SBM. Whang (2021) stressed the significance of fostering strong collaboration between school communities and external stakeholders, while Dare (2022) highlighted how the behavior and values of school leaders play a pivotal role in promoting successful SBM practices. These findings accentuate the symbiotic relationship between school leaders and various stakeholders in driving positive outcomes through SBM, underscoring the importance of collaborative partnerships in educational governance.

#### **2.2.4 Continuous Assessment and Improvement**

Continuous assessment and improvement are essential components of SBM, contributing significantly to the quality of teaching and learning experiences. Stakeholders recognize the need for ongoing review and enhancement of assessment tools to meet evolving student needs and educational standards.

As one of the school head said, *"The continuous review and enhancement of assessment tools contribute significantly to the quality of teaching and learning experiences"*. This aligns with SBM principles, which emphasize the importance of data-driven decision-making and continuous improvement.

Additionally, *"Regular review ensures alignment with evolving educational standards and best practices."*

Meanwhile, an external stakeholder highlighted,

*"Mayroong mga pagsisikap ngunit medyo limitado pa ang koordinasyon at pagsasagawa ng pagsusuri ng mga sistema ng pag-aaral, kung saan ang ilang bahagi ng komunidad ay aktibo ngunit hindi pa ganap na kasangkot."* ("There are efforts, but

*coordination and implementation of assessment systems are still somewhat limited, with some parts of the community being active but not fully engaged.")*

Continuous assessment and improvement are integral components of SBM, allowing schools to monitor student progress, evaluate the effectiveness of teaching practices, and make data-informed decisions to enhance learning outcomes. Regular assessment ensures that the curriculum remains responsive to students' evolving needs and educational standards. Meanwhile, based on feedbacks of external stakeholder indicates to broaden coordination and engagement of other stakeholders. Leithwood and Sun (2012) highlight the importance of continuous improvement in school leadership practices, including curriculum assessment and development. Schools that prioritize ongoing assessment and improvement demonstrate a commitment to excellence and student success. A study by Amon and Anggal (2021) highlighted the importance of schools' vision and mission, education process changes, and curriculum program adjustments to continuously improve the quality of learnings.

### **2.3 Accountability and Continuous Improvement**

In School-Based Management (SBM), accountability and continuous improvement are essential. Accountability ensures that all stakeholders, including educators, administrators, and the community, are responsible for their roles and decisions, promoting transparency and trust. Continuous improvement focuses on regularly enhancing educational processes and outcomes through consistent feedback, evaluation, and adaptation. Together, they foster a dynamic and responsive educational environment where practices are continually refined to meet the evolving needs of students and the community.

### **2.3 Accountability and Continuous Improvement**

Figure 6 illustrates the interconnected themes derived from stakeholders' feedback on School-Based Management (SBM) implementation. At the center is "Accountability and Continuous Improvement," representing the primary goal of SBM. Surrounding this central concept are arrows pointing towards it, each labeled with a theme: "Clarity and Consistency of Roles and Responsibilities," "Community Engagement and Ownership," "Regular Participatory Assessments," "Collaborative Development and Communication," and "Training and Consultation." These themes highlight the essential aspects contributing to achieving accountability and continuous improvement within the SBM framework.

#### **2.3.1 Clarity and consistency of Roles and Responsibilities**

The importance of clearly defining the roles and responsibilities of various stakeholders within the SBM framework is highlighted in this theme. When roles are well-defined, stakeholders understand what is expected of them, leading to accountability and effective decision-making. Consistency in communicating these roles ensures that everyone in the community is aware of their responsibilities, fostering alignment and coherence in the implementation of SBM initiatives.

As one of the respondents said, *“Roles defined well, with consensus from stakeholders, ensuring accountability”* Similarly, *“Defined roles ensure efficient functioning and smoother decision-making processes”*

However, external stakeholders stated that, *“Roles and responsibilities are generally understood but may lack clarity in some areas.”*

It indicates that there is consensus building on roles and responsibilities but there is a need for clarifications among external stakeholders. Clear delineation of roles and responsibilities is fundamental for effective governance and accountability within SBM. When roles are well-defined and consistently communicated, stakeholders understand their obligations, leading to more efficient decision-making and implementation processes.

### **2.3.2 Community Engagement and Ownership**

Community engagement refers to the active involvement of various stakeholders, including parents, teachers, students, and local community members, in the decision-making processes related to education. When communities are engaged, they feel a sense of ownership over the educational outcomes and are more likely to support and participate in SBM initiatives. Community ownership fosters transparency, trust, and collaboration between schools and their surrounding communities.

According to one of the respondents,

*“Community ownership of the accountability system fosters transparency and trust.”*

Similarly, *“Feedback mechanisms ensure stakeholders’ voices are heard and considered.”*

However, a stakeholder stated that, *“The school involves the community in shaping its accountability system, albeit with some room for improvement to ensure broader participation and ownership.”*

Additionally, *“Nakikita namin ang mga pagpupulong at konsultasyon ng paaralan kasama ang mga kinatawan ng komunidad upang pag-usapan ang mga tungkulin at pananagutan, subalit may mga aspeto pang kailangan pang ayusin.”* (“We see school meetings and consultations with community representatives to discuss roles and responsibilities, but there are still aspects that need to be improved.”)

Moreover, another stakeholder stated that, *“May mga patuloy na hadlang tulad ng kawalan ng oras, recurso, at koordinasyon na nagpapahirap sa pagbuo at implementasyon ng sistema ng pananagutan.”* (“There are ongoing obstacles such as lack of time, resources, and coordination that make it difficult to develop and implement an accountability system.”)

These responses collectively suggest that while the school has made significant strides in involving the community and establishing feedback mechanisms, there is a recognized need for ongoing improvements to ensure broader participation and more effective community ownership of the accountability system. Caldwell (2005) provides a comprehensive examination of the principles, practices, and outcomes of SBM across different educational contexts. The study is structured to address the core components of SBM, including the delegation of decision-making authority to individual schools, the involvement of various stakeholders such as teachers, parents, and community members, and the mechanisms for ensuring accountability and transparency.

### **2.3.3 Regular Participatory Assessment**

Regular participatory assessments involve gathering feedback and input from stakeholders to evaluate the effectiveness of SBM initiatives. These assessments provide valuable insights into what is working well and what needs improvement within the education system. By involving stakeholders in the assessment process, schools can ensure that decisions are informed by community needs and priorities, leading to more responsive and effective educational practices.

According to one of the stakeholders, *"Regular participatory assessments have become a cornerstone of the school's culture, enabling it to gather invaluable feedback from the community to inform our improvement plans."* Likewise, *"The collaborative development of our performance accountability system has enabled us to effectively track progress, address challenges, and celebrate successes, fostering a culture of accountability and excellence."*

However, an external stakeholder stated that, *"Nakakatuwa na may mga programa ang paaralan na nakatuon sa pakikilahok ng komunidad sa pagsusuri ng kanilang performance, bagaman maaaring hindi ito ganap na nangyayari sa bawat pagkakataon."* ("It is delightful that the school has programs focused on community participation in evaluating their performance, although this may not be fully happening in every instance.")

Similarly, another stakeholder said that, *"Nakikita namin ang mga hakbang ng paaralan sa pagsasagawa ng regular na participatory assessment, bagaman may ilang aspeto pa silang maaaring mapabuti para sa mas malawakang partisipasyon ng komunidad."* ("We see the school's efforts in conducting regular participatory assessments, although there are still some aspects they can improve to achieve broader community participation.")

While the school has made strides in integrating participatory assessments and collaborative development into its culture, there are challenges related to consistent implementation and broader community involvement that need to be addressed for more effective and inclusive practices. The external stakeholder acknowledges the existence of programs focused on community participation in evaluating performance but suggests that these programs may not be consistently implemented.

Regular assessments involving various stakeholders provide valuable insights into the effectiveness of SBM initiatives and areas needing improvement. By engaging stakeholders in the assessment process, schools can gather diverse perspectives and ensure that decision-making is informed by community feedback. Bruns et. al (2011) report underscores the importance of accountability in education systems and provides valuable insights into the design and implementation of accountability reforms. It highlights the complex nature of accountability mechanisms and the need for careful planning and monitoring to ensure their effectiveness.

Furthermore, the connection between school leaders and external stakeholders, including parents, local government entities, and community members, emerged as a crucial factor in SBM's success, as discussed by Whang (2021) and Dare (2022). These studies underscored the importance of reinforcing SBM with robust collaboration among all stakeholders, highlighting the pivotal role of school leaders in fostering positive relationships and partnerships within the school community. In summary, these findings highlighted the complex interplay between school leadership, stakeholder engagement, and SBM practices, providing valuable insights for enhancing educational outcomes through decentralized decision-making and collaborative governance frameworks within SBM.

### **2.3.4 Training and Consultation**

This refer to providing opportunities for stakeholders to build their capacity, share knowledge, and receive support related to SBM implementation. Training sessions help stakeholders understand their roles and responsibilities within the SBM framework, while consultations provide forums for discussing challenges, sharing best practices, and seeking input from stakeholders. By investing in training and consultation processes, schools can empower stakeholders to contribute meaningfully to the improvement of education outcomes.

According to one of the school heads, *“Training sessions help stakeholders understand their roles and responsibilities within the SBM framework.”*

Additionally, *“Training and consultation provide opportunities for stakeholders to build capacity, share knowledge, and align practices with SBM principles.”*

Meanwhile, an external stakeholder stated that, *“May mga limitadong hakbang lamang na ginagawa ang paaralan upang masiguro na ang mga kinatawan ng komunidad ay aktibong nakikilahok sa pagbuo at pagpapabuti ng mga proseso sa pananagutan. Mas mainam na magkaroon ng pageensayo o seminar ang lahat ng stakeholders upang mabigyang linaw ito.”*

*(“The school is taking limited steps to ensure that community representatives are actively involved in the development and improvement of accountability processes. It would be better to have training or seminars for all stakeholders to clarify this.”)*

While the school has implemented training sessions and consultations to facilitate understanding and alignment with SBM principles, there are opportunities for improvement in ensuring broader and more active involvement of community representatives in accountability processes. Addressing these challenges through more inclusive initiatives, such as training or seminars, could enhance stakeholder engagement and contribute to more effective implementation of SBM principles. The suggestion for training or seminars for all stakeholders to clarify their roles and responsibilities indicates a desire for more comprehensive and inclusive initiatives to enhance understanding and participation among community representatives.

It is highlighted by Capili (2017) that implementing SBM integrates programs and activities for teachers' empowerment, such as conferences, seminars, workshops, mentoring services, and training programs. The sustainability of teachers' access to these traditional professional empowerment services highly depends on the efforts and endeavors of school leaders to serve the needs of the teachers. Similarly, Gaspar (2022) Trainings and seminars attended by the School Heads in regional, division and district level have a significant relationship to their SBM implementation.

According the World bank (2007) a sound training program for parents, teachers, and school personnel is critical to ensure the successful implementation of school-based management because many of them are likely to lack the skills necessary to carry out their new responsibilities. These skills include organizational skills such as planning and management, combined with process skills such as team building, interpersonal relations, and conflict resolution. Training must be provided not only to school staff but also to parents and community members to give them the skills to enable them to carry out their new roles effectively.

## **2.4 Management of Resources**

In the implementation of School-Based Management (SBM), effective management of resources plays a pivotal role in ensuring the success and sustainability of educational initiatives. SBM empowers schools to make decisions regarding resource allocation, encompassing financial, human, and material resources, to best meet the needs of students and the school community. This entails not only the judicious distribution of funds but also the strategic deployment of personnel, facilities, and instructional materials. By decentralizing decision-making processes, SBM aims to enhance resource utilization efficiency, promote innovation, and tailor educational programs to local contexts. Furthermore, effective resource management fosters accountability, transparency, and stakeholder engagement, as schools collaborate with various stakeholders to optimize resource allocation strategies. As such, understanding the principles and practices of resource management in SBM is essential for schools to maximize their potential in providing quality education and fostering student success.

Figure 7 illustrates the key themes identified in stakeholder feedback related to School-Based Management (SBM) implementation. Each theme represents a distinct aspect of resource management in SBM, ranging from regular resource inventories to challenges and opportunities for improvement. Visualizing these themes helps

stakeholders gain insights into the priorities, concerns, and effective practices associated with SBM implementation.

#### **2.4.1 Regular Resource Inventories and Decision-Making**

Regular Resource Inventories and Decision-Making in the context of School-based Management (SBM) refers to the ongoing process within a school where resources such as finances, facilities, human resources, and instructional materials are regularly assessed, cataloged, and managed. This practice allows schools to maintain an accurate and up-to-date inventory of their resources, which is essential for informed decision-making. By continuously evaluating their resources, schools can allocate them effectively to support teaching and learning activities, address challenges, and improve overall school performance. Regular resource inventories also help schools identify areas for improvement and ensure that resources are used efficiently to achieve educational goals.

According to one of the school heads, *“School is actively working on improving the frequency and depth of our resource inventories to better inform decision-making and enhance the impact of resource allocation on student learning outcomes.”*

Similarly, a teacher-respondent, stated that, *“We recognize the importance of regular resource inventories, and working towards refining our processes to ensure they align more closely with community needs and aspirations.”*

However, one of the stakeholders emphasize that *“Limited stakeholder involvement may result in overlooking community needs and preferences.”*

Additionally, another stakeholder said, *“Napansin namin ang kakulangan ng paaralan sa regular na imbentaryo ng mga resources, na maaaring magdulot ng kawalan ng kaayusan at epektibong paggamit ng mga ito.”* (“We observed the school's lack of regular inventory of resources, which may lead to disorganization and ineffective use of these resources.”)

The feedback emphasizes the importance of conducting regular resource inventories to inform decision-making processes. Although, feedbacks from other stakeholders indicates an inconsistent resource inventory. This aligns with the principles of SBM, which advocate for data-driven decision-making and the efficient utilization of resources to improve student outcomes. Stakeholders also recognize the best practices of schools in conducting regular inventories of school resources which builds transparency, accountability and trust among stakeholders.

#### **2.4.2 Transparency and Accountability**

Transparency and accountability are crucial aspects of effective resource management in SBM. Stakeholders need to be informed about resource allocation decisions and how they align with community needs to build trust and confidence.

According to one of the respondents, *“Transparent inventory practices build community confidence in resource management.”* Similarly, *“Regular dialogues enhance*

*transparency and accountability in resource allocation. Stakeholder involvement improves alignment between resource plans and community needs, fostering ownership and commitment."*

Transparency and accountability are crucial aspects of effective resource management in SBM. Stakeholders need to be informed about resource allocation decisions and how they align with community needs to build trust and confidence. A study by Hallinger and Heck (2010) investigated the role of transparency and accountability in school leadership. They found that schools with transparent and accountable leadership practices were more effective in resource management and stakeholder engagement.

### **2.4.3 Challenges and Opportunities for Improvement**

Managing resources effectively is crucial for the successful implementation of School-Based Management (SBM). However, this task comes with various challenges, such as limited resources, inadequate infrastructure, and inefficient processes. Despite these challenges, there are significant opportunities for improvement. By enhancing capacity building, implementing better monitoring and evaluation systems, engaging stakeholders, improving planning, and integrating technology, schools can overcome these challenges and optimize their resource management under SBM, ultimately leading to better educational outcomes.

According to one of the respondents, *"Limited stakeholder involvement may result in overlooking community needs and preferences."* Similarly, *"There is room for improvement in enhancing inclusivity, accessibility, and consistency in resource management practices."*

Additionally, *"While some initiatives are in place, there are opportunities to strengthen partnerships and deepen stakeholder engagement for more effective resource management."*

One of the external stakeholders, also stated, *"Nakikita namin ang limitadong partisipasyon ng LGU sa pagsasagawa ng imbentaryo ng mga resources ng paaralan."* (*"We observe the limited participation of the Local Government Unit (LGU) in conducting inventory of school resources."*)

The feedback acknowledges existing challenges, such as limited stakeholder involvement and inconsistencies in resource management practices. This highlights the need for continuous improvement efforts to address these challenges and capitalize on opportunities for enhancing resource management effectiveness. Addressing these areas of Improvement could lead to more efficient resource utilization and, ultimately, enhanced outcomes for the school community.

The studies conducted by Bhuiei (2021), Mohd (2020), Evertson (2020), Kalkan (2020), Moradi (2016), and Tirri (2020) provided valuable insights into various aspects of school-based management (SBM) and its impact on resource management within educational institutions. Bhuiei's (2021) emphasis on motivational support for teachers

and learners, consistent discipline, and fostering parent-teacher communication aligns with the high satisfaction expressed by School Parent-Teacher Associations (SPTAs), suggesting that effective communication and collaboration contribute to efficient resource management. Mohd highlighted the crucial roles of school heads and education officers in ensuring SBM effectiveness, emphasizing the importance of leadership in addressing areas like inventory practices and stakeholder involvement. Similarly, Evertson underscored the pivotal role of school principals in fostering collaboration among teachers, supporting the need for deeper discussions highlighted in feedback

Moradi's insights into SBM's decentralized nature in developed countries resonate with the recognition of community engagement efforts, suggesting the empowerment of local stakeholders positively impacts resource management. Additionally, Tirri's identification of principals' professional development challenges align with feedback indicating the need for deeper discussions to enhance program development, emphasizing ongoing professional development for effective resource management within SBM frameworks.

Dowdy (2018) and Dare (2022) highlighted the pivotal role of school leaders in driving SBM initiatives through visionary leadership and effective communication. Principals oversee day-to-day SBM activities, set strategic directions, and foster stakeholder collaboration to achieve school improvement goals. Moreover, principals play a crucial role in reinforcing SBM with strong cooperation between all stakeholders, as discussed by Whang (2021) and Dare (2022), fostering positive relationships and partnerships within the school community.

The findings also emphasized the multifaceted nature of SBM, where school leaders must navigate challenges and complexities to ensure its success. Factors such as leadership competence, collaboration with stakeholders, and management of resources significantly influence SBM outcomes. Additionally, the study highlighted the importance of stakeholder engagement in SBM, with internal and external stakeholders playing vital roles in decision-making processes and fostering a conducive learning environment. The findings underscored the intricate interplay between leadership, stakeholder collaboration, and resource management within the SBM framework, providing valuable insights for enhancing educational outcomes and school development

Table 3 presents the yearly breakdown of the structured approach for implementing strategic priorities in leadership and governance, curriculum and learning, accountability and Improvement, and management of resources over six years, with each year building upon the progress of the previous years and focusing on specific objectives, activities, resources, and durations to achieve long-term success in SBM implementation. The pursuit of successful School-Based Management (SBM) implementation is critical for educational growth, with an emphasis on strategic areas such as stakeholder inclusion, systematic reviews, policy consensus-building, and collaborative leadership. Prioritizing community involvement in curriculum development, varied representation, enhanced community monitoring, active participation in citizenship education, and improving learners' creative and problem-solving skills can improve curriculum and learning. Improving communication, stakeholder involvement, community-defined accountability

mechanisms, collaborative processes, participatory assessments, efficient resource management via enhanced inventory procedures, inclusive conversations, transparent monitoring, and recognizing success stories of critical stakeholders all contribute to the overall Improvement of SBM implementation.

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## Conclusions

Based on the findings of the study, it is as a result of this concluded that:

1. The assessment findings on school-based management (SBM) implementation reveal a nuanced picture of strengths and areas for improvement. Internal stakeholders generally perceive leadership and governance favourably, contrasting with the perspectives of external stakeholders who identify areas needing enhancement. However, internal and external stakeholders agree on the high curriculum and learning implementation levels, accountability and improvement, and resource management. Significant disparities emerge between internal and external assessments across various domains, particularly in leadership and governance, curriculum and learning, and resource management, indicating the need for closer collaboration and communication to align perceptions and enhance overall SBM effectiveness. The research findings from the SWOT analysis of school-based management (SBM) highlight the critical interplay between internal strengths and weaknesses and external opportunities and threats. By leveraging internal strengths like effective communication campaigns and stakeholder engagement, SBM initiatives can seize external opportunities such as improved collaboration with local governments and technical advancements. Moreover, proactive measures, including emphasizing positive outcomes and integrating technology-driven solutions, enable SBM to confront external threats like opposition to change and budget constraints. Addressing internal weaknesses, such as low involvement and inadequate resource allocation, is essential for capitalizing on increased collaboration and communication opportunities. Simultaneously, mitigating external threats through defensive strategies, such as enhanced involvement and strategic resource allocation, ensures the resilience and effectiveness of SBM initiatives in navigating challenges and fostering sustainable growth within educational settings.

2. Feedback from internal and stakeholders, including teachers, school heads, and School Parent-Teacher Associations (SPTAs), provided valuable insights into strengths and areas for improvement in SBM implementation. Similarly, feedback from external stakeholders, such as Local Government Units (LGUs), offered additional perspectives on leadership and governance, curriculum and learning, accountability, and resource management practices within schools.

3. A proposed strategic plan model to improve SBM implementation utilizes strengths, tackles weaknesses, seizes opportunities, and mitigates threats. This comprehensive SBM strategic plan outlines specific activities, objectives, strategies,

timelines, stakeholders, and expected outcomes, aiming to drive positive change and foster continuous improvement within the educational community over the next six years.

## **Recommendations**

Based on the findings and conclusion of the study, the following are as a result of this recommended:

1. The Administration creates a collaborative environment within the institution by fostering continuous communication and collaboration between internal and external stakeholders and establishing regular feedback mechanisms to address evolving expectations and concerns, ensuring a dynamic and responsive approach. Moreover, implementing professional development programs for stakeholders is essential to enrich their comprehension of School-Based Management (SBM) practices and foster a shared vision for the educational institution's success.

2. Stakeholder representatives comprehensively review School-Based Management (SBM) discrepancies, including Leadership and Governance, Curriculum and Learning, Accountability and Improvement, and Resource Management. Establish open dialogues with internal and external stakeholders to address perceived differences, aggressively seeking feedback for a collaborative strategy that effectively addresses discrepancies. Moreover, prioritize developing focused programs, including tailored training and awareness campaigns to enhance understanding and alignment with SBM practices. Direct the emphasis towards specific areas contributing to the observed discrepancies. To maintain progress, stakeholders argue for a systematic process for continuous monitoring and evaluation and regular assessments of intervention impact, allowing for required modifications and supporting continual improvement.

3. School Parent-Teacher Associations (SPTAs) and Local Government Units (LGUs) foster collaboration and inclusivity among all stakeholders involved in School-Based Management (SBM) implementation to improve engagement, consistency, and depth across various domains, enhance professional development for stakeholders, optimize resource utilization, establish effective communication platforms, promote collaborative decision-making, and ensure continuous monitoring and evaluation, to collectively contributes to the overall improvement and success of the educational environment.

4. The proposed strategic plan model for SBM Implementation prioritize collaborative efforts between internal and external stakeholders to ensure alignment and shared understanding of goals and strategies. Incorporating feedback from both groups, particularly in areas of perceived disparity such as leadership and governance, curriculum and learning, and resource management, is highlighted. Furthermore, the plan focuses on targeted interventions to address identified areas for improvement, including enhancing communication channels, providing professional development opportunities, and fostering a culture of accountability and continuous improvement. Fostering collaboration, addressing disparities, and implementing targeted interventions, the

strategic plan effectively guides SBM implementation over the six years and ultimately enhancing educational outcomes and school effectiveness.

### **Compliance with Ethical Standards**

In this study, the researcher considered several ethical considerations. The researcher first seeks to meet and address the moral concerns of the study. These ethical standards include seeking first the approval of school leaders for the research proposal. The authorities received letters of request from the Schools Division Superintendent and Public Schools District Supervisors of the nine (9) central schools and school heads. Moreover, before obtaining informed consent, the researchers gave respondents detailed information about the study's purpose, procedures, and potential risks and benefits. The consent form clearly stated that the Participation was voluntary, allowing participants the choice to withdraw from the study at any time without penalty. In addition, the researchers assured them that this research would strictly comply with the Data Privacy Act by keeping the identities of the informants private and confidential.

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