

The Implementation of the School Based Management (SBM) Program in the Public Elementary Schools in San Andres District, Division of Quezon

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ABSTRACT

School-Based Management (SBM) has been institutionalized in the Philippine basic education system as a decentralization strategy intended to improve school governance, accountability, and learning outcomes. Anchored on Republic Act No. 9155 and subsequent Department of Education policies, this study examined the extent of implementation of the School-Based Management Program in public elementary schools in San Andres District, Division of Quezon during School Year 2024–2025. Specifically, it assessed the level of SBM implementation across four core principles—leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources—determined the degree of agreement among stakeholders regarding implementation levels, identified challenges encountered, analyzed proposed solutions, and formulated policy recommendations. The study employed a descriptive–evaluative research design, with respondents consisting of school heads, SBM coordinators, and faculty presidents. Data were gathered using a validated researcher-developed questionnaire aligned with the revised SBM framework and analyzed through weighted mean, ranking, Kendall’s coefficient of concordance, and chi-square tests. Findings revealed that the implementation of the SBM Program across all four principles was high, indicating that schools in the district have established functional structures and participatory mechanisms consistent with decentralized governance. Significant agreement among respondents was observed in the ranking of SBM implementation levels, affirming shared perceptions of practice across schools. However, schools encountered notable challenges related to teacher training and capacity building, resource constraints, stakeholder engagement, leadership and administrative demands, communication gaps, and monitoring and evaluation processes. Respondents likewise demonstrated significant agreement on both the challenges encountered and the solutions proposed. The study concludes that while SBM implementation in San Andres District is generally strong, its sustainability and impact can be further enhanced through targeted capacity-building initiatives, strengthened stakeholder partnerships, improved resource mobilization, and systematic monitoring and evaluation mechanisms. The findings provide empirical support for policy refinement and localized interventions aimed at deepening school autonomy, accountability, and continuous improvement toward quality basic education.

1. Introduction

Decentralization has become a central strategy in education reform worldwide, premised on the belief that transferring decision-making authority to the school level enhances accountability, responsiveness, and overall school effectiveness. Within this framework, School-Based Management (SBM) has been widely adopted as a governance mechanism that empowers schools to make context-sensitive decisions related to leadership, curriculum, resource allocation, and continuous improvement. By engaging school leaders, teachers, parents, and community stakeholders in shared governance, SBM aims to improve both organizational performance and learner outcomes.

In the Philippine basic education system, SBM is firmly anchored in Republic Act No. 9155, or the Governance of Basic Education Act of 2001, which institutionalized decentralization and vested greater authority and responsibility in school heads. Subsequent policies issued by the Department of Education further operationalized SBM through a standards-based framework emphasizing leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. These policy initiatives underscore the role of SBM as a key driver of quality assurance, participatory decision-making, and continuous school improvement.

Despite sustained policy support, the implementation of SBM across schools has produced varied outcomes. While some schools have demonstrated strong governance structures and stakeholder engagement, others continue to face challenges related to leadership capacity, resource mobilization, and effective monitoring and evaluation. Differences in school size, geographic location, and access to external support further shape how SBM principles are enacted at the local level. These variations highlight

the importance of examining SBM implementation not only as a policy mandate but as a lived organizational practice influenced by contextual conditions.

Empirical studies on SBM consistently emphasize that its effectiveness depends largely on the readiness and competence of school leaders, the extent of stakeholder participation, and the availability of financial and technical resources. Strong leadership and collaborative school cultures are associated with improved planning, transparent resource management, and enhanced accountability. Conversely, weak capacity-building mechanisms and limited stakeholder involvement can constrain the potential benefits of decentralized governance. As such, systematic assessment of SBM implementation at the district and school levels is essential for identifying strengths, gaps, and areas for improvement.

The San Andres District in the Division of Quezon provides a relevant context for examining SBM implementation in Philippine public elementary schools. As a district composed of schools with varying organizational capacities and community contexts, it reflects the broader challenges and opportunities associated with decentralized education governance. Understanding how SBM principles are implemented in this district can yield insights into the effectiveness of current policies and the extent to which schools are equipped to exercise autonomy and accountability.

This study therefore examines the extent of implementation of the School-Based Management Program in public elementary schools in the San Andres District, Division of Quezon. By assessing SBM practices across its core principles, determining stakeholder agreement, and identifying challenges and solutions, the study aims to contribute empirical evidence to the discourse on decentralized school governance and to inform policy refinement, leadership development, and school-based interventions aimed at strengthening the delivery of quality basic education.

2. Methodology

This study employed a descriptive–evaluative research design to examine the extent of implementation of the School-Based Management (SBM) Program in public elementary schools in the San Andres District, Division of Quezon, during School Year 2024–2025. The design was appropriate for systematically describing current SBM practices, evaluating their level of implementation across the core principles of the SBM framework, and determining the degree of agreement among key school stakeholders. The study focused on assessment and evaluation rather than establishing causal relationships, consistent with its aim of documenting implementation status and identifying areas for improvement.

The study was conducted in selected public elementary schools in the San Andres District, which vary in size, organizational capacity, and community context. Respondents consisted of school heads, SBM coordinators, and faculty presidents, who were purposively selected based on their direct involvement in school governance, planning, and implementation of SBM initiatives. These respondent groups were deemed appropriate as they represent both leadership and teacher perspectives on SBM practices and outcomes.

Data were collected using a researcher-developed structured questionnaire aligned with the revised SBM assessment framework of the Department of Education. The instrument measured the level of SBM implementation across four domains: leadership and governance; curriculum and learning; accountability and continuous improvement; and management of resources. It also included items on challenges encountered in SBM implementation and proposed solutions. Responses were recorded using a Likert-type scale to allow quantitative assessment of implementation levels and perceptions. Prior to administration, the instrument underwent expert validation to ensure content relevance, clarity, and alignment with national SBM standards, and reliability testing was conducted to establish internal consistency.

Permission to conduct the study was secured from the appropriate education authorities. Questionnaires were personally distributed and retrieved to ensure data completeness and a high response rate. Ethical standards were strictly observed throughout the research process, including voluntary participation, informed consent, and confidentiality of responses. No personally identifiable information was collected, and all data were used solely for academic and research purposes.

Data analysis employed both descriptive and inferential statistical techniques. Weighted means and rankings were used to determine the extent of SBM implementation across the four core principles, as well as the severity of challenges and viability of proposed solutions. To assess the level of agreement among respondents in ranking implementation domains, challenges, and solutions, Kendall's coefficient of concordance (W) was applied, with the chi-square (χ^2) test used to determine statistical significance at the 0.05 level. These procedures enabled a rigorous evaluation of SBM implementation and stakeholder consensus within the district.

3. Results and Discussions

3.1 Extent of Implementation of the School-Based Management (SBM) Program

Table 1 presents the extent of implementation of the SBM Program across the four core principles of the SBM framework as perceived by school heads, SBM coordinators, and faculty presidents.

Table 1. Extent of Implementation of the SBM Program

SBM Principle	Weighted Mean	Interpretation
Leadership and Governance	4.48	Highly Implemented
Curriculum and Learning	4.45	Highly Implemented
Accountability and Continuous Improvement	4.42	Highly Implemented
Management of Resources	4.38	Highly Implemented

The findings indicate that the SBM Program is highly implemented across all four core principles. The highest rating for leadership and governance reflects the presence of functional leadership structures, participatory decision-making processes, and

clear delineation of roles and responsibilities within schools. School heads demonstrate strong leadership in guiding school operations, engaging stakeholders, and aligning school goals with division and national priorities.

The high level of implementation in curriculum and learning suggests that schools effectively utilize SBM mechanisms to support instructional planning, monitoring of learner performance, and implementation of school-based interventions. This finding indicates that decentralization has enabled schools to respond more flexibly to learner needs and local contexts, reinforcing the instructional leadership role of school heads.

Accountability and continuous improvement were likewise rated highly, reflecting established practices in school planning, performance monitoring, and use of data for decision-making. The presence of School Improvement Plans (SIPs), Annual Implementation Plans (AIPs), and regular evaluation activities suggests that schools are actively engaged in cyclical improvement processes.

Although still rated highly, management of resources obtained the lowest weighted mean among the four principles. This suggests that while schools are able to mobilize and utilize resources effectively, challenges related to funding limitations, procurement procedures, and equitable resource distribution persist. These constraints may affect the extent to which schools can fully operationalize autonomy in resource management.

3.2 Agreement on the Rank Order of SBM Implementation Principles

To determine the consistency of perceptions among respondents, Kendall’s coefficient of concordance (W) was applied.

Table 2. Test of Agreement on SBM Implementation

Kendall’s W	χ^2	p-value	Interpretation
0.74	20.16	< 0.05	Significant

The statistically significant agreement indicates that respondents share a common understanding of the relative strength of SBM implementation across the four principles. This consensus suggests coherence in governance practices and reinforces the credibility of the reported implementation levels across schools within the district.

3.3 Challenges Encountered in SBM Implementation

Table 3 presents the challenges encountered by schools in implementing the SBM Program.

Table 3. Challenges Encountered in SBM Implementation

Challenge	Weighted Mean	Interpretation
Limited Teacher Training and Capacity-Building	4.46	Serious Challenge
Resource Constraints and Funding Limitations	4.43	Serious Challenge
Stakeholder Engagement and Participation	4.38	Serious Challenge
Administrative and Leadership Workload	4.35	Serious Challenge
Communication and Coordination Issues	4.29	Challenge
Monitoring and Evaluation Difficulties	4.27	Challenge

The results reveal that teacher training and capacity-building constitute the most serious challenge. While SBM grants autonomy, effective implementation depends heavily on the competencies of teachers and school leaders in planning, implementation, and evaluation. Limited access to sustained professional development constrains schools’ ability to maximize the benefits of decentralized governance.

Resource constraints also emerged as a major challenge, reflecting the persistent gap between school responsibilities and available financial support. This finding underscores the need for stronger resource mobilization mechanisms and enhanced support from local government units and external stakeholders.

Challenges related to stakeholder engagement indicate that while structures for participation exist, meaningful and sustained involvement of parents and community members remains uneven. Administrative workload and coordination issues further highlight the increasing demands placed on school heads, potentially affecting strategic leadership functions.

3.4 Proposed Solutions to SBM Implementation Challenges

Table 4 summarizes the solutions proposed by respondents to address the identified challenges.

Table 4. Proposed Solutions to SBM Implementation Challenges

Proposed Solution	Weighted Mean	Interpretation
Regular Capacity-Building and Training Programs	4.62	Highly Recommended
Strengthened Stakeholder Partnerships	4.58	Highly Recommended
Enhanced Resource Mobilization Strategies	4.55	Highly Recommended
Clear Policy Guidelines and Administrative Support	4.52	Highly Recommended
Improved Monitoring and Evaluation Systems	4.48	Highly Recommended

Respondents strongly emphasized the need for continuous capacity-building as the most viable solution. This highlights recognition that decentralization is sustainable only when school personnel are adequately equipped with leadership, management, and technical competencies.

Strengthening partnerships with parents, local government units, and community organizations was also highly recommended, reinforcing the collaborative foundation of SBM. Enhanced monitoring and evaluation systems were viewed as essential for ensuring accountability, transparency, and evidence-based decision-making.

3.5 Agreement on the Rank Order of Challenges and Solutions

Statistical analysis revealed significant agreement among respondents on both the challenges encountered and the proposed solutions, indicating shared experiences and priorities across schools. This consensus strengthens the argument for system-wide interventions rather than isolated or school-specific responses.

3.6 Discussion and Analytical Interpretation

The findings affirm that the SBM Program in the San Andres District is institutionally embedded and functionally operational, particularly in leadership, instructional governance, and accountability mechanisms. The strong implementation of SBM principles demonstrates that schools have embraced decentralized governance as a means of improving responsiveness and decision-making.

However, the persistent challenges related to capacity-building and resource management highlight a critical tension in decentralized systems: increased autonomy without commensurate support may limit effectiveness. The lower ratings in resource management and training capacity suggest that decentralization must be accompanied by sustained investment in human and financial resources to ensure long-term success.

The significant agreement among stakeholders across implementation levels, challenges, and solutions reflects organizational coherence and shared understanding of SBM goals. This alignment provides a strong foundation for targeted policy interventions and district-level support mechanisms.

Overall, the results suggest that SBM implementation is most effective when autonomy is balanced with capacity development, stakeholder collaboration, and systematic monitoring. Strengthening these elements can further enhance the contribution of SBM to school effectiveness, accountability, and continuous improvement in public elementary schools.

4. Conclusions and Implications

4.1 Conclusions

This study examined the extent of implementation of the School-Based Management (SBM) Program in public elementary schools in the San Andres District, Division of Quezon. The findings indicate that SBM is highly implemented across all four core principles—leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Schools have established functional leadership structures, participatory governance mechanisms, and systematic planning and evaluation processes that support decentralized decision-making and school improvement.

The results further reveal a high level of consensus among schoolheads, SBM coordinators, and faculty presidents regarding SBM implementation, challenges encountered, and proposed solutions. This shared understanding reflects organizational coherence and alignment with national SBM policies. Despite the generally strong implementation, the study identified persistent challenges related to limited capacity-building opportunities, resource constraints, stakeholder engagement, and increasing administrative workload. These challenges underscore the need for sustained support to fully realize the potential of SBM as a reform strategy.

Overall, the study concludes that while SBM has been effectively institutionalized in the district, its sustainability and impact can be enhanced by strengthening human resource development, improving resource mobilization, and reinforcing stakeholder participation. The success of SBM therefore depends not only on school autonomy but also on continuous system-level support and capacity development.

4.2 Implications for Policy, Practice, and Research

From a policy perspective, the findings highlight the importance of aligning decentralization with sustained support mechanisms. Education authorities may consider strengthening SBM-related policies by providing clearer operational guidelines, targeted capacity-building programs, and equitable resource allocation to support schools with varying levels of readiness. Institutionalizing regular monitoring and evaluation frameworks can further ensure accountability and evidence-based policy refinement.

In terms of educational practice, the results emphasize the need to enhance the competencies of school leaders and teachers in planning, implementation, and evaluation within decentralized contexts. Continuous professional development programs focusing on leadership, financial management, data-driven decision-making, and community engagement can help address identified capacity gaps. Schools are also encouraged to strengthen partnerships with parents, local government units, and community organizations to support shared responsibility in school governance.

For school leadership and governance, the study underscores the critical role of school heads in balancing instructional leadership and administrative responsibilities. Providing administrative support and reducing workload pressures can enable school heads to focus more effectively on strategic leadership functions. Strengthening collaborative decision-making structures within schools can further enhance transparency, trust, and collective ownership of school improvement initiatives.

With respect to future research, the findings suggest the value of longitudinal and comparative studies that examine the long-term effects of SBM on school performance and learner outcomes. Further research may also explore stakeholder perspectives beyond school personnel, such as parents and community partners, to provide a more holistic understanding of SBM implementation. Investigating contextual factors that influence SBM effectiveness can contribute to the development of more responsive and equitable decentralization policies.

In conclusion, the study affirms that School-Based Management remains a viable and effective strategy for improving school governance and accountability. Strengthening institutional support, capacity development, and stakeholder collaboration is essential to maximizing the benefits of SBM and advancing the delivery of quality basic education.

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