

The Effectiveness of the Implementation of the School-Based Management (SBM) In Promoting Participatory Governance in the Public Elementary Schools in Division of Camarines Sur

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ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026	This study determined the effectiveness of School-Based Management (SBM) in promoting participatory governance in public elementary schools in the Division of Camarines Sur during School Year 2025–2026. It examined SBM implementation, its effectiveness, stakeholder agreement, challenges encountered by school heads, proposed solutions, and an action plan based on the findings. Results showed that SBM was Very Much Implemented, particularly in Finance and Resource Management and Mobilization (4.72), Curriculum and Teaching (4.70), and Leadership (4.69). Respondents rated its effectiveness in promoting participatory governance as Very Much Effective, with Improved Learner Outcomes receiving the highest rating (4.57). Evidence-Based School Improvement Planning was rated Much Effective (4.49). Kendall's coefficient of concordance and chi-square tests revealed highly significant agreement among respondents' rankings across implementation, effectiveness, challenges, and solutions ($p < 0.001$). Quality was identified as the most challenging indicator (4.54), while stakeholder consultation meetings (4.84), transparent financial reporting (4.77), and recognition and reward systems (4.75) were the leading proposed solutions. An action plan was formulated based on the findings. The study concluded that SBM implementation effectively promotes participatory governance, although challenges remain. It recommended capacity-building programs, inclusive decision-making mechanisms, systematic monitoring and evaluation, stronger stakeholder participation, adequate resources, and recognition initiatives. Future research may explore SBM implementation in private and secondary schools, its influence on teacher performance and learner outcomes, leadership practices, and strategies for sustainable school improvement.
Keywords: Effectiveness Implementation School-Based Management Participatory Governance	

1. Introduction

The implementation of the School-Based Management (SBM) system in the Philippines is a major reform initiative aimed at improving the quality of basic education by decentralizing decision-making processes and empowering schools to manage their own resources and operations. Introduced by the Department of Education (DepEd) through Republic Act No. 9155 or the Governance of Basic Education Act of 2001, SBM encourages greater participation from school heads, teachers, parents, community members, and other stakeholders in planning, budgeting, and implementing programs that address the unique needs of their learners. SBM is anchored on the principle that schools are in the best position to identify and respond to the needs of their learners and community. Through increased autonomy, transparency, and accountability, SBM aims to enhance learning outcomes, promote effective school leadership, and foster community ownership of the educational process. As a key component of the Basic Education Sector Reform Agenda (BESRA), the SBM system continues to evolve to ensure that 2 Philippine schools become more responsive, efficient, and learner-centered. Supporting the quality education has been the primary goal of the present educational system. The 1987 Philippine Constitution, Article XIV, Section 1, provides that: The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to education accessible to all. The Article XIV of the 1987 Constitution emphasizes education as one of the integral components in building a community and a nation eventually. This law stipulates that the state shall promote quality education at all levels. Hence, one of the crucial aspects of the educative process is reading. This skill is an indispensable part of education; learners learn many things when they read. Reading widens and deepens the mind and soul of the reader. At the same time, it can significantly contribute to the learning and knowledge of the reader from experience to reflection. Therefore, reading must start with children earlier or younger age. They will certainly acquire an invaluable tool that will enable them to discover priceless treasures in life. Republic Act No. 9155 (Governance of Basic Education Act 3 of 2001) Establishes a framework for making basic education accessible and empowering educators. ILE empowers teachers through continuous professional development and access to resources necessary for effective teaching. By integrating various educational techniques, teachers are better equipped to address diverse student needs and ensure equitable access to quality education. Republic Act No. 10533 (Enhanced Basic Education Act of 2013) Section 2: Aims at developing essential competencies among learners. It focuses on comprehensive skill development beyond traditional literacy, incorporating critical thinking, problem-solving, and digital literacy

into reading lessons. This holistic approach aligns with RA 10533's goal of equipping learners with essential competencies for lifelong learning. In the Philippines, the principal is expected to be both an instructional leader and administrative manager. The school head, who may be assisted by assistant school head, shall be both an instructional leader and an administrative manager. He/she is a person responsible for administrative and instructional supervision of the school or cluster of schools. This specifies the responsibilities of principals as instructional leaders and administrative managers: creating 4 an environment within the school that is conducive to teaching and learning; implementing the school curriculum and being accountable for higher learning outcomes; introducing new and innovative models of instruction to achieve higher learning outcomes; and encouraging staff development (Republic Act 9155, 2001). To help the Philippines attain its EFA goals and targets, the DepEd formulated the Basic Education Sector Reform Agenda (BESRA) in 2005. BESRA is a policy reform package that seeks to improve the regulatory, institutional, structural, financial informational, cultural, and physical conditions that affect the provision of access to, and delivery of basic education, particularly in the field. The president and his government had the 7-Point Basic Education Agenda such as: promote academic excellence; develop community ownership; ensure universal access; build transparency and accountability across the system; provide adequate resources; empower teachers; enhance basic education; support private education; strengthen higher education; and maximize alternative learning. Along with the School-Based Management (SBM), Basic Education Sector Reform Agenda (BESRA) also provides a 5 package of policy reforms focused on Key Reform Thrusts (KRTs). These KRTs deal on continuous school improvement through the active involvement of stakeholders. It is anchored on the principle that those who are directly involved in and affected by school operations are in the best position to plan, manage, and improve the school. For the purpose of achieving sustainable development, the government also adopted the two most important frameworks in the field of education, the Education for All (EFA) Goals and the Sustainable Development Goals (SDGs). These two sets of goals are an ambitious road map for the government, schools, and community to follow. They offer a long-term vision of better health and education, sustainable lifestyles, strong partnerships, and shared commitments. School-Based Management refers to the decentralization of authority from the central office to individual schools. Through SBM, school heads, teachers, parents, and community members collaborate to plan, implement, monitor, and evaluate programs that improve learning outcomes. The revised policy highlights the importance of shared responsibility and participatory decision-making within the school community. One of the major features of the new guidelines is the strengthening of leadership and governance in schools. School 6 heads are expected to practice effective leadership by guiding teachers and staff in achieving educational goals. They are responsible for promoting transparency, accountability, and participation among stakeholders such as parents, local government units, and community organizations. This ensures that school programs are aligned with the needs of learners and the community. Another important component of the revised SBM system is the School Improvement Plan (SIP). Schools must prepare and implement a SIP based on the results of assessments, learner performance data, and school needs. The SIP serves as the main roadmap for improving school performance and student learning outcomes. It helps schools prioritize programs, allocate resources properly, and track progress toward their goals. The new SBM guidelines also emphasize monitoring, evaluation, and self-assessment. Schools are required to conduct regular SBM self-assessments using standardized tools provided by DepEd. These assessments help identify strengths, gaps, and areas for improvement. The results are used by the Schools Division Office to provide technical assistance and support to schools in improving their management practices. 7 Furthermore, the revised SBM framework focuses on several key dimensions of school operations, including leadership, governance and accountability, curriculum and instruction, learning environment, human resource development, and financial and resource management. These dimensions guide schools in implementing effective programs that enhance teaching and learning processes. Overall, the new guidelines on School-Based Management in DepEd aim to create more responsive, accountable, and effective schools. By empowering school leaders and encouraging collaboration with stakeholders, the revised SBM system supports continuous improvement and ensures that schools provide quality education for all Filipino learners. The implementation of SBM in the Philippines aims to achieve the following objectives: Empowerment of school stakeholders: By giving decision-making power to school heads, teachers, parents, and the community, SBM promotes shared responsibility and collaboration. Improved accountability and transparency; SBM encourages schools to develop their own improvement plans, manage resources efficiently, and report progress regularly; Enhanced school performance and learner outcomes: Autonomy allows schools to implement localized strategies that address specific learner 8 needs; Resource optimization: Schools are given the capacity to manage and utilize resources effectively based on their unique contexts and priorities. Some of the outstanding accomplishments of DepEd Camarines Sur were: Baao Distict Children's Choir, got 1st Place in Choir Competition in Singapore; 2014 Hua Cup, 1st Place; International Olympic (Innovative Math) in Hongkong by Aeron Dann Penaflorida, 2nd Place; Mia Joy Q. Formalejo, 10th Asia Cup Stars of the Olympic Math Finals in Hongkong, Arjun Rei Cabarles of Goa Central School, 2nd Place; and Godwin D. Ediza got 3rd Place in Asia Pacific International Math Competition also in Hongkong. To further improve the performance of the different public schools in DepEd Camarines Sur, the government launched the DepEd Computerization Program (DCP) where public schools in the different districts are recipients of these program: Batch 16, provided seventy-eight (78) computer sets seventy-eight (78) schools; Batch 19, one hundred five (105) schools; and equipped the twenty-one (21) mobile teachers of the Alternative Learning System (ALS) with laptops, LCD projectors, and other gadgets. The studies were contributed by some foreign and local authors. The studies on the On School-Based Management (SBM) 9 Practices: Bandur, Hamsal, & Furinto (2021) on 21st Century experiences in the development of school-based management policy and practices in Indonesia; Isa, Mydin & Abdullah, (2020) Studied the School-Based Management (SBM) Practices in Malaysia: A Systematic Literature Review; Santosa, (2020) revealed the role and participation of the community in the implementation of School-Based Management (SBM) and the factors supporting and inhibiting implementation; Marces and Domingo, (2019) Determined the School-Based Management (SBM) Level of Practice with the Use of SBM E-Tool: An Innovation for Work Simplification; Maca, (2019) assessed the School Based Management in the Philippines: fostering innovations in the public education system. Despite the wide implementation of School-Based Management (SBM) in the Philippine educational system, there remains a noticeable gap in localized and empirical studies that specifically

examine its effectiveness in promoting participatory governance at the school level. While national policies such as Republic Act 9155 advocate shared decision-making and decentralized school governance, limited research exists that investigates how SBM principles are being translated into genuine stakeholder engagement and collaborative school leadership. The absence of closely 10 related studies on this topic, particularly in specific divisions or school districts, presents a compelling need to assess whether SBM implementation truly empowers teachers, parents, learners, and community members in the decision-making processes. Understanding the extent to which participatory governance is practiced under SBM is essential not only in evaluating the fidelity of implementation but also in identifying best practices, challenges, and areas for improvement. Therefore, this study aims to fill this gap by generating context-based evidence that can inform future policy enhancements and capacity-building initiatives geared towards strengthening school-community partnerships and democratic governance in education.

1.1 Statement of the Problem

This study determined the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance in the public elementary schools in the Division of Camarines Sur for School Year 2025 2026. Specifically, it sought answers to the following questions:

1. To what extent is the level of the implementation of the School-Based Management (SBM) in terms of:
 - 1.1 Curriculum and Teaching,
 - 1.2 Learning Environment,
 - 1.3 Leadership,
 - 1.4 Governance and Accountability,
 - 1.5 Human Resource and Team Development, and
 - 1.6 Finance Mobilization? and Resource Management and
2. How significant is the agreement on the rank orders of the extent of the level of the implementation of the School-Based Management (SBM) along the aforementioned aspects?
3. To what extent is the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along:
 - 3.1 Improved Learner Outcomes,
 - 3.2 Active Involvement of Stakeholders,
 - 3.3 Functional School Governing Council (SGC),
 - 3.4 Transparent and Accountable Resource Management,
 - 3.5 Evidence-Based School Improvement Planning, and
 - 3.6 Strengthened Community and LGU Partnerships?
4. How significant is the agreement on the rank orders of the extent of the effectiveness of the implementation of 12 the School-Based Management(SBM) in promoting participatory governance among the different groups of respondents?
5. What challenges were encountered by the school heads in promoting participatory governance in the school in terms of:
 - 5.1 Access
 - 5.2 Equity
 - 5.3 Quality
 - 5.4 Resilience and
 - 5.5 Well-being?
6. What solutions were offered to address the challenges encountered by the school heads?
7. How significant is the agreement on the rank orders of the challenges encountered and the solutions offered?
8. What action plan can be formulated based from the findings of the study?

1.2 Assumptions of the Study

The study was based on the following assumptions:

1. The extent of the implementation of the School-Based Management (SBM) in terms of Curriculum and Teaching, Learning Environment, Leadership, Governance and Accountability, Human Resource and Team Development, and Finance and Resource Management and Mobilization can serve as the background of this study.
2. The respondents' assessment of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance can be determined.
3. There are challenges that are encountered by the respondents in implementing the school-Based Management System.
4. There are Solutions offered to address the challenges encountered.
5. An action plan can be crafted based from the findings of this study.

1.3 Hypotheses of the Study

The following hypotheses were tested in this study:

1. There is significant agreement on the rank orders of the extent of the level of the implementation of the School-Based Management(SBM).
2. There is a significant agreement on the rank orders of the extent of the effectiveness of the implementation of the School-Based Management(SBM) in promoting participatory governance among the different groups of respondents.
3. There is significant agreement on the rank orders of the challenges encountered and the solutions offered.

2. Literature Review

This chapter contains the related literature and studies pertaining to the researchers' focus of study which provides necessary information and knowledge that helps on the development of the study with such topics as School Based Management (SBM), Level of Practice of Public Schools on SBM, Challenges on School Based Management (SBM), Solutions Offered, and Action plan.

2.1 School-Based Management

Bandur (2018) examined the implementation of School-Based Management in Indonesia and identified conflicts between regional governments and school stakeholders. The study highlighted the importance of stakeholder participation, democratic governance, and parental involvement while recognizing challenges in decentralized decision-making. This study is relevant to the present research because both emphasize effective SBM implementation, although the present study focuses on public elementary schools in Bula North District, Division of Camarines Sur.

School Management in COVID-19 Disruption in Sri Lanka investigated the role of SBM in helping school leaders manage disruptions during the COVID-19 pandemic. Findings emphasized the benefits of collaborative planning, participatory decision-making, and delegated authority. However, limited implementation of participatory management, insufficient resources, and inadequate training remained challenges. Similar to the present study, it highlights the importance of effective school governance, but differs in context and its focus on pandemic-related disruptions.

Camacho (2020) discussed SBM validation in SDO Olongapo City, focusing on assessing schools' levels of practice through means of verification and actual evidence. The validation covered leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Both studies examine SBM implementation, but the present study focuses on public elementary schools in Bula North District, Division of Camarines Sur, rather than SBM validation in Olongapo City.

Llego (2019) presented a comprehensive guide to SBM, explaining the roles of school heads, district offices, and school management councils in planning, resource allocation, and school improvement. The discussion emphasized school autonomy, technical assistance, needs assessment, and collaborative decision-making. Similar to the present study, it highlights the importance of effective SBM implementation, but the present research specifically investigates its implementation in public elementary schools in Bula North District. Khatti, Ling, and Jha (2012) assessed the effects of SBM interventions in Philippine public schools over three years, from 2003 to 2005. The findings showed modest positive effects on overall composite test scores and performance in English, Mathematics, and Science. The study supports the potential contribution of SBM to educational outcomes, while emphasizing the need for further evaluation of its implementation. Unlike their assessment of academic performance, the present study examines SBM implementation in public elementary schools in Bula North District, Division of Camarines Sur.

2.1.1 School-Based Management Level of Practice

Bandur, Hamsal, and Furinto (2021) examined the development and implementation of SBM policies and practices in Indonesia. Findings showed that decentralizing decision-making increased stakeholder participation and commitment, contributing to an improved teaching-learning environment. The study emphasized the importance of empowering school councils and providing leadership training. Similar to the present study, it examines SBM implementation, but the present research focuses on the extent of implementation and level of practice in public elementary schools in Bula North District, Division of Camarines Sur.

Isa, Mydin, and Abdullah (2020) conducted a systematic literature review of SBM practices in Malaysia. The findings indicated a moderate level of implementation and identified school leadership and teacher competency as major concerns. The authors recommended standardized assessment tools, stronger leadership capacity, and greater parental and community involvement. Similar to the present study, it examines SBM practices and implementation challenges, but differs in geographical setting and research approach. Santosa (2020) investigated community participation and the factors supporting or hindering SBM implementation in an elementary school in Indonesia. Findings showed improvements in school quality and community interest, supported by the participation of parents, alumni, foundations, and sponsors. However, limited facilities and teachers' capacity to provide support presented challenges. Both studies emphasize stakeholder participation in SBM, but the present study focuses on the level of SBM practice in public elementary schools in Bula North District.

Marcos and Domingo (2019) examined the use of the SBM E-Tool in determining schools' levels of practice. Findings showed that the tool improved the accuracy and efficiency of SBM reporting, with all participating elementary and secondary schools submitting correct reports after its implementation. Similar to the present study, it addresses SBM assessment, but the present research focuses on evaluating SBM practices as a basis for developing policy recommendations to improve school services.

Maca (2019) assessed the role of SBM in fostering innovation in the Philippine public education system through the Third Elementary Education Project (TEEP). The findings identified SBM as a key contributor to governance reforms by promoting transparency, collaboration, and stakeholder participation in decision-making. Both studies recognize SBM as a mechanism for school improvement, but the present study focuses on assessing SBM implementation and developing an action plan to improve its level of practice.

Cogtas (2018) investigated the relationship between SBM practices and teacher productivity in public elementary schools in Davao City. Findings revealed very high levels of SBM practices and teacher productivity, with leadership and governance, as well as curriculum and instruction, significantly predicting teacher productivity. Similar to the present study, it examines SBM practices in elementary schools, but the present research focuses on implementation and levels of practice across the three types of public elementary schools in Bula North District.

Katuuk, Pasandaran, and Pangalila (2018) evaluated the effectiveness of SBM in promoting community participation and implementing school programs in six elementary schools in Tomohon, Indonesia. Findings showed that effective management policies, guidelines, programs, monitoring, and continuous development contributed to successful SBM practices. Both studies focus on SBM effectiveness and implementation, but the present research examines the level of practice in public elementary schools in Bula North District.

Cabardo (2016) examined stakeholder participation in school-initiated activities and SBM implementation in selected schools in Davao del Sur. The findings indicated moderate stakeholder participation and an SBM implementation level exceeding the minimum standard. The study also found that stakeholder participation was significantly associated with SBM implementation. Similar to the present study, it highlights participatory governance, but the present research focuses on SBM implementation in the Division of Camarines Sur, including its challenges and possible solutions.

Llantos and Pamatmat (2016) investigated Total Quality Management (TQM) and SBM practices and their implications for school leadership and improvement in selected schools in the CALABARZON Region. Findings indicated that several TQM and SBM practices significantly influenced school leadership and improvement. Both studies recognize the importance of effective management practices in improving school performance, but the present study specifically examines SBM implementation and develops an action plan for public elementary schools in Bula North District.

Tapayan, Ebio, and Bentor (2016) assessed the impact of SBM practices on K to 12 implementation in secondary schools in Leyte Division. Findings revealed a moderate impact of SBM on school leadership, school improvement processes, resource management, and accountability. A significant relationship was also found between SBM practices and K to 12 implementation. The authors recommended more intensive training for school heads. Similar to the present study, it examines SBM implementation and its challenges, but the present research focuses on public elementary schools and proposes an action plan to strengthen SBM practices.

2.1.2 Studies on the Problems Encountered

Caabas, Diaz, Luna, and Borris (2024) examined teachers' self-efficacy, productivity, and challenges in conducting action research in a Philippine school district. Findings revealed that limited time, heavy workloads, low research confidence, insufficient funding, and inadequate institutional support hindered teachers' research activities. The study emphasized the need for improved work schedules and stronger institutional support. Similar to the present study, it highlights organizational challenges and the importance of appropriate interventions, but focuses specifically on teachers' action research activities.

Arciagali and Astillero (2023) investigated the challenges encountered by school heads in implementing modular distance learning in Magallanes South District, Sorsogon. Major challenges included limited teacher-learner interaction, insufficient funding, heavy workloads, assessment difficulties, and limited classroom supervision. School heads addressed these through community partnerships, training, resource management, delegation, and revised assessment procedures. Similar to the present study, it examines school management challenges and possible solutions, but focuses on modular distance learning during the pandemic.

Casteñeros and Tañajura (2023) explored the leadership challenges experienced by newly promoted school heads in Kadingilan I and II Districts. Findings identified staff supervision, work-life balance, school management, and adjustment to existing practices as major concerns. The study emphasized open-mindedness, time management, professional development, and support from others as strategies for addressing these challenges. Similar to the present study, it examines difficulties in school leadership and management, but specifically focuses on newly promoted school heads.

Duplon, Ventura, and Decena (2022) examined the work environment, challenges, and teaching performance of newly hired teachers in the Schools Division of Zambales. Findings highlighted the importance of school facilities, physical working conditions, administrative support, communication, time management, and workplace motivation. Although no significant relationship was found between teaching performance and the measured work environment and workplace challenges, the study emphasized the importance of addressing workplace concerns. Similar to the present study, it examines organizational challenges affecting school operations, but focuses on newly hired teachers during the new normal.

2.1.3 On the Solutions Offered

Agapito (2024) examined the conflict resolution and grievance management system in the Schools Division of Las Piñas. Findings revealed that teachers and administrators were aware of the grievance machinery and preferred collaboration as a conflict resolution strategy. However, differences in the use of avoiding and compromising strategies were observed among respondent groups. The study recommended a conflict management training program to strengthen collaboration and organizational development. Similar to the present study, it emphasizes practical solutions to school-related conflicts, but focuses specifically on grievance management in the Schools Division of Las Piñas.

Morales and Sapin (2020) explored the experiences of school principals in coping with the demands and challenges of school development in the City Schools Division of Cabuyao. Using a phenomenological approach, the study examined the difficulties encountered by school heads and the strategies they employed to address them. The findings highlighted the importance of adaptive leadership, perseverance, and effective coping strategies in achieving school improvement. Similar to the present study, it focuses on addressing school management challenges, but emphasizes the lived experiences of principals and their approaches to school development.

2.1.4 Studies on Action Plan

Treosky and Footman (2024) explored the Job-Crafting Action Plan, which helps mid-career faculty align their professional responsibilities with personal priorities through task, relational, and cognitive crafting. Their study emphasized reflection, strategic planning, and effective partnerships. Similarly, the present study aims to develop an action plan based on research findings; however, their study focused on faculty career priorities, while the present study focuses on the effectiveness of School-Based Management (SBM) implementation in promoting participatory governance in public elementary schools.

Cabonero and Tindaan (2019) examined the effectiveness, reasons, and problems associated with Current Awareness Services in the Saint Mary's University Learning Resource Center. Their findings showed that these services effectively updated users and provided timely information, although challenges involving information quality, regularity, and presentation remained. An action plan was recommended to address these concerns. Similar to the present study, their research used findings to formulate interventions for identified problems. However, their study focused on academic library services, whereas the present study examines SBM implementation and participatory governance in public elementary schools.

Cadosales, Razonable, Sabroso, and Trinidad (2017) investigated students' relationships with their parents and developed an action plan based on indicators with the lowest ratings. Their findings highlighted the importance of parental involvement, quality time, appropriate discipline, and stronger parent-teacher relationships. Similar to the present study, their research used identified

weaknesses as the basis for developing appropriate interventions. However, their study focused on improving parent-child relationships, while the present study seeks to strengthen SBM implementation and participatory governance in public elementary schools. Kenney (2016) examined the development of a Campus Sustainability Action Plan at Gettysburg College using a grassroots approach that involved administrators, faculty, staff, students, and other campus stakeholders. The study emphasized stakeholder participation, consultation, and shared ownership in developing and implementing sustainability initiatives. Similarly, the present study recognizes the importance of stakeholder involvement in formulating an action plan. However, Kenney focused on environmental sustainability in a higher education institution, whereas the present study focuses on the effectiveness of SBM implementation in promoting participatory governance in public elementary schools.

Synthesis. The reviewed studies demonstrate that action plans can translate research findings into practical interventions for addressing identified weaknesses and improving organizational performance. They also emphasize the importance of stakeholder participation, collaborative planning, and clearly defined strategies to support successful implementation. Although the studies addressed different concerns, they provide a basis for developing an evidence-based action plan for strengthening School-Based Management implementation and promoting participatory governance in public elementary schools. The present study differs by specifically addressing SBM effectiveness and using its findings to propose interventions suited to the needs of public elementary schools.

2.2 *Synthesis of the State of the Art*

The related studies reviewed in this research provided valuable insights to the present research, the salient findings or outputs in terms of acquiring additional knowledge, inputs, and relevant features which were worthwhile and valuable to the present study. These information or insights gathered from previous studies / researches were considered very important to guide the present study in impact of the conflict management practices of the school heads in establishing productive 78 working environment in the public elementary schools. Some of these studies were conducted by foreign and local authors: The studies were contributed by some foreign and local authors. On School-Based Management (SBM) Practices: Bandur, Hamsal, & Furinto (2021) on 21st Century experiences in the development of school-based management policy and practices in Indonesia; Isa, Mydin & Abdullah, (2020) Studied the School-Based Management (SBM) Practices in Malaysia: A Systematic Literature Review; Santosa, (2020) revealed the role and participation of the community in the implementation of School-Based Management (SBM) and the factors supporting and inhibiting implementation; Marces and Domingo, (2019) Determined the School-Based Management (SBM) Level of Practice with the Use of SBM E-Tool: An Innovation for Work Simplification; Maca, (2019) assessed the School-based Management in the Philippines: fostering innovations in the public education system; Cogtas, (2018) investigated the School-based Management Practices and Teacher Productivity in Public Elementary Schools in Davao City; Katuuk, Pasandaran, & Pangalila (2018) on the Effectiveness of School-Based Management Practices in Increasing Community Participation and Implementing School Programs; Cabardo, (2016) evaluated the Levels of Participation of the School Stakeholders to the 79 Different School-Initiated Activities and the Implementation of School-Based Management in selected schools in the Division of Davao del Sur; Llantos & Pammat, (2016) studied the Total Quality Management and School Based Management; and, Tapayan, Ebio, & Bentor, (2016) assessed the impact of school-based management level of practices among secondary school implementing units on the K to 12 program implementation in Leyte Division. On School Based Management : Luna (2021) on the challenges and complexities of the School-Based Management, Alvarado, Sy and Adriatico, (2019) studied the constraints on School Based Management Compliance of Public Schools; Kiragu & Migos, (2018) revealed the School Based Management (SBM) prospects and challenges. The studies on the challenges and issues of School-Based Management: Bandur, (2018) examined the schoolbased management (SBM) policy reform in Indonesia; Shamsudin, (2016) on the challenges in school-based management: case of a 'cluster school' in Malaysia Cluster school is a new model established for enhancing educational excellence in Malaysia. Likewise, the studies on the Challenges Encountered: Caabas, Diaz, Luna, and Borris, (2024) on Self-Efficacy, Productivity, and Challenges in Conducting Action Research among Public School Teachers; Arciagali and Astillero, (2023) 80 on the Challenges Met and Strategies Employed by the School Heads in the Implementation of Modular Distance Learning Modality; Casteñeros and Tañajura, (2023) on the Challenges of the Newly Promoted School Heads in School Leadership: A Case Study in a Public School Setting; and, Duplon, Ventura, and Decena, (2022) determined the Work Environment, Challenges and Teaching Performance of Newly Hired Teachers; On the Solutions Offered: Agapito, (2024) on the Conflict Resolution and Grievance Management System in the Schools Division of Las Piñas: Basis for Conflict Management Training Program; Morales and Sapin, (2020) on the Journey of School Principals in Coping the Demands and Challenges of School Development; Finally, the related studies on Action Plan: Treosky and Footman, (2024) on Safeguarding Space: A Job-Crafting Action Plan That Elevates Mid-Career Priorities; Cabonero and Tindaan, (2019) on the Effectiveness, Reasons and Problems in Current Awareness Services in an Academic Library Towards Crafting an Action Plan; Cadosales, Razonable, Sabroso, and Trinidad, (2017) on the Students' Relationship with Parents: Basis for an Action Plan; and Kenney, (2016) on Crafting a Campus Sustainability Action Plan: A Grassroots Approach.

2.3 *Bridged Gap of the Study*

A lot of research and study was conducted; the present study humbly filled the gap noted from the previous studies. It is known that several studies were conducted regarding on the effectiveness of the implementation of the School-Based Management(SBM) in promoting participatory governance in the public elementary schools in Division of Camarines Sur. Both the present and the related literatures and studies discussed salient issues on effectiveness of the implementation of the School-Based Management(SBM) of the school heads in promoting participatory governance. However, these only provided valuable insights to the researcher.

2.4 *Theoretical Framework*

The theoretical paradigm of this study helped the researcher create a connection between the effectiveness of the implementation of the School-Based Management(SBM) in promoting participatory governance in the public elementary schools in Division of

Camarines Sur and the educational theories such as the Decentralization Theory, (Rondinelli, 1981), Participatory Governance Theory (Fung, & Wright, (2001), Systems Theory (Bertalanffy, 1968), Transformational Leadership Theory (Burns, 1978), and Communities of Practice Theory, (Wenger, 1998). The effectiveness of the 82 implementations of the School-Based Management (SBM) in promoting participatory governance in the public elementary schools in Division of Camarines Sur was in the inner circular region. While the extent of the level of manifestation in the implementation of the School-Based Management (SBM) in terms of: Curriculum and Teaching, Learning Environment, Leadership, Governance and Accountability, Human Resource and Team Development, and Finance and Resource Management and Mobilization was in the 2nd circular region. Meanwhile, the extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along: Improved Learner Outcomes, Active Involvement of Stakeholders, Functional School Governing Council (SGC), Transparent and Accountable Resource Management, Evidence-Based School Improvement Planning, and Strengthened Community and LGU Partnerships; the challenges are encountered by the school heads in promoting participatory governance in the school and the solutions are offered to address the challenges encountered by the school heads was in the 3rd circular region. Finally, the respondents were grouped according to the 1st to 5th congressional districts in the outer of the circular regions. Decentralization Theory, (Rondinelli, 1981). This Theory emphasizes transferring authority and decision-making from central to local units to improve efficiency, responsiveness, and community participation. According to Rondinelli (1981), decentralization in education allows schools to tailor decisions to their unique needs, engage stakeholders in planning, and manage resources more effectively. In the context of SBM, this theory underlines the shift from a top down to a bottom-up governance model. It supports the notion that school heads, teachers, parents, and community members are better positioned to make decisions that directly affect learner outcomes. This theory aligns with participatory governance by empowering stakeholders and promoting transparency and accountability in school operations. Participatory Governance Theory (Fung & Wright, 2001). Participatory Governance Theory by Fung and Wright (2001) highlights the role of citizen involvement in institutional decision-making processes to enhance democratic governance and improve public service outcomes. In the education sector, this theory supports SBM by advocating for inclusive and collaborative processes, where stakeholders such as parents, teachers, students, and local leaders actively contribute to school management. The theory emphasizes "empowered participatory governance," which involves practical, problem-solving activities grounded in local knowledge. Its application in SBM ensures that decisions reflect diverse community perspectives, increase public trust, and create a shared responsibility for school improvement and learner development. Systems Theory (Bertalanffy, 1968). Adapted in educational contexts, Systems Theory views a school as a dynamic system composed of interconnected parts—leadership, curriculum, teachers, students, and the community. According to Bertalanffy (1968), the success of a school depends on how effectively these parts interact and function. In SBM, Systems Theory suggests that effective implementation and participatory governance require clear communication, feedback loops, and synergy among stakeholders. It promotes holistic school improvement where all elements must align for shared goals. By viewing the school as a system, SBM encourages collaboration and coordinated efforts to optimize resources, improve accountability, and sustain educational outcomes. Transformational Leadership Theory (Burns, 1978). This theory was introduced by Burns (1978), focuses on leaders who inspire and empower others to exceed expectations through vision, motivation, and ethical leadership. In the context of 86 SBM, school heads act as transformational leaders who guide teachers, parents, and students to engage actively in school governance. These leaders build trust, encourage innovation, and foster a shared vision of school improvement. The theory supports the SBM principle of participatory governance by emphasizing the role of leadership in mobilizing communities, building collaborative cultures, and ensuring accountability. Transformational leadership is essential for effective SBM implementation and for sustaining stakeholder involvement and school reforms. Communities of Practice Theory, (Wenger, 1998). Wenger's (1998). This Theory describes how people learn and grow through participation in shared practices, discussions, and experiences. In education, this theory is relevant to SBM as it supports collaborative learning and decision-making among school stakeholders. SBM implementation thrives when teachers, parents, students, and community members regularly engage in dialogue, planning, and problem-solving as a learning community. These interactions build trust, collective knowledge, and a sense of ownership, which are crucial for participatory governance. Wenger's theory reinforces the idea that sustainable school improvement is achieved not in isolation but through shared practices and 87 mutual engagements among all stakeholders.

3. Methodology

This section discusses research design, sampling techniques, the respondents, methods and procedures, formulation and validation of the instrument used, and the statistical treatment of the data employed in the conduct of this study.

3.1 Research Design

This study availed of the Descriptive-Evaluative Correlational method of research. The descriptive method was utilized to determine the extent of the level of manifestation in the implementation of the School-Based Management (SBM) its effectiveness in promoting participatory governance in the public elementary schools in Division of Camarines Sur for School Year 2025-2026 in the Division of Camarines Sur. While correlational method was applied to determine the significant agreement on the rank orders of the extent of the implementation of the School-Based Management (SBM) and its effectiveness in promoting participatory governance; the challenges encountered and the solutions offered and crafted an Action Plan based from the findings of the study.

3.2 Sampling Technique

Purposive sampling was availed in the choice of the locale of the study, the public elementary schools in the Division of Camarines Sur. On the other hand, Stratified Random Sampling using Slovin's formula was availed in the choice of the respondents to determine the adequacy and representativeness of the samples in the five (5) congressional districts in the Division of Camarines Sur. The questionnaire checklist was used and assessed the effectiveness of the implementation of the School-Based Management (SBM).

3.3 Respondents of the Study

The respondents of this study were the public elementary school heads in the Division of Camarines Sur. The school heads were grouped by First, Second, Third, Fourth, and Fifth Congressional Districts. There were eight hundred sixty-five school heads in the entire Division of Camarines Sur. The researcher used the Slovin formula to get the sample size. Based on the computation, there were two hundred seventy-four (274) respondents in this study.

3.4 Research Instrument

A researcher-made rating scale (questionnaire checklist) was used in gathering the data, determining the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance in the public elementary schools of the Division of Camarines Sur for School Year 2025-2026.

3.5 Statistical Tools

Frequency Count. This was used to tally the answers on the perceptions of the respondents and determined the percentages of each response. Percentage Technique. Ordinary data treatment was based on the frequency through the percentage formula. Weighted Mean. This was employed to quantify the data and make the interpretation more objective. 97 Five-point Rating Scale. The Likert-type scale was used in quantifying and interpreting the weighted mean for each indicator included in the study, with the following interpretations: To test the reliability and validity of the instrument, the Kuder-Richardson Formula was used. It was computed using the formula, (Diederich, 1976). To test the significance of reliability, the t-test for correlation analysis was utilized with the use of the following formula (Siegel, 1988). Various statistical tools such as frequency count, weighted mean, percentage, and rank were used to treat the data statistically. To determine the significance of agreement on the rank orders of the extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance in the public elementary schools among the different types of schools, the challenges encountered, and the solutions offered, Kendall Coefficient of Concordance W was employed (Siegel, 1988).

4. Findings

This section presents, analyzes, and interprets data to address the specific research questions posed in this study, which primarily focus on the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance in the public elementary schools in the Division of Camarines Sur for School Year 2025-2026.

4.1 The Extent of the Level of the Implementation of the School-Based Management (SBM)

The implementation of the School-Based Management (SBM) empowers schools to make informed decisions that address their unique needs and priorities. It promotes shared accountability among stakeholders, leading to improved teaching and learning outcomes.

4.2 Extent of the level of the implementation of the School-Based Management (SBM) in terms of Curriculum and Teaching, Learning Environment

The respondents rated the indicators Very Much Implemented which include: Alignment of curriculum implementation with DepEd standards and local needs, 4.94; Use of assessment data to improve teaching and learning practices, 4.90; Development of contextualized and localized learning materials, 4.81; Active involvement of teachers in curriculum planning and development, 4.80; Provision of capacity-building programs for teachers' professional growth, 4.78; Integration of innovative and learner-centered teaching strategies, 4.74; Monitoring and evaluation of curriculum delivery through classroom observations, 4.66; and Regular conduct of Learning Action Cell (LAC) sessions for instructional improvement, 4.53. 108 While the respondents rated the indicators Much Implemented were: Collaborative planning of lessons and teaching approaches among teachers, 4.47; and Implementation of remedial and enrichment programs for diverse learners, 4.36. The results implied that the respondents have varied perception on the extent of the level of the implementation of the School-Based Management (SBM) in terms of Curriculum and Teaching, Learning Environment. The respondents rated highest the indicator "Alignment of curriculum implementation with DepEd standards and local needs" because it reflects the importance of ensuring that teaching and learning are both nationally compliant and contextually relevant. When the curriculum aligns with the standards of Department of Education (Philippines), it guarantees quality and consistency in educational delivery. At the same time, integrating local needs makes learning more meaningful and responsive to the learners' real-life experiences and community development. This balance strengthens both academic achievement and community engagement. Meanwhile, the indicator "Implementation of remedial and enrichment programs for diverse learners" have been rated lowest by school heads because of the persistent challenges in ensuring inclusive and differentiated instruction. Many schools face limitations in resources, such as lack of specialized learning materials, insufficient instructional time, or the absence of trained teachers who can effectively implement individualized interventions. Without these essential supports, schools may struggle to sustain structured remedial or enrichment activities that meet the unique needs of learners who are either struggling or excelling. Additionally, competing priorities in daily school operations often make it difficult to allocate adequate time and attention to these specialized programs. Another contributing factor to the low rating is the lack of systematic monitoring and evaluation of remedial and enrichment programs. In some cases, schools implement these programs on paper but not fully integrate them into the learning process due to gaps in planning, coordination, or teacher capability. Furthermore, large class sizes and limited access to technology or learning spaces can hinder the delivery of tailored instruction. These challenges highlight the need for more targeted support, capacity building, and resource allocation to strengthen the implementation of remedial and enrichment programs, ensuring that every learner—regardless of ability level—receives the support and opportunities they need to thrive academically. Thus, a strong policy recommendation for school heads, instructional supervisors, and teachers is to prioritize structured and inclusive remedial and enrichment programs that address the diverse learning needs of learners. School heads should ensure the allocation of sufficient resources, time, and personnel to sustain these programs, while instructional supervisors must provide continuous monitoring, coaching, and capacity-building activities to maintain instructional quality. Teachers, on the other hand, should employ differentiated

strategies and evidence-based interventions that support struggling learners and challenge advanced learners, ensuring that every learner is given the opportunity to succeed and thrive academically. World / NGO technical briefs and field guides — FHI 360 (2022) studied the Operational guidance and examples (levelled grouping, teacher packs, volunteer tutors), including monitoring tools and recommended session lengths. Emphasis on diagnostic-based grouping and simple teacher materials. Programs that give teachers leveled materials plus clear session plans can be implemented with non-specialist staff and still show learning gains; effectiveness increases with ongoing coaching and monitoring. For practical implementation in schools, provide low-burden diagnostics, 114 scripted lesson plans, and teacher coaching cycles. Don't expect high impact implementation support. from remedial programs without The implementation of remedial and enrichment programs for diverse learners is essential to ensure that every learner receives the support and opportunities they need to succeed. These programs address learning gaps for struggling learners while providing advanced activities for those who need greater academic challenges. By catering to different learning needs, schools promote equity, enhance learner engagement, and build a more inclusive learning environment where all learners can thrive.

4.3 Extent of the implementation of the School-Based Management (SBM) in terms of Learning Environment.

An analysis, the data reveals that the respondents rated the indicators as Very Much Implemented, include: Establishment of safe and child-friendly school facilities, 4.83; Maintenance of clean, orderly, and 115 conducive classrooms, 4.75; Development of policies ensuring zero tolerance for bullying and violence, 4.69; Strengthening of school-community partnerships for environmental sustainability, 4.69; Promotion of inclusive education practices for diverse learners, 4.63; Regular monitoring of classroom conditions to support effective learning, 4.60; and Engagement of stakeholders in creating supportive learning spaces, 4.53. While the respondents rated the indicators as Much Implemented, were Provision of functional libraries, laboratories, and ICT resources, 4.29; and Implementation of school-wide disaster risk reduction and management plans, 4.22. The data indicates that the respondents shared different perceptions regarding the extent of the implementation of the School-Based Management (SBM) in terms of Learning Environment. The respondents rated highest the indicator “Establishment of safe and child-friendly school facilities” because a secure and nurturing environment is essential for effective learning. When learners feel safe and comfortable in their surroundings, they are more likely to participate actively, focus on their studies, and develop positive attitudes toward schooling. Moreover, prioritizing safety and child-friendliness reflects the commitment of the school to uphold the rights and well-being of every learner, in line with the principles of Department of Education (Philippines). This creates a supportive atmosphere where holistic development can truly flourish. While, the indicator “Implementation of school-wide disaster risk reduction and management plans” have been rated lowest by school heads due to several operational and resource-related constraints. Many schools face challenges in fully integrating disaster risk reduction and management (DRRM) strategies into their regular operations. Limited budget allocation, insufficient training of teachers and staff, and lack of updated DRRM equipment or facilities make it difficult to sustain preparedness programs. While schools may have plans on paper, the actual implementation often requires drills, capacity-building activities, and proper coordination with local government units—processes that may not be consistently conducted because of time, manpower, or logistical limitations. Another factor contributing to the low rating is the lack of continuous monitoring and evaluation of DRRM initiatives. Some schools conduct activities only during mandated periods or after a disaster has occurred, rather than embedding disaster preparedness into their yearly operational plans. In other cases, there may be minimal 120 learner and community participation in DRRM programs, which weakens their effectiveness. This situation highlights the need for stronger institutional support, adequate funding, and regular training to ensure that DRRM plans are not just documented but actively implemented. Strengthening these areas can help schools become safer, more resilient environments for both learners and staff. A clear policy recommendation for school heads, instructional supervisors, and stakeholders is to institutionalize comprehensive and sustainable school-wide disaster risk reduction and management plans. School heads should lead in integrating disaster preparedness into the school's operational and instructional framework, ensuring that safety protocols and emergency procedures are well established and practiced regularly. Instructional supervisors must monitor the implementation of these plans through capacity-building activities and drills, while stakeholders, including parents and community partners, should actively collaborate in preparedness initiatives to create a safe, resilient, and responsive school environment. Cresencio (2023) descriptive study of SDRRM implementation in coastal public secondary schools (Masantol & Macabebe) during SY 2020–2021; respondents were 74 121 teachers. Reported moderate-to-high implementation in policy and preparedness components (evacuation plans, drills) but gaps in resource allocation, teacher training frequency, and documentation/follow-through. Teachers identified need for more drills, clear assignment of responsibilities, and localized hazard maps. Schools with formal DRRM plans show preparedness benefits, but effectiveness depends on sustained training, budgeting for safety measures, and routine monitoring; recommend institutionalizing drills, updating hazard maps, and strengthening coordination with local DRR authorities. The implementation of school-wide disaster risk reduction and management plans is crucial in ensuring the safety and preparedness of the entire school community. These plans help minimize the impact of disasters by establishing clear procedures and strategies for prevention, response, and recovery. Through proper training and coordination, learners, teachers, and staff become more resilient, capable of responding effectively, and able to maintain continuity of learning even in times of crisis.

4.4 Extent of the level of the implementation of the School-Based Management (SBM) in terms of Leadership.

An examination of the tabular presentation reveals that the respondents rated the indicators as Very Much Implemented, including: Use of cooperative learning strategies such as think-pair-share, 4.83; Facilitation of group problem-solving and decision-making exercises, 4.80; Encouragement of peer-to-peer interactions in learning activities, 4.73; Implementation of small-group discussions and teamwork tasks, 4.73; Utilization of interactive games and activities that promote teamwork, 4.68; Encouragement of active listening and respectful communication among peers, 4.64; Integration of shared projects that require learner collaboration, 4.57; and Involvement of learners in peer teaching and mentoring activities, 4.54. The data indicates that the respondents shared similar perceptions regarding the extent of the level of the implementation of the School-Based Management (SBM) in terms of Leadership.

The school heads rated highest the indicator “Use of cooperative learning strategies such as Think-Pair Share” because this approach actively engages learners in the learning process. By allowing learners to first reflect individually, then collaborate with a partner, and finally share their ideas with the class, the strategy promotes critical thinking, communication skills, and confidence. It also creates an inclusive and interactive classroom environment where every learner has the opportunity to participate. This makes learning more meaningful and fosters a deeper understanding of the lesson. Consequently, the indicator “Involvement of learners in peer teaching and mentoring activities” have been rated lowest by school heads because peer learning strategies are not yet fully institutionalized in many schools. Although peer teaching and mentoring are recognized as effective approaches to enhance collaboration and deepen understanding, their successful implementation requires careful planning, monitoring, and teacher guidance. Many teachers prioritize traditional teaching methods due to curriculum demands and limited instructional time, leaving little space to integrate peer-based strategies. Another possible reason is the lack of structured programs and clear guidelines for peer teaching and mentoring. Without formal systems or training for both teachers and learners, these activities may be implemented inconsistently or not at all. Some learners also lack the 127 confidence or communication skills needed to mentor their classmates effectively. In addition, large class sizes and diverse learning needs can make it difficult to organize and sustain peer teaching activities. Strengthening training programs, providing support materials, and creating formal peer mentoring structures can help increase learner participation and make this strategy a more effective part of the learning process. Therefore, the teachers, school heads, and parents should actively support and institutionalize peer teaching and mentoring activities to enhance collaborative learning. Teachers should create structured opportunities where learners can share knowledge and skills with their peers, fostering confidence and deeper understanding. School heads must provide the necessary support, such as time, resources, and recognition programs, to sustain these initiatives. Meanwhile, parents should be encouraged to reinforce these practices at home by motivating their children to participate actively, thereby strengthening both academic performance and social skills. Lim and Cheung (2017) experimental study in Asian secondary schools on structured peer tutoring in mathematics. Learners involved in peer tutoring showed significantly 128 higher achievement and motivation than those in traditional teacher-led classes. Peer teaching is particularly effective in math when the sessions are structured, monitored, and aligned with learning objectives. The involvement of learners in peer teaching and mentoring activities is vital in promoting collaborative learning and building confidence among learners. When learners teach or mentor their peers, they not only reinforce their own understanding but also develop leadership and communication skills. This approach fosters a supportive classroom environment where learners learn from one another, enhancing both academic performance and social interaction.

4.5 Extent of the level of the implementation of the School-Based Management (SBM) in terms of Governance and Accountability.

The shows that the respondents rated indicators as Very Much Implemented, including: Establishment of transparent financial management systems, 4.83; Strengthening of school governing councils and 129 stakeholder participation, 4.76; Clear dissemination of school policies, guidelines, and procedures, 4.70; Adherence to ethical standards and accountability frameworks in school operations, 4.70; Engagement of stakeholders in decision making and accountability processes, 4.64; Regular conduct of school performance monitoring and evaluation, 4.61; and Implementation of participatory budgeting and resource allocation, 4.54. While the respondents rated indicators as Much Implemented, including Institutionalization of feedback mechanisms for continuous school improvement, 4.41; Development of annual improvement plans aligned with school goals, 4.41; and Preparation and submission of timely and accurate accomplishment reports, 4.35. The data indicates that the respondents hold differing perceptions regarding the extent of the implementation of the School-Based Management (SBM) in terms of Governance and Accountability. The respondents rated highest the indicator “Establishment of transparent financial management systems” because it builds trust and accountability within the school community. When financial transactions and resource allocations are clear and well documented, stakeholders such as teachers, parents, and learners gain confidence in how funds are managed. This transparency not only ensures that resources are used effectively for educational priorities but also encourages greater participation and support from the community. Ultimately, it strengthens good governance and promotes a culture of integrity in the school system. While the indicator “Preparation and submission of timely and accurate accomplishment reports” have been rated lowest by school heads because many schools face difficulties in balancing administrative tasks with instructional leadership responsibilities. Preparing accomplishment reports requires not only gathering and consolidating data but also ensuring the accuracy, completeness, and alignment of these reports with required formats. With limited administrative personnel, school heads often carry multiple roles, which can delay the timely submission of documents. This workload can lead to reporting becoming a lower priority compared to more urgent operational or instructional matters. Another possible reason is the lack of adequate training and technical support in data management and reporting systems. Some schools may still rely on manual processes, making it more time-consuming to prepare accurate reports. In addition, frequent changes in reporting templates or deadlines can add further confusion and delay. These 134 challenges highlight the need for streamlined reporting systems, capacity building for both school heads and support staff, and stronger coordination with higher offices to improve the timeliness and accuracy of accomplishment reports. Strengthening this area will not only ensure compliance but also enhance transparency and informed decision-making in schools. Hence, a clear policy recommendation for policymakers, school heads, and stakeholders is to enforce a systematic and transparent process for the preparation and submission of timely and accurate accomplishment reports. Policymakers should establish clear guidelines, standardized templates, and realistic timelines to ensure consistency and accountability. School heads must monitor compliance, provide technical support, and promote a culture of punctuality and accuracy among staff. Stakeholders, on the other hand, should be engaged in validating and supporting reporting efforts, ensuring that outputs reflect actual accomplishments and contribute to data-driven decision-making for school improvement. Caingcoy (2021) Philippine-based descriptive studied examining how teachers prepare, submit, and use accomplishment and M&E reports in basic education settings. 135 Reports were often submitted on time but lacked consistency in content accuracy and analysis. Timeliness improved with clear reporting guidelines and leadership reminders. Regular monitoring, standardized templates, and leadership support lead to better report quality and timely submissions in schools. The preparation and submission of timely and accurate accomplishment reports are essential for effective planning, monitoring, and evaluation of school

programs and activities. These reports provide reliable data that help school leaders make informed decisions and ensure accountability and transparency. By maintaining accuracy and timeliness, schools can efficiently track progress, address gaps, and strengthen the implementation of various educational initiatives.

4.6 Extent of the implementation of the School Based Management (SBM) in terms of Human Resource and Team Development.

Based on the tabular data, it is evident that the 136 indicators were rated by the respondents as Very Much Implemented, namely: Provision of continuous professional development programs for teachers and staff, 4.85; Establishment of merit-based selection, hiring, and promotion processes, 4.80; Conduct of team-building activities to enhance collaboration and unity, 4.73; Strengthening of teacher induction and mentoring programs, 4.69; Development of a recognition and reward system for outstanding performance, 4.63; Preparation and submission of timely and accurate accomplishment reports, 4.60; and Encouragement of teacher leadership roles in school projects and initiatives, 4.52. While the indicators rated as Much Implemented, were: Implementation of performance appraisal systems for personnel growth, 4.46; and Institutionalization of wellness and support programs for teachers and staff, 4.44. The data reveals that respondents have varied perceptions about the extent of the level of the implementation of the School-Based Management (SBM) in terms of Human Resource and Team Development. The respondents rated highest the indicator “Provision of continuous professional development programs for teachers and staff” because it highlights the importance of investing in human capital to ensure quality education. When teachers and staff are given opportunities to upgrade their skills and knowledge, they become more effective in delivering instruction and managing school programs. Continuous learning also motivates educators to adapt to new trends, strategies, and technologies, which directly benefits learner learning outcomes. This commitment to professional growth reflects a strong foundation for sustaining excellence in education. Meanwhile, the indicator “Institutionalization of wellness and support programs for teachers and staff” have been rated lowest by school heads because wellness programs are often not prioritized compared to academic and administrative responsibilities. Many schools have limited resources, making it difficult to establish and sustain structured programs that address the mental, emotional, and physical well-being of personnel. While some activities such as occasional team-building or health checks conducted, these are often not institutionalized or implemented regularly. This lack of consistency can lead to wellness initiatives being viewed as optional rather than integral to school operations. Another contributing factor is the absence of clear guidelines, funding, and dedicated personnel to oversee wellness and support programs. School heads struggle to balance their leadership duties with initiatives that require 141 coordination with external agencies, such as health services or mental health professionals. Additionally, cultural factors may cause some teachers or staff to overlook wellness activities, focusing more on work-related tasks. These challenges highlight the need for stronger policy support, adequate funding, and a clear framework to make wellness and support programs a permanent part of the school system. Institutionalizing these programs can lead to a healthier, more motivated, and more productive workforce. Thus, a strong policy recommendation for policymakers, school heads, and stakeholders is to institutionalize comprehensive wellness and support programs that prioritize the physical, emotional, and mental well-being of teachers and staff. Policymakers should establish clear guidelines and allocate resources to ensure that wellness initiatives are sustained and accessible. School heads must implement these programs consistently through activities such as stress management workshops, wellness breaks, and counseling services. Stakeholders should actively collaborate and provide support to create a positive and nurturing work environment, recognizing that a healthy and motivated workforce leads to improved teaching performance and better learning outcomes. 142 Carpenter et al. (2023) multi-year evaluation of district-level teacher wellness professional development and supports (PD, coaching, self-care strategies). Teachers reported improved self-awareness of stress and increased use of coping strategies; participating districts saw modest improvements in reported wellbeing and reduced intent to leave, especially when supports were ongoing rather than one time. District-level initiatives help when embedded in multi year plans with follow-up coaching and administrative support; scale-up requires policy commitment and sustained funding. The institutionalization of wellness and support programs for teachers and staff is essential in promoting a healthy, motivated, and productive workforce. When educators and personnel feel supported physically, mentally, and emotionally, they can perform their roles more effectively and with greater enthusiasm. These programs foster a positive work environment, reduce stress and burnout, and contribute to the overall improvement of teaching and learning outcomes in the school.

4.7 Extent of the implementation of the School-Based Management (SBM) in terms of Finance and Resource Management and Mobilization.

The data demonstrates that the respondents evaluated the indicators as Very Much Implemented, such as: Effective utilization of the school’s Maintenance and Other Operating Expenses (MOOE), 4.91; Establishment of transparent and accountable financial management systems, 4.86; Implementation of participatory budgeting involving school stakeholders, 4.78; Engagement of parents, alumni, and the community in resource mobilization, 4.75; Timely submission of financial and utilization reports to authorities, 4.68; Promotion of efficiency and sustainability in the use of school resources, 4.65; Mobilization of external resources through partnerships with stakeholders, 4.57; and Regular monitoring and auditing of financial transactions and reports, 4.54. The results suggest that the respondents had similar perceptions regarding the extent of the level of the implementation of the School-Based Management (SBM) in terms of Finance and Resource Management and Mobilization. The respondents rated highest the indicator “Effective utilization of the school’s Maintenance and Other Operating Expenses (MOOE)” because it ensures that resources are maximized to support teaching and learning needs. When MOOE funds are used wisely, schools can provide adequate learning materials, maintain facilities, and implement programs that directly benefit learners. Transparent and efficient spending also builds trust among stakeholders and promotes accountability in financial management. This strategic use of resources strengthens the overall quality of education and supports the school’s operational goals. While the indicator “Regular monitoring and auditing of financial transactions and reports” have been rated lowest by school heads because financial management requires specialized skills, strict compliance, and a significant amount of time. Many school heads face difficulties in regularly conducting monitoring and auditing activities due to their multiple administrative and instructional responsibilities. The preparation of financial reports involves not only tracking expenses but also ensuring that every transaction is properly documented and aligned with accounting and

government standards, which can be overwhelming without adequate support staff. This often leads to delays or inconsistencies in the monitoring process. Another possible reason is the lack of technical training and resources dedicated to financial auditing at the school level. Some schools do not have assigned personnel with expertise in accounting or auditing, making it harder to conduct regular and accurate financial checks. In addition, frequent changes in financial guidelines or reporting formats can add to the complexity, increasing the risk of errors. These challenges highlight the need for stronger capacity building, simplified auditing processes, and regular support from higher offices. By addressing these gaps, schools can ensure greater financial transparency, accountability, and effective utilization of funds. A sound policy recommendation for instructional leaders, school heads, and stakeholders is to institutionalize regular monitoring and auditing of financial transactions and reports to ensure transparency and accountability. Instructional leaders should advocate for strict adherence to financial policies and provide guidance on proper fund utilization that supports instructional goals. School heads must implement systematic auditing schedules, accurate documentation, and timely reporting to maintain fiscal integrity. Meanwhile, 149 stakeholders should actively participate in financial oversight and validation processes, fostering a culture of trust, shared responsibility, and good governance in the school community. Nasution et al., (2024) systematic reviewed of ~78 peer reviewed articles (2015–2024) on internal audit (IA) in the public sector, mapping themes, methods, and gaps. IA research grew in scope—common topics include IA effectiveness, independence, IA role in governance, and IA’s relationship to financial reporting quality; studies consistently find IA contributes to improved control and accountability but highlight variability by country and institution. Regular IA/monitoring is associated with stronger governance and reporting quality, but effectiveness depends on IA independence, resourcing, and integration with risk management. Research gaps remain on longitudinal impacts and standard metrics. The regular monitoring and auditing of financial transactions and reports are vital in ensuring transparency, accountability, and proper use of school funds. Through consistent oversight, schools can detect and prevent errors, irregularities, or misuse of resources. This practice builds trust among stakeholders, strengthens financial management 150 systems, and supports the efficient implementation of programs and projects that benefit the learners and the school community.

4.8 The Summary of the Extent of the Implementation of the School-Based Management (SBM)

The implementation of the School-Based Management (SBM) reflects how effectively schools exercise autonomy in decision-making and resource utilization. A higher level of implementation signifies stronger stakeholder participation, better governance, and improved learning outcomes. This ensures that schools are more responsive to their learners’ needs and community priorities. Table 1 present the Summary of the Extent of the Level of the Implementation of School-Based Management (SBM).

Table 1: Summary of the Extent of the Level of the Implementation of School-Based Management (SBM).

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Curriculum and Teaching	4.63	VMI	5	4.73	VMI	1	4.68	VMI	2.5	4.70	VMI	2.5	4.73	VMI	3	4.70	VMI	2
2. Learning Environment	4.56	VMI	6	4.51	VMI	6	4.57	VMI	5.5	4.56	VMI	5.5	4.68	VMI	4	4.58	VMI	6
3. Leadership	4.64	VMI	4	4.60	VMI	4	4.68	VMI	2.5	4.70	VMI	2.5	4.80	VMI	1.5	4.69	VMI	3
4. Governance and Accountability	4.67	VMI	2.5	4.58	VMI	5	4.57	VMI	5.5	4.56	VMI	5.5	4.57	VMI	6	4.60	VMI	5
5. Human Resource and Team Development	4.67	VMI	2.5	4.61	VMI	3	4.63	VMI	4	4.60	VMI	4	4.65	VMI	5	4.64	VMI	4
6. Finance and Resource Management and Mobilization	4.68	VMI	1	4.64	VMI	2	4.70	VMI	1	4.75	VMI	1	4.80	VMI	1.5	4.72	VMI	1
Average	4.64	VMI		4.61	VMI		4.63	VMU		4.64	VMU		4.70	VMU		4.62	VMU	

Upon reviewing the tabular value, the indicators rated Very Much Implemented include Finance and Resource Management and Mobilization, 4.72; Curriculum and Teaching, 4.70; Leadership, 4.69; Human Resource and Team Development, 4.64; Governance and Accountability, 4.60; and Learning Environment, 4.58. The data shows that the respondent’s consensually rated high Extent of the Level of the Implementation of the School Based Management (SBM). The respondents rated highest the indicator “Finance and Resource Management and Mobilization” because it plays a crucial role in ensuring that the school operates efficiently and sustainably. Effective management and mobilization of resources allow the school to address priority needs, support academic programs, and maintain quality facilities. It also promotes transparency and accountability, which build trust among stakeholders and encourage community participation. By efficiently managing financial and material resources, the school is better positioned to provide a conducive learning environment and achieve its educational goals. Meanwhile, the indicator “Learning Environment” have been rated lowest by school heads because maintaining a conducive and well-equipped learning space requires continuous investment, strong maintenance systems, and adequate resources. Many schools face challenges such as overcrowded classrooms, limited facilities, and outdated equipment that affect the overall quality of the learning environment. Budget constraints often make it difficult to upgrade infrastructure, provide sufficient learning materials, or ensure proper classroom ventilation, lighting, and cleanliness. These conditions can directly impact both teaching effectiveness and learner learning experiences. Another reason for the low rating is the lack of consistent support for maintaining and improving facilities. While some schools receive assistance from

stakeholders or local government units, these efforts are often not enough to address long-term infrastructural needs. Environmental factors, such as frequent flooding or wear and tear due to high learner populations, also contribute to the problem. Furthermore, with the growing emphasis on technology integration, many schools still lack adequate ICT resources to create modern learning spaces. These realities highlight the need for stronger infrastructure investment, better resource allocation, and active community partnerships to enhance the learning environment and make it more supportive of quality education. Therefore, stakeholders, school heads, and parents should strengthen collaborative efforts in creating a safe, inclusive, and stimulating learning environment for all learners. Stakeholders should support initiatives that provide adequate facilities, resources, and programs promoting both academic and socio-emotional growth. School heads must ensure the effective implementation of policies that prioritize cleanliness, safety, accessibility, and learner engagement. Parents, on the other hand, should actively participate in maintaining a supportive atmosphere at home and in school, reinforcing positive behaviors and encouraging their children to value education. Closs et al. (2021) recent empirical syntheses examining how combined dimensions of learning environments shaped learners' engagement and non-cognitive outcomes (motivation, sense of belonging) including analyses post-COVID disruptions. Strong links between teacher support, learner sense of belonging, and growth mindset with improved engagement. Physical and pedagogical design supported active learning where teachers were prepared to use the space. COVID era disruptions highlighted the importance of psychosocial supports. Interventions must be integrated: physical improvements alone do not produce gains unless paired with teacher pedagogy and attention to learners' social-emotional needs. The learning environment plays a crucial role in shaping learners' academic performance, behavior, and overall, well being. A safe, inclusive, and engaging environment encourages active participation, creativity, and a positive attitude toward learning. When learners feel supported and valued in their surroundings, they become more motivated to learn, collaborate, and achieve their full potential.

4.9 The Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the School-Based Management (SBM)

The level of implementation of School-Based Management (SBM) plays a vital role in promoting quality education. By empowering schools to make decisions that directly address their unique needs, SBM encourages more effective teaching and learning practices. When properly implemented, it fosters accountability, collaboration, and innovation, resulting in improved learner outcomes and overall school performance. Table 2 illustrates the Test of Significant Agreement on the Rank Orders of the Extent of the Level of the Implementation of the School-Based Management (SBM). The Coefficient of Concordance W and the computed chi square value resulted to: Curriculum and Teaching, 0.91 and 40.95, (porders of the extent of the level of implementation of the School-Based Management (SBM) across all key dimensions. The high Coefficient of Concordance (W) values—ranging from 0.77 to 0.91—indicate a strong consensus among respondents in their assessment of the different components. Notably, Curriculum and Teaching obtained the highest concordance ($W = 0.91$), suggesting that stakeholders have a unified perception that this dimension is strongly implemented in schools. Similarly, Leadership and Governance and Accountability both recorded high W values (0.90), further confirming aligned views regarding effective school leadership and governance practices. Furthermore, the significant agreement reflected in the Coefficient of Concordance and chi-square results carry important implications for the practice and monitoring of School-Based Management (SBM). First, the strong consensus among respondents indicates that key stakeholders—such as school heads, teachers, and administrators—have a shared understanding of which SBM components are being effectively implemented. This shared perception is critical because it can guide decision-making and policy formulation at the school level. Likewise, the alignment in perceptions of Leadership and Governance and Accountability implies that school leadership structures and accountability mechanisms are functioning cohesively, fostering a stable environment for educational improvement. Second, the results also highlight areas that may require continued attention despite overall agreement. The slightly lower concordance in Human Resource and Team Development suggests that there may be variability in how staff development programs are experienced or prioritized. This could point to opportunities for targeted interventions, such as more structured professional development, team building initiatives, or enhanced support for staff collaboration. Furthermore, the uniformity of perception across all dimensions signals that stakeholders are likely to support and participate in reforms or enhancements to SBM practices, as there is a shared acknowledgment of current achievements and areas for improvement. Overall, these findings imply that schools can leverage this consensus to reinforce successful practices, address weaker areas strategically, and foster a more cohesive approach to achieving quality education through SBM. The findings are relatable to Theory of Organizational Effectiveness, Richard Daft (2010) which emphasizes that alignment among members' perceptions and shared goals leads to improved institutional performance. When stakeholders have a unified understanding of SBM practices, it reflects a coordinated effort that enhances decision-making and overall school effectiveness. Additionally, Participative Leadership Theory supports these results, as high concordance in Leadership and Governance indicates that collaborative decision-making and inclusive management practices are being observed and valued by staff. The findings underscore that stakeholders perceive the implementation of SBM as consistently strong across various dimensions, with the highest emphasis placed on instructional and governance-related areas. This consensus can be interpreted as a reflection of effective school leadership, structured curriculum implementation, and well-established governance mechanisms that collectively continuous improvement of educational quality.

Table 2: The Test of Significant Agreement on the Rank Orders of the Extent of the Implementation of the School-Based Management (SBM)

INDICATORS	Curriculum and Teaching	Learning Environment	Leadership	Governance and Accountability	Human Resource and Team Development	Finance and Resource Management and Mobilization
Sum of the squared deviation from the difference (d^2)	1069	1240.50	944	1865.50	1162.50	869.50
Number of Groups	5	5	5	5	5	5
Number of Indicators	10	9	8	10	9	8
Coefficient of Concordance (W)	0.91	0.82	0.90	0.90	0.77	0.83
Computed Chi Square (χ^2)	40.95	32.80	31.50	40.50	30.80	29.05
Degree of Freedom	9	8	7	9	8	7
Tabular χ^2 Value with						
0.05	16.92	15.51	14.07	16.92	15.51	14.07
0.025	19.68	18.17	16.62	19.68	18.17	16.62
0.01	21.67	20.09	18.48	21.67	20.09	18.48
0.005	23.59	21.96	20.28	23.59	21.96	20.28
0.001	27.88	26.12	24.32	27.88	26.12	24.32
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001

4.10 The Extent of the Effectiveness of the Implementation of School-Based Management (SBM) in Promoting Participatory Governance

The implementation of School-Based Management (SBM) in promoting participatory governance is seen in the active involvement of teachers, parents, and community members in school decision-making. When participatory governance is practiced, it fosters transparency, accountability, and shared responsibilities for educational outcomes. This collaborative approach strengthens trust and ensures that school policies and programs are responsive to the needs of learners and the community.

4.11 Extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Improved Learner Outcomes

The respondents rated the indicators as Very Much Effective along: Improved learners' academic performance through participatory decision-making, 4.69; Reduced dropout rates due to participatory planning and interventions, 4.69; Increased completion rates through collective monitoring of learners' progress, 4.61; Increased learner engagement as a result of inclusive governance practices, 4.58; Raised literacy and numeracy levels through community-supported initiatives, 4.56; Improved classroom performance through resource mobilization from stakeholders, 4.55; and Enhanced learners' mastery of competencies due to shared accountability, 4.50. While the respondents rated the indicator as Much Effective was Strengthened academic support programs through stakeholder collaboration, 4.38. The data shows that the respondents shared almost similar perception on the extent of the effectiveness of the implementation of the School-Based Management (SBM) in decisions create a sense of ownership and accountability.

This collaborative approach ensures that policies and strategies are more responsive to learners' needs, leading to more effective teaching and learning outcomes. Furthermore, participatory decision-making fosters a supportive school climate where innovative ideas are welcomed, resulting in improved academic performance as learners benefit from well-informed and collectively supported educational interventions. Meanwhile, the school heads rated the indicator on strengthened academic support programs through stakeholder collaboration the lowest primarily due to challenges in fostering active participation from all stakeholders. Many parents and community members have limited time, resources, or awareness to effectively contribute to academic initiatives, which reduces the overall impact of collaborative efforts. Additionally, there insufficient communication channels between the school and external stakeholders, leading to gaps in understanding roles and responsibilities. Some academic support programs may also lack proper planning or alignment with stakeholder capacities, making collaboration less effective. The low rating could further reflect previous

experiences where collaborative programs did not yield significant improvements in learner outcomes, resulting in skepticism among school heads. Finally, limited training for teachers and school leaders on how to engage stakeholders strategically may hinder the development of sustainable partnerships, affecting the perceived effectiveness of these programs. Hence, to enhance the effectiveness of academic support programs, school heads, curriculum makers, and parents should actively collaborate to identify learners' needs and provide targeted interventions. School heads can facilitate regular meetings and workshops that bring together teachers, parents, and community partners to align support strategies and monitor progress. Curriculum makers should design flexible and inclusive programs that allow stakeholder input, while parent age encourages students to participate in mentoring, tutoring, and feedback mechanisms, ensuring a holistic approach that strengthens learner learning outcomes. Yamoah and Quansah (2025) examined the role of stakeholder collaboration in school improvement planning within junior high schools in the Gomoa West and Central Districts of Ghana. The research found a statistically significant positive relationship between stakeholder collaboration and learners' academic achievement, as indicated by Pearson's product-moment correlation and simple linear regression analyses. The study concluded that strengthening stakeholder collaboration within the School Improvement Planning (SIP) process can lead to improved academic performance, providing valuable empirical evidence for the Ghanaian educational context. Strengthened academic support programs through stakeholder collaborations are crucial in ensuring that learners receive well-rounded guidance and resources tailored to their needs. By involving teachers, parents, community members, and local organizations, schools can create a more supportive learning environment that addresses both academic and socio-emotional challenges. This collaborative approach not only enhances learners' performance but also fosters a sense of shared responsibility, ensuring that all stakeholders are actively engaged in promoting educational success. Promoting participatory governance along Improved Learner Outcomes. The school heads rated the highest indicator on improved learners' academic performance through participatory decision-making because they recognize that involving teachers, learners, and other stakeholders in school

4.12 Extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Active Involvement of Stakeholders.

Upon analyzing the data, the indicators were rated as Very Much Effective by the respondents, include: Strengthened parent participation in school programs and activities, 4.69; Fostered stronger partnerships with NGOs and private sectors in school improvement, 4.69; Increased involvement of community leaders in school planning and decision-making, 4.61; Improved communication channels among stakeholders for school development, 4.58; Enhanced collaboration of teachers, educational initiatives, 4.55; and Mobilized resources through active participation of stakeholders, 4.50. While the indicators rated as Much Effective were: Promoted volunteerism among parents and community members in school activities, 4.38; and Increased stakeholder attendance in consultative meetings and assemblies, 4.29. The data reveals that the respondents agreed on the high extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Active Involvement of Stakeholders. The school heads rated highest the indicator on strengthened parent participation in school programs and activities because they understand that active parental involvement directly supports learner learning and overall school development. Engaged parents contribute valuable insights, resources, and encouragement, which help reinforce the educational goals set by the school. Additionally, fostering strong parent-school partnerships creates a collaborative environment where both teachers and families work together to address learners' needs, resulting in a more supportive and effective educational experience. However, the school heads rated the indicator on increased stakeholder attendance in consultative meetings and assemblies as the lowest due to persistent challenges in engaging the community consistently. Many stakeholders, particularly parents, often face time constraints or work commitments that prevent them from attending scheduled meetings, leading to low turnout. There may also be a lack of awareness or understanding of the importance of these meetings in influencing school decisions and supporting learner learning. Ineffective communication strategies, such as limited use of reminders or channels that reach all stakeholders, further contribute to poor attendance. Some school heads may have observed that even when stakeholders attend, their participation is passive rather than active, reducing the perceived value of holding such assemblies. Additionally, cultural or logistical barriers, such as transportation difficulties or conflicting schedules, may hinder stakeholder engagement, resulting in the indicator receiving a low rating. Therefore, to promote greater stakeholder engagement, school heads, instructional supervisors, and parents should prioritize regular and well-organized consultative meetings and assemblies. School heads can implement clear communication strategies and incentives to encourage consistent attendance, while instructional supervisors can provide guidance on effective meeting agendas and participatory practices. Parents should be actively involved by contributing insights, raising concerns, and supporting school initiatives, fostering a collaborative environment that strengthens the school community and enhances decision-making processes. Tesfaye (2025) identified barriers to inclusive stakeholder participation in education, focusing on the role of financial incentives. Findings indicated that stakeholders were more likely to attend meetings when organizers provided financial incentives, such as per diems. The study concluded that addressing financial barriers and providing incentives can enhance stakeholder attendance in consultative meetings and assemblies. Increased stakeholder attendance in consultative meetings and assemblies is essential for fostering transparent communication and collective decision-making within the school community. When more stakeholders, including parents, teachers, and community members, actively participate, they can provide valuable insights, feedback, and support that contribute to the development of effective school policies and programs. This heightened involvement strengthens trust, accountability, and a sense of shared responsibility, ultimately promoting a more inclusive and responsive educational environment.

4.13 Extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Functional School Governing Council (SGC).

An examination of the tabular presentation reveals that the respondents rated the indicators as Very Much Effective, which include: Conducted regular SGC meetings to discuss school programs and concerns, 4.76; Established a functional School Governing Council with active members, 4.72; Formulated school policies through the participation of the SGC, 4.65; Addressed school issues

effectively through collective action of the SGC, 4.63; Mobilized resources and support through SGC initiatives, 4.58; Implemented school improvement plans with guidance from the SGC, 4.57; and Monitored and evaluated school programs with the assistance of the SGC, 4.55. While the indicators rated as Much Effective, were: Strengthened decision-making processes through the involvement of the SGC, 4.37; Fostered strong collaboration among teachers, parents, and community through the SGC, 4.36; and increased transparency and accountability through SGC participation, 4.18. The results implied that the respondents shared different insight on the effectiveness of the implementation of the school-Based Management (SBM) in promoting participatory governance along Functional School Governing Council (SGC). The school heads rated highest the indicator on conducting regular SGC (School Governing Council) meetings because these gatherings provide a structured platform for discussing school programs, addressing concerns, and making informed decisions collaboratively. Regular meetings ensure transparency and accountability, allowing stakeholders to actively participate in shaping policies and initiatives that directly impact teaching and learning. Moreover, consistent communication through SGC meetings strengthens relationships among teachers, administrators, parents, and community members, fostering a cohesive school environment that supports continuous improvement. Consequently, the school head rated the indicator on increased transparency and accountability through School Governing Council (SGC) participation the lowest due to several persistent challenges. Many SGC members may lack sufficient understanding of their roles and responsibilities, limiting their ability to actively contribute to school governance and decision-making. Additionally, irregular attendance or minimal engagement during council meetings can reduce the effectiveness of SGC participation in promoting transparency. Some school heads may have experienced difficulties in fostering open communication between the council and other stakeholders, which undermines accountability efforts. There may also be a lack of formal training or orientation programs for SGC members, making it challenging for them to monitor school activities and financial matters effectively. Furthermore, existing processes for reporting and feedback may be cumbersome or unclear, discouraging both council members and school leaders from fully embracing participatory governance. These factors contribute to the low rating of this indicator. With this, to ensure increased transparency and accountability, school heads, SGC coordinators, and teachers should actively promote and participate in SGC activities and decision-making processes. School heads can establish clear guidelines and reporting mechanisms, while SGC coordinators can facilitate open communication and regular updates on school programs and financial matters. Teachers should engage in SGC discussions and provide honest feedback, fostering a culture of shared responsibility that strengthens trust among stakeholders and supports the school's overall effectiveness. Alade (2024) explored the perceptions of school governing bodies regarding accountability and transparency in school management. The findings revealed that fostering accountability and transparency within schools proved to be a multifaceted challenge. The study concluded that while efforts have been made to enhance accountability and transparency, continuous efforts are needed to address the challenges and ensure effective governance. Increased transparency and accountability through School Governance Council (SGC) participation is vital in ensuring that school decisions and actions are open and clearly communicated to all stakeholders. Active involvement of the SGC allows parents, teachers, and community members to monitor the use of resources, evaluate programs, and provide constructive feedback, fostering responsible management of school affairs. This practice not only builds trust between the school and its stakeholders but also encourages a culture of shared responsibility, ultimately enhancing the quality and effectiveness of education

4.14 The Extent of the Effectiveness of the Implementation of the School-Based Management (SBM) in Promoting Participatory Governance along Transparent and Accountable Resource Management

Transparent and accountable resource management ensures that all school funds and assets are utilized efficiently and ethically to support teaching and learning. This practice builds trust among stakeholders, promotes fairness, and maximizes the impact of resources on improving learner outcomes and the overall quality of education. Upon reviewing the tabular value, the respondents rated Very Much Effective include: Monitored fund disbursements effectively with stakeholder participation, 4.74; Mobilized resources responsibly with transparency in accounting procedures, 4.71; Presented financial statements regularly during stakeholder assemblies, 4.64; Strengthened trust among stakeholders through honest financial reporting, 4.58; Implemented resource management practices aligned with school improvement plans, 4.55; Ensured proper utilization of school funds through transparent reporting, 4.51; and Addressed resource-related issues promptly through participatory governance, 4.50. While the respondents rated Much Effective were: Promoted accountability through open disclosure of budget allocations, 4.43; Fostered stakeholder confidence through accountable resource utilization, 4.26; and improved efficiency of school operations through transparent resource management, 4.20. The data indicates that the respondents hold differing perceptions regarding the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Transparent and Accountable Resource Management. The school heads rated highest the indicator on effectively monitoring fund disbursements with stakeholder participation because it ensures transparency and accountability in the utilization of school resources. By involving stakeholders in the monitoring process, the school promotes trust and collaboration, making certain that funds are allocated and used according to the priorities that directly benefit learners. Additionally, this participatory approach helps identify and address potential issues early, leading to more efficient financial management and supporting the overall goal of enhancing the quality of education. However, the school heads rated the indicator on improved efficiency of school operations through transparent resource management the lowest due to several operational and systemic challenges. Limited training and awareness among school staff regarding proper financial and resource management practices can hinder transparency and accountability. In some cases, documentation and reporting systems may be cumbersome or inconsistent, making it difficult to track resource allocation accurately. Additionally, insufficient monitoring mechanisms may prevent school heads from ensuring that resources are used efficiently and according to established guidelines. Some school heads may have encountered delays or irregularities in procurement and disbursement processes, which negatively affect the overall perception of operational efficiency. Finally, a lack of active stakeholder involvement in overseeing resource management may contribute to the low rating, as transparency and accountability rely heavily on collaborative monitoring and feedback. To enhance the efficiency of school operations, school heads, DepEd top management, and stakeholders

should prioritize transparent and accountable management of resources. School heads can implement clear tracking systems for budgets, supplies, and facilities usage, ensuring that all stakeholders are informed of allocations and expenditures. DepEd top management and stakeholders should actively monitor, provide feedback, and support resource planning initiatives, fostering a culture of trust, responsible management, and optimized use of school resources to improve overall operational efficiency. Fernandez (2025) examined the relationship between transparency and governance in self-implementing secondary schools in Digos City, Davao del Sur, focusing on teachers' perceptions. The study finds a strong, positive correlation between transparency and governance, indicating that enhanced transparency significantly contributes to more effective governance structures and practices. The study concludes that prioritizing transparency enhances a sense of accountability among leaders and stakeholders, ultimately fostering better governance and operational efficiency. Improved efficiency of school operations through transparent resource management is essential for maximizing the impact of available funds, materials, and human resources. When resources are managed openly and responsibly, school leaders and stakeholders can identify priorities, reduce waste and ensure that every allocation directly supports learner learning and development. This transparency not only promotes accountability but also strengthens stakeholder confidence, enabling smoother operations and a more effective educational environment.

4.15 Extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Evidence-Based School Improvement Planning.

Evidence -based school improvement planning relies on data and research to identify strengths, weaknesses, and areas for development within the school. By grounding decisions in concrete evidence, schools can implement targeted strategies that enhance teaching quality, optimize resource use, and improve learner outcomes.

A closer look at the tabular presentation, the data reveals that the indicators rated as Very Much Effective include: Utilized learner performance data in crafting the School Improvement Plan (SIP), 4.72; Reviewed school performance indicators to formulate improvement strategies, 4.68; Based resource allocation decisions on documented school needs and data, 4.61; Incorporated stakeholder feedback into the planning and implementation of programs, 4.53; and Adjusted school initiatives based on results of evaluation reports, 4.51. While the indicators rated as Much Effective were: Evaluated program outcomes using data-driven monitoring tools, 4.49; Conducted needs assessments that guided evidence-based school priorities, 4.45; Analyzed achievement test results to identify learning gaps and interventions, 4.38; and Integrated research findings into the design of school programs and activities, 4.08. The result implied that the respondents have different perspectives on the high extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Evidence-Based School Improvement Planning. The school heads rated highest the indicator on utilizing learner performance data in crafting the School Improvement Plan (SIP) because data driven planning allows schools to identify specific learning gaps and prioritize interventions that address learners' actual needs. By analyzing performance trends, school leaders can make informed decisions that enhance teaching strategies, resource allocation, and program implementation. This evidence-based approach not only improves the effectiveness of the SIP but also ensures that efforts are targeted toward achieving measurable improvements in learner outcomes. Whereas the school heads rated the indicator on integrating research findings into the design of school programs and activities the lowest due to several underlying challenges. Many schools may lack access to relevant or up to date research that could inform program development, limiting evidence-based decision-making. In some cases, teachers and administrators may not have the training or skills needed to interpret research findings and translate them into actionable strategies. Time constraints and heavy administrative workloads can also prevent school heads from prioritizing research integration when planning programs. Additionally, there may be a lack of collaborative structures that facilitate sharing and applying research insights across departments or grade levels. Some school heads may have observed that even when research is considered, its implementation is inconsistent, reducing its impact on program effectiveness. These factors collectively contribute to the low rating of this indicator, highlighting the need for stronger support systems and capacity-building for evidence-based school planning. Thus, to enhance the relevance and effectiveness of school programs, teachers, school heads, and stakeholders

should actively integrate research findings into the planning and design of school activities. Teachers can apply evidence-based strategies in classroom instruction and co-curricular initiatives, ensuring that programs address actual learner needs. School heads and stakeholders should support these efforts by providing resources, guidance, and feedback, fostering a culture of data-driven decision-making that improves learner outcomes and overall school performance. Antonietti (2025) explored the quality of technology integration in upper secondary education, focusing on passive, active, constructive, and interactive technology enhanced learning activities. The findings indicated that active and interactive technology-enhanced learning activities were most effective in enhancing learner engagement and learning outcomes. The study concluded that integrating research-based technology practices into school programs can significantly improve educational experiences. Integrating research findings into the design of school programs and activities is crucial for ensuring that educational initiatives are evidence-based and effective. address learners' needs. By using data and insights from research, schools can implement strategies that are proven to enhance learner learning, engagement, and overall development. This practice also fosters a culture of continuous improvement, allowing educators to make informed decisions and design programs that are both relevant and impactful.

4.16 Extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Strengthened Community and LGU Partnerships.

A careful examination of the table shows that the indicators rated as Very Much Effective are as follows: Forged strong partnerships with the Local Government Unit in support of school programs, 4.72; Strengthened community involvement in co-curricular and extracurricular activities, 4.68; Fostered sustained community engagement in school monitoring and evaluation activities, 4.61; Promoted shared accountability for education outcomes through LGU collaboration, 4.55; and Increased LGU participation in school planning and decision-making processes, 4.53. While the indicators rated as Much Effective were: Secured financial and material

assistance from LGUs and community stakeholders, 4.49; Improved school safety and security through partnerships with local authorities, 4.49; and Enhanced school facilities through collaborative projects with LGUs and barangay officials, 4.42. The result reveal that the respondents have different perspective on the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance along Strengthened Community and LGU Partnerships. The school heads rated highest the indicator on forging strong partnerships with the Local Government Unit (LGU) because such collaborations provide additional resources, support, and opportunities that enhance the implementation of school programs. Engaging the LGU fosters a shared responsibility for education, ensuring that initiatives align with both community needs and educational goals. Moreover, these partnerships strengthen the school's capacity to deliver quality education by facilitating projects, funding, and programs that directly benefit learners and the broader school community. While the school heads rated the indicator on enhanced school facilities through collaborative projects with Local Government Units (LGUs) and barangay officials the lowest due to several persistent challenges. Coordination with LGUs and barangay officials can be difficult, as these stakeholders often have competing priorities or limited resources to allocate to school projects. Some school heads may have experienced delays in approvals or funding, which hinder timely improvements to school facilities. Additionally, inconsistent engagement or follow-through from community partners can reduce the effectiveness of collaborative initiatives.

There may also be limited formal mechanisms for planning and monitoring joint projects, resulting in unclear responsibilities and accountability. Finally, logistical challenges, such as sourcing materials or mobilizing manpower, further complicate facility enhancement efforts, leading school heads to perceive this indicator as less successfully implemented. To improve the quality of the learning environment, teachers, school heads, and stakeholders should collaborate with LGUs and barangay officials to enhance school facilities through joint projects and initiatives. Teachers can identify specific needs within classrooms and laboratories, ensuring that facility improvements directly support teaching and learning. School heads and stakeholders should actively coordinate with local government units, mobilize resources, and monitor project implementation, fostering a community driven approach that strengthens school infrastructure and benefits all learners. Galang (2020) explored the dynamics of school-community partnerships in secondary schools in Region III, focusing on the involvement of barangay LGUs in school-related projects.

The research identified active participation from barangay officials in school activities, including financial support and involvement in school improvement planning, significantly contributed to the enhancement of school facilities. The study concluded that fostering strong partnerships between schools and barangay LGUs leads to improved school facilities and a more conducive learning environment. Enhanced school facilities through collaborative projects with LGUs and barangay officials are essential for creating a safe, conducive, and resource-rich learning environment. By working together, schools and local government units can pool resources, expertise, and support to improve classrooms, laboratories, libraries, and other essential facilities that directly benefit learners. This partnership not only strengthens community engagement but also ensures that educational spaces are well-maintained and equipped to foster academic excellence and holistic development

4.17 The Summary of the Extent of the Effectiveness of the Implementation of the School-Based Management (SBM) in Promoting Participatory Governance

The implementation of School-Based Management (SBM) in promoting participatory governance is evident in how it encourages active involvement from teachers, parents, and community members in school decision-making. By allowing stakeholders to contribute ideas, provide feedback, and participate in planning, SBM ensures that governance is more inclusive and responsive to the needs of the learners. This participatory approach strengthens accountability, transparency, and collaboration, ultimately leading to more effective and well-managed school operations.

Table 3: The Summary of the Extent of the Effectiveness of the Implementation of the School-Based Management (SBM) in Promoting Participatory Governance

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Improved Learner Outcomes	4.57	VME	1	4.55	ME	1	4.57	VME	2	4.62	VME	1	4.51	VME	5	4.57	VME	1
2. Active Involvement of Stakeholders	4.53	VME	3	4.50	VME	5	4.53	VME	4	4.59	VME	3	4.52	VME	2.5	4.54	VME	3.5
3. Functional School Governing Council (SGC)	4.52	VME	4	4.54	VME	2	4.56	VME	3	4.51	VME	5.5	4.52	VME	2.5	4.54	VME	3.5
4. Transparent and Accountable Resource Management	4.49	ME	6	4.53	VME	3	4.49	ME	5	4.51	VME	5.5	4.51	VME	5	4.51	VME	5
5. Evidence-Based School Improvement Planning	4.50	VME	5	4.47	ME	6	4.45	ME	6	4.52	ME	4	4.51	VME	5	4.49	ME	6
6. Strengthened Community and LGU Partnerships	4.56	VME	2	4.52	VME	4	4.58	VME	1	4.56	VME	2	4.58	VME	1	4.56	VME	2
Average	4.53	VME		4.52	VME		4.53	VME		4.55	VME		4.53	VME		4.55	VME	

An examination of the tabular presentation, the respondents rated the indicators Very Much Effective which include: Improved Learner Outcomes, 4.57; Strengthened Community and LGU Partnerships, 4.56; Active Involvement of Stakeholders, 4.54; Functional School Governing Council (SGC), 4.54; and Transparent and Accountable Resource Management, 4.51. While the indicator rated Much Effective was Evidence-Based School Improvement Planning, 4.49. Evidently, the data implied that the respondents agreed on the high Extent of the Effectiveness of the Implementation of the School-Based Management (SBM) in

Promoting Participatory Governance. The school heads rated highest the indicator on improved learner outcomes because it reflects the ultimate goal of all school initiatives and interventions—to enhance learner learning and achievement. Effective implementation of programs, participatory decisionmaking, and data-driven planning contribute directly to better academic performance and holistic development of learners. Furthermore, improved learner outcomes signal the success of collaborative efforts among teachers, parents, stakeholders, and the school leadership in creating a supportive and high-performing educational environment.

However, the school heads rated the indicator on Evidence Based School Improvement Planning (EBSIP) the lowest due to several key challenges in its implementation. Many schools may face difficulties in systematically collecting and analyzing relevant data, which is essential for informed planning. Limited training or capacity among school leaders and staff in interpreting data and translating it into actionable improvement strategies can further hinder the process. Time constraints and competing administrative responsibilities may prevent school heads from prioritizing evidence-based planning. In some cases, there may be collaboration among stakeholders to provide comprehensive input, reducing the quality and relevance of improvement plans. Additionally, a lack of monitoring and feedback mechanisms can make it difficult to evaluate the effectiveness of implemented strategies, weakening the overall planning cycle. These combined factors contribute to the low rating, highlighting the need for stronger capacity building and structured processes to support evidence-based decision-making in schools. To ensure effective school development, teachers, school heads, and stakeholders should actively engage in evidence-based school improvement planning that relies on accurate data and research findings. Teachers can provide classroom level insights and performance data to identify learning gaps and prioritize interventions. School heads and stakeholders should support these efforts by facilitating access to relevant data, monitoring progress, and making informed decisions, fostering a systematic and results-oriented approach that enhances overall school performance. VanGronigen (2023) investigated the design and characteristics of School Improvement Plans (SIPs) and their correlation with learner achievement. The study found that higher-quality SIPs were positively—but often not significantly—correlated with better learner achievement in English/Language Arts and mathematics. The study concluded that while the quality of SIPs is important, other factors may also influence learner achievement outcomes. Evidence-based school improvement planning is crucial for ensuring that decisions and strategies are grounded in accurate data and proven practices. By relying on research, assessment results, and performance indicators, schools can identify real areas of need and implement targeted interventions that effectively enhance learner learning and overall school performance. This approach promotes accountability, strategic resource allocation, and continuous improvement, ensuring that school programs and initiatives are both efficient and impactful.

4.18 The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Implementation of the School-Based Management (SBM) in Promoting Participatory Governance

The effectiveness of the implementation of School-Based Management (SBM) in promoting participatory governance is reflected in the active engagement of teachers, parents, and community members in school planning and decision-making processes. When stakeholders are meaningfully involved, school policies and programs are better aligned with the actual needs of learners, fostering a sense of ownership and shared responsibility. This participatory approach enhances transparency, accountability, and collaboration, contributing to more responsive and effective school governance.

Table 4: The Test of Significant Agreement on the Rank Orders of the Extent of the Effectiveness of the Implementation of the School-Based Management (SBM) in Promoting Participatory Governance

INDICATORS	Improved Learner Outcomes	Active Involvement of Stakeholders	Functional School Governing Council (SGC)	Transparent and Accountable Resource Management	Evidence- Based School Improvement Planning	Strengthened Community and LGU Partnerships
Sum of the squared deviation from the difference (d^2)	986	1286	1911	1926.50	1306	906
Number of Groups	5	5	5	5	5	5
Number of Indicators	8	9	10	8	9	10
Coefficient of Concordance (W)	0.94	0.86	0.92	0.94	0.87	0.86
Computed Chi Square (χ^2)	32.90	34.40	41.40	42.30	34.80	30.10
Degree of Freedom	7	8	9	7	8	9
Tabular χ^2 Value with						
0.05	14.07	15.51	16.92	14.07	15.51	16.92
0.025	16.01	17.54	19.02	16.01	17.54	19.02
0.01	18.48	20.09	21.67	18.48	20.09	21.67
0.005	20.28	21.96	23.59	20.28	21.96	23.59
0.001	24.32	26.12	27.88	24.32	26.12	27.88
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001

The Coefficient of Concordance W and the computed chi square value resulted to: Improved Learner Outcomes, 0.94 and 32.90, ($p < 0.001$); Active Involvement of Stakeholders, 0.86 and 34.40, ($p < 0.001$); Functional School Governing Council (SGC), 0.92 and 41.40, ($p < 0.001$); Transparent and Accountable Resource Management, 0.94 and 42.30, ($p < 0.001$); Evidence-Based School Improvement Planning, 0.87 and 34.80, ($p < 0.001$); and Strengthened Community and LGU Partnerships, 0.86 and 30.10, ($p < 0.001$). Thus, the alternative hypothesis was accepted. The high Coefficient of Concordance ($W = 0.90$) and the computed chi-square value (24.30, $p < 0.001$) reveal that respondents consistently rated all indicators—Improved Learner Outcomes, Active Involvement of Stakeholders, Functional School Governing Council (SGC), Transparent and Accountable Resource Management, Evidence-Based School Improvement Planning, and Strengthened Community and LGU Partnerships—at a high level of effectiveness. This strong agreement reflects a shared perception among stakeholders that SBM practices are successfully fostering inclusive and collaborative governance in schools. Therefore, the acceptance of the alternative hypothesis confirms that SBM is being effectively implemented, resulting in enhanced school performance and participatory decision-making processes. The significant agreement on the effectiveness of the implementation of School-Based Management (SBM) in promoting Participatory governance has important implications for education. First, the high Coefficient of Concordance indicates that school stakeholders share a common understanding and appreciation of the benefits of SBM. This means that schools are not only meeting administrative and instructional targets but are also fostering a culture of shared responsibility and collaboration. When governance is participatory, decision-making becomes more transparent, strategic plans are better aligned with community needs, and Resources are utilized more efficiently to support improved learner outcomes. Moreover, the strong alignment among stakeholders suggests that SBM can serve as a sustainable framework for educational improvement. By actively involving parents, teachers, community members, and local government units, schools can develop innovative programs that address both academic and non-academic needs of learners. This collaborative governance leads to stronger community-school partnerships, better accountability systems, and more evidence-based planning. Ultimately, the findings emphasize the value of strengthening SBM practices to enhance educational quality, learner performance, and overall school effectiveness. One related theory that supports the results of the study is the Participatory Governance Theory proposed by Archon Fung (2006). This theory emphasizes the active involvement of multiple stakeholders—such as teachers, parents, learners, and community members—in the decision-making processes of institutions, including schools. According to Fung, participatory governance creates more democratic, transparent, and accountable systems that lead to better outcomes because decisions are informed by those who are directly affected by them. The significant agreement on the rank orders of the extent of the effectiveness of School-Based Management (SBM) in promoting participatory governance clearly demonstrates the strong alignment and commitment among stakeholders. The high Coefficient of Concordance reflects that SBM practices are effectively implemented and widely supported, particularly in areas such as stakeholder involvement, evidence-based planning, and strengthened partnerships. This collective perception signifies a school environment where shared leadership and accountability are prioritized, leading to improved educational outcomes. Ultimately, the findings affirm that when schools embrace participatory governance, they foster a culture of collaboration and transparency that drives meaningful and sustainable educational progress.

4.19 The Extent of the Challenges Encountered by the School Heads in Promoting Participatory Governance in the School

School heads often face several challenges in promoting participatory governance, such as limited stakeholder engagement and lack of awareness of their roles in decisionmaking. Some stakeholders may have conflicting priorities or limited time, making it difficult to ensure active and consistent participation. Additionally, inadequate communication and resource constraints can hinder the smooth implementation of collaborative initiatives, affecting the overall effectiveness of participatory governance in schools' Encountered by the School Heads in Promoting Participatory Governance in the School

4.20 The Summary of the Extent of the Challenges Encountered by the School Heads in Promoting Participatory Governance in the School

The challenges encountered by school heads in promoting participatory governance in the school is notably significant. Many school leaders face difficulties in ensuring active stakeholder involvement, fostering shared decision-making, and maintaining transparent communication. These challenges often hinder the full realization of collaborative governance, which is essential for effective school management and development.

Table 5: The Summary of the Extent of the Challenges Encountered by the School Heads in Promoting Participatory Governance in the School

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Access	4.31	MC	5	4.22	MC	4.5	4.23	MC	5	4.18	MC	5	4.36	MC	4	4.26	MC	5
2. Equity	4.33	MC	4	4.22	MC	4.5	4.32	MC	3	4.54	VMC	2	4.18	MC	5	4.32	MC	3
3. Quality	4.59	VMC	1	4.44	MC	1	4.53	VMC	1	4.60	VMC	1	4.55	VMC	1	4.54	VMC	1
4. Resiliency	4.39	MC	2	4.27	MC	2.5	4.34	MC	2	4.26	MC	3	4.38	MC	2.5	4.33	MC	2
5. Well-being	4.36	MC	3	4.27	MC	2.5	4.28	MC	4	4.23	MC	4	4.38	MC	2.5	4.31	MC	4
Average	4.39	MC		4.28	MC		4.34	MC		4.36	MC		4.37	MC		4.35	MC	

The analysis of the tabulated responses suggests that the following indicators were identified by the respondents as Very Much Challenging was Quality, 4.54. While the indicators rated by the respondents as Much Challenging were: Resiliency, 4.33; Equity, 4.32; Well-being, 4.31; and Access, 4.26. The data presented suggest that the different groups of respondents exhibit varying perceptions concerning the Extent of the Challenges Encountered by the School Heads in Promoting Participatory Governance in the School. The school heads considered promoting participatory governance in terms of quality as very much challenging because ensuring meaningful involvement from all stakeholders requires more than just inviting participation—it demands structured, informed, and sustained engagement. Many schools struggle with aligning stakeholder inputs with actual school goals, standards, and quality assurance mechanisms. Some parents or community members may not have adequate knowledge or background in educational processes, making it difficult to contribute effectively to decision-making. As a result, participation may be limited to surface-level involvement rather than genuine collaboration that improves educational quality. School heads also face the challenge of balancing different perspectives while maintaining high academic and operational standards, which can be a complex and time-consuming task. Furthermore, maintaining the quality of participatory governance is hindered by resources and capacity constraints. To achieve high-quality participation, schools need regular capacity-building programs, clear communication channels, and transparent decision-making structures. However, limited funding, time, and logistical support often prevent these processes from being fully implemented. Some stakeholders may lose interest or disengage when their inputs are not properly valued or translated into concrete actions. For school heads, this becomes major challenge because the success of participatory governance depends on active, well-informed, and empowered stakeholders. Without these elements, participatory governance may exist in form but not in substance—failing to contribute meaningfully to the continuous improvement of school quality. Hence, to address the challenges faced by school heads in promoting participatory governance in terms of quality, school heads, instructional supervisors, and DepEd top management should strengthen structures that encourage active involvement of all stakeholders. School heads can initiate capacity-building programs to equip stakeholders with the knowledge and skills needed for meaningful participation. Instructional supervisors and DepEd top management should provide clear guidelines, supportive policies, and monitoring mechanisms to ensure that participatory governance leads to improved decision-making, accountability, and overall educational quality. Villafane (2025) studied school heads practicing participative leadership and the obstacles they encounter when involving teachers, parents, and community in school decision-making. Identified time constraints (administrative load), lack of stakeholder commitment, weak structures for shared decision-making, and insufficient leadership training as primary barriers to meaningful participation. To improve participatory governance quality, schools need structured support (leadership development, distributed decision protocols) and time reallocation so heads can facilitate genuine stakeholder engagement. Addressing the challenges encountered by school heads in promoting participatory governance is essential to ensure the quality of education and school management. When these challenges are properly addressed, decision-making becomes more inclusive, leading to well-informed policies and programs that enhance teaching and learning outcomes. Moreover, overcoming these barriers fosters a culture of collaboration and accountability, which ultimately contributes to continuous school improvement and higher educational standards.

4.21 The Solutions Offered to Address the Challenges Encountered by the School Heads

One effective solution to address the challenges encountered by school heads in promoting participatory governance is to strengthen stakeholder engagement through regular consultations and open communication channels. Providing capacity-building programs for teachers, parents, and community members can also empower them to actively participate in decision-making. Additionally, establishing clear policies and shared responsibilities fosters trust, collaboration, and a more inclusive school governance system.

Table 6: The Solutions Offered to Address the Challenges Encountered by the School Heads

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Stakeholder consultation meetings were conducted to ensure inclusive decision-making	4.83	VMN	3	4.87	VMN	4	4.81	VMN	4	4.81	VMN	4	4.88	VMN	4	4.84	VMN	1
2. Capacity-building trainings for teachers and staff were organized	4.64	VMN	9	4.93	VMN	1	4.56	VMN	9	4.63	VMN	9	4.51	VMN	13	4.65	VMN	6
3. Partnerships with LGUs and NGOs were strengthened to mobilize resources	4.57	VMN	11	4.31	MN	13	4.40	MN	12.5	4.27	MN	13	4.70	VMN	9	4.45	MN	11
4. Digital platforms for communication and collaboration were introduced	4.87	VMN	1	3.75	MN	15.5	4.91	VMN	1	4.10	MN	16	4.25	MN	16	4.38	MN	12
5. Regular monitoring and evaluation mechanisms were established	4.48	MN	14	4.12	MN	14	4.1	MN	14	4.17	MN	15	4.31	MN	15	4.24	MN	16
6. Alternative learning modalities were implemented during disruptions	4.52	VMN	13	4.57	VMN	11	4.41	MN	11	4.88	VMN	1	4.57	VMN	12	4.59	VMN	8.5
7. Disaster preparedness and resiliency plans were developed	3.88	MN	17	3.55	MN	17	4.77	VMN	5	3.85	MN	17	4.81	VMN	6	4.17	MN	17
8. Community outreach programs were initiated to increase parental involvement	4.73	VMN	5	4.61	VMN	10	2.40	N	17	4.78	VMN	5	4.85	VMN	5	4.27	MN	15
9. Professional development programs for teachers were prioritized	4.70	VMN	6	4.81	VMN	6	4.76	VMN	6	4.72	VMN	6	4.19	MN	17	4.64	VMN	7

21. Conduct Rapid Damage Assessment and Immediately assess the extent of damage to classrooms, offices, laboratories, and other facilities.	3.84	MN	23.5	3.54	MN	22	3.38	N	22.5	3.83	MN	22	4.15	MN	22.5	3.74	MN	23.5
22. Allow teachers to adjust their teaching schedules when possible, especially in multigrade or blended learning environments.	3.88	MN	19	3.55	MN	18.5	3.40	N	19	3.85	MN	18.5	4.19	MN	19	3.77	MN	18
23. Design wellness programs with contingency measures so they can continue during emergencies, such as natural disasters, health crises, or resource shortages.	3.88	MN	19	3.54	MN	22	3.35	N	24	3.80	MN	24.5	4.11	MN	24.5	3.74	MN	23.5
24. Provide access to counseling services, employee assistance programs (EAPs), or professional mental health support.	3.80	MN	25	3.50	MN	24.5	3.35	N	25	3.80	MN	24.5	4.11	MN	24.5	3.71	MN	25
25. Integrate SEL into daily lessons to teach emotional regulation, empathy, resilience, and stress management.	3.88	MN	19	3.50	MN	24.5	3.40	N	19	3.85	MN	18.5	4.19	MN	19	3.76	MN	20.5
Average	4.35	MN		4.19	MN		4.10	MN		4.29	MN		4.50	VMN		4.29	MN	

10. Fund-raising activities were conducted to support school initiatives	4.85	VMN	2	4.84	VMN	5	4.53	VMN	10	4.50	VMN	10	4.68	VMN	10	4.68	VMN	5
11. Inclusive education strategies for marginalized learners were adopted	4.10	MN	16	3.75	MN	15.5	4.65	VMN	8	4.17	MN	14	4.93	VMN	2	4.32	MN	14
12. Health and wellness programs for learners and staff were launched	4.65	VMN	8	4.73	VMN	8	3.85	MN	15	4.65	VMN	8	4.73	VMN	8	4.52	VMN	10
13. Psychosocial support services were provided during crises	4.42	MN	15	4.65	VMN	9	3.46	MN	16	4.34	MN	12	4.95	VMN	1	4.36	MN	13
14. Transparent financial reporting was practiced to build trust	4.75	VMN	4	4.90	VMN	3	4.85	VMN	3	4.44	MN	11	4.90	VMN	3	4.77	VMN	2
15. Collaborative planning sessions with stakeholders were facilitated	4.55	VMN	12	4.50	VMN	12	4.40	MN	12.5	4.85	VMN	3	4.64	VMN	11	4.59	VMN	8.5
16. Linkages with private organizations for educational support were pursued	4.68	VMN	7	4.79	VMN	7	4.70	VMN	7	4.69	VMN	7	4.75	VMN	7	4.72	VMN	4
17. Recognition and reward systems for active stakeholder participation were introduced	4.59	VMN	10	4.92	VMN	2	4.88	VMN	2	4.87	VMN	2	4.47	MN	14	4.75	VMN	3
18. Conduct an audit of existing resources for disaster response (first-aid kits, emergency food, water, teaching aids).	3.86	MN	22	3.54	MN	22	3.40	N	19	3.83	MN	22	4.19	MN	19	3.76	MN	20.5
19. Use a combination of online, modular, blended, and radio/TV-based lessons to cater to diverse learner needs.	3.88	MN	19	3.55	MN	18.5	3.40	N	19	3.83	MN	22	4.15	MN	22.5	3.76	MN	20.5
20. Use SMS, messaging apps, social media, email, or phone calls to provide timely updates on school activities, learning schedules, and emergency plans.	3.84	MN	23.5	3.55	MN	18.5	3.38	N	22.5	3.85	MN	18.5	4.19	MN	19	3.76	MN	20.5

The results of the tabular data analysis indicate that the respondents gave a Very Much Necessary rating to the indicators in these areas: Stakeholder consultation meetings were conducted to ensure inclusive decision-making, 4.84; Transparent financial reporting was practiced to build trust, 4.77; Recognition and reward systems for active stakeholder participation were introduced, 4.75; Linkages with private organizations for educational support were pursued, 4.72; Fund-raising activities were conducted to support school initiatives, 4.68; Capacity-building trainings for teachers and staff were organized, 4.65; Professional development programs for teachers were prioritized, 4.64; Alternative learning modalities were implemented during disruptions, 4.59; Collaborative planning sessions with stakeholders were facilitated, 4.59; and Health and wellness programs for learners and staff were launched, 4.52. While the indicators rated as Much Necessary include: Community outreach programs were initiated to increase parental involvement, 4.47; Partnerships with LGUs and NGOs were strengthened to mobilize resources, 4.45; Digital platforms for communication and collaboration were introduced, 4.38; Psychosocial support services were provided during crises, 4.36; Inclusive education strategies for marginalized learners were adopted, 4.32; Regular monitoring and evaluation mechanisms were established, 4.24;; and Disaster preparedness and resiliency plans were developed, 4.17; Allow teachers to adjust their teaching schedules when

possible, especially in multigrade or blended learning environments, 3.77; Conduct an audit of existing resources for disaster response (first-aid kits, emergency food, water, teaching aids), 3.76; Use a combination of online, modular, blended, and radio/TV-based lessons to cater to diverse learner needs, 3.76; Use SMS, messaging apps, social media, email, or phone calls to provide timely updates on school activities, learning schedules, and emergency plans, 3.76 and Integrate SEL into daily lessons to teach emotional regulation, empathy, resilience, and stress management, 3.76; Design wellness programs with contingency measures so they can continue during emergencies, such as natural disasters, health crises, or resource shortages; 3.74; and Conduct Rapid Damage Assessment and Immediately assess the extent of damage to classrooms, offices, laboratories, and other facilities, 3.74; and Provide access to counseling services, employee assistance programs (EAPs), or professional mental health support, 3.71.

The results of the data analysis shows that the various groups of respondents have almost uniform perceptions of the solutions offered to address the challenges encountered by school heads in Promoting Participatory Governance in the School. School Heads in the Division of Camarines Sur have identified the top three key solutions namely: Stakeholder consultation meetings were conducted to ensure inclusive decision-making; transparent financial reporting was practiced building trust; and Recognition and reward systems for active stakeholder participation were introduced. The school heads considered stakeholder consultation meetings as one of the top solutions because these gatherings foster a strong sense of ownership and collaboration among all members of the school community. By conducting regular consultations, decision-making becomes inclusive and participatory, allowing parents, teachers, learners, and community leaders to voice their insights and concerns. This process not only strengthens mutual trust and respect but also ensures that programs and initiatives align with the real needs of the learners and the community. Through open dialogue, school heads are better able to address issues effectively, promote transparency, and develop a shared vision for school improvement. Another key solution identified is transparent financial reporting, which is crucial in building trust and accountability among stakeholders. When stakeholders are informed about how resources are allocated and utilized, they are more likely to support school programs and initiatives. Transparent reporting reduces misconceptions, discourages misuse of funds, and creates a culture of integrity. This practice also encourages stakeholders to participate more actively, knowing that their contributions and efforts are properly acknowledged and responsible for managed. In turn, this transparency strengthens the partnership between the school and the community, creating a more supportive environment for educational development.

Lastly, recognition and reward systems for active stakeholder participation were introduced as a powerful motivator to sustain engagement. Acknowledging the contributions of parents, teachers, learners, and partners fosters a sense of value and belonging within the school community. Recognition encourages continuous involvement and inspires others to participate in school activities and decision-making processes. Reward systems need not be grand; even simple forms of appreciation such as certificates, public acknowledgments, or special roles in school programs can boost morale and encourage shared responsibility.

By promoting a culture of appreciation, school heads cultivate a more vibrant and collaborative governance environment that ultimately contributes to the school's overall success. In light of the results, policy recommendation based on the solutions offered is the institutionalization of structured stakeholder engagement frameworks in schools. This include mandating regular consultation meetings to ensure that decision-making processes are inclusive, transparent, and reflective of community needs. Policies should also require schools to implement standardized financial reporting systems that are accessible to all stakeholders, thereby promoting accountability and trust. In addition, integrating formal recognition and reward programs for active stakeholder participation can be encouraged to sustain community involvement and shared responsibility. By embedding these practices into policy, schools can strengthen participatory governance, enhance collaboration, and create a more transparent and empowering educational environment.

Table 7: The Test of Significant Agreement on the Rank Orders of the Challenges Encountered and the Solutions Offered

One of the major challenges encountered in promoting participatory governance in the school is the difficulty in ensuring active and consistent involvement of stakeholders in decision-making processes. Limited awareness, lack of trust, and communication gaps often hinder genuine collaboration between the school and the community. To address these issues, solutions such as conducting regular stakeholder consultation meetings, practicing transparent financial reporting, and implementing recognition and reward systems for active participation were offered.

The Coefficient of Concordance W and the computed chi square value resulted to: Access, 0.92 and 41.40, ($p < 0.001$); Equity, 0.83 and 33.20, ($p < 0.001$); Quality, 0.80 and 28.00, ($p < 0.001$); Resiliency, 0.91 and 40.95, ($p < 0.001$); Well-being, 0.84 and 33.60, ($p < 0.001$), and Solutions Offered, 0.74 and 88.8, ($p < 0.001$). Thus, the alternative hypothesis was accepted.

The results of the test of significance reveal a strong and consistent agreement among the respondents regarding the challenges encountered by school heads in promoting participatory governance. The high Coefficient of Concordance ($W = 0.87$) and the computed chi-square value ($\chi^2 = 34.80$, $p < 0.001$) across all domains—Access, Equity, Quality, Resiliency, and Well-being—indicate that these challenges are commonly and significantly experienced in schools. This strong level of concordance suggests that these issues are not isolated but systemic, requiring collective and strategic solutions. Similarly, the significant result for the solutions offered shows a shared understanding of effective interventions to address these challenges. Overall, the findings emphasize the importance of unified efforts, stakeholder engagement, and evidence-based strategies in strengthening participatory governance in schools. The significant results across all areas—Access, Equity, Quality, Resiliency, and Well-being—imply a high level of shared perception among school heads regarding the challenges They face in promoting participatory governance. This means that the issues are not unique to specific schools but are widespread and deeply embedded in the educational system. Such consistency highlights the urgent need for systemic interventions rather than isolated or short-term solutions. It also reflects the critical role of inclusive decision-making and collaborative governance in addressing these persistent challenges effectively

Table 8: The Test of Significant Agreement on the Rank Orders of the Challenges Encountered by the School Heads in Promoting Participatory Governance in the School and the Solutions Offered

INDICATORS	Challenges Encountered					Solutions Offered
	Access	Equity	Quality	Resiliency	Well-being	
Sum of the squared deviation from the difference (d^2)	1889	1246	846	1871	1264	24 116.5
Number of Groups	5	5	5	5	5	5
Number of Indicators	10	9	8	10	9	25
Coefficient of Concordance (W)	0.92	0.83	0.80	0.91	0.84	0.74
Computed Chi Square (χ^2)	41.40	32.20	28.00	40.95	36.60	88.8
Degree of Freedom	9	8	7	9	8	24
Tabular χ^2 Value with						
0.05	16.92	15.51	14.07	16.92	15.51	36.42
0.025	19.68	18.17	16.62	19.68	18.17	39.36
0.01	21.67	20.09	18.48	21.67	20.09	42.98
0.005	23.59	21.96	20.28	23.59	21.96	45.56
0.001	27.88	26.12	24.32	27.88	26.12	51.18
Decision of H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001

Moreover, the significant level of agreement on the solutions offered suggests that school heads recognize common strategies that could address these governance gaps. This opens opportunities for policymakers and education leaders to design unified frameworks and policies that can be implemented across different schools. Strengthening participatory governance through these agreed-upon solutions can lead to more equitable access to education, improved quality of learning, stronger resilience during crises, and enhanced well-being of both learners and teachers.

Ultimately, these implications call for coordinated actions at the school, division, and national levels to ensure that participatory governance becomes a functional and sustainable pillar of school management. The results of the study strongly align with Participatory Governance Theory by Sherry Arnstein (1969), which emphasizes the importance of involving stakeholders in decision-making to achieve more effective and inclusive governance. Arnstein's model suggests that when individuals or groups share common perceptions of challenges and solutions, it leads to stronger collective action and accountability.

This theory supports the study's finding of a high level of agreement ($W = 0.87$) among school heads, indicating shared experiences and priorities in addressing governance issues. It also reinforces the idea that participation is not just a formality but a strategic approach to achieve educational access, equity, quality, resiliency, and well-being. By applying this theory, schools can strengthen collaborative structures that make governance more transparent, responsive, and sustainable. The significant agreement among school heads on the challenges and solutions in promoting participatory governance underscores the systemic nature of these issues in education. The high Coefficient of Concordance and chi-square results reflect a shared understanding and collective awareness of areas that need urgent attention, particularly in access, equity, quality, resiliency, and well-being. This alignment among leaders provides a strong foundation for implementing unified and evidence-based governance strategies. By fostering meaningful stakeholder participation and applying relevant governance theories, schools can create more inclusive, transparent, and sustainable educational environments that lead to improved learner outcomes.

4.21 Action Plan on the Effectiveness of the Implementation of School-Based Management (SBM) in Promoting Participatory Governance in the Public Elementary Schools in the Division of Camarines Sur

The implementation of School-Based Management (SBM) plays a crucial role in strengthening the delivery of quality education in the country. By decentralizing authority and empowering schools to make context-based decisions, SBM enhances the responsiveness of educational institutions to the needs of learners and the community. This action plan on the effectiveness of the implementation of SBM in promoting participatory governance in public elementary schools in the Division of Camarines Sur aims to evaluate how well the principles of shared leadership, stakeholder involvement, and accountability are being practiced in schools. It provides a structured approach to assess existing programs and identify opportunities to enhance participation among different

education stakeholders. The legal foundation of this initiative is firmly anchored in Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001. It emphasizes the active involvement of stakeholders in planning, implementation, and evaluation processes to achieve quality education. Additionally, Department of Education institutionalized SBM through DepEd Order No. 83, s. 2012, which provides the guidelines and standards for school-based governance and decision-making. These legal instruments reinforce the responsibility of schools to foster an environment where participatory governance is practiced and valued. Furthermore, participatory governance is rooted in the democratic principle that decision-making should not be confined to a few individuals but shared among those directly affected by educational outcomes.

Through SBM, parents, Teachers and community members are encouraged to take part in discussions, planning sessions, and policy formulation. This inclusive approach ensures that programs and projects are relevant and sustainable because they reflect the shared vision and collective priorities of the school community. The action plan seeks to strengthen these participatory mechanisms, ensuring that decision-making processes are transparent, evidence-based, and inclusive. In addition, this action plan recognizes the practical importance of promoting participatory governance in improving school performance and student outcomes. Schools that practice effective SBM often experience stronger community support, more efficient resource allocation, and improved learner achievement. In the context of the Division of Camarines Sur, where communities have diverse needs and resources, effective participatory governance can help ensure that every child receives the support and opportunities needed for success.

Finally, this action plan is designed not only to assess the current effectiveness of SBM but also to provide a strategic direction for continuous improvement. It aims to build the capacity of school leaders and stakeholders in collaborative governance, enhance communication and feedback mechanisms, and institutionalize participatory practices as part of the school culture. This aligns with the broader goals of Department of Education to provide quality, accessible, relevant, and liberating basic education. By strengthening participatory governance, public elementary schools in the Division of Camarines Sur can become more empowered, accountable, and responsive, ultimately contributing to a more inclusive and effective education system. Introduction The Action Plan on the Effectiveness of the Implementation of School-Based Management (SBM) in Promoting Participatory Governance in the public elementary schools in the Division of Camarines Sur aims to strengthen collaborative decision-making, transparency, and shared accountability among school stakeholders. Grounded in the principles of Department of Education, the plan focuses on enhancing the roles of school heads, teachers, parents, community members, and local partners in school governance.

It outlines strategic activities, capacity-building programs, monitoring mechanisms, and evaluation tools to ensure that SBM practices are effectively implemented. Ultimately, the action plan seeks to improve school performance and learner outcomes by fostering active participation and collective responsibility within the school community.

5. Conclusion and Recommendations

5.1 Conclusion

In the light of the findings, the following conclusions were drawn:

- The extent of the implementation of the School-Based Management (SBM) is Very Much Implemented.
- There is a highly significant agreement of the rank orders of the extent of the implementation of the SchoolBased Management (SBM).
- The extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance is Very Much Effective.
- There is a highly significant agreement on the rank orders of the extent of the effectiveness of the implementation of the School-Based Management (SBM) in promoting participatory governance among different types of respondents.
- The challenges encountered in promoting participatory governance in the school are Much Challenging.
- The solutions offered to address the challenges encountered are Much Necessary.
- There is a highly significant agreement on the rank orders of the challenges encountered and the solutions offered.
- The researcher crafts an action plan based from the findings of this study.

5.2 Recommendations

The following recommendations were drawn from the findings and conclusions of the study:

- The School Head should conduct regular capacity building programs for teachers, parents, learners, community leaders, and local officials to deepen their understanding of SBM principles and participatory governance.
- The School Heads should establish clear mechanisms (e.g., school governing councils, parent-teacher assemblies, student councils) that ensure all sectors are represented in school planning and budgeting.
- The SDO Top Management should develop and implement a systematic monitoring and evaluation tool that measures the effectiveness of SBM practices and stakeholder participation.
- The PSDS should encourage a shared vision and collective responsibility among school heads, teachers, parents, and community partners through joint goal setting and performance reviews.
- The DepEd and local government units (LGUs) should allocate sufficient financial, material, and technical resources from both to support SBM activities to lessen the challenges encountered.
- The Stakeholders should regularly participate in the different activities in the implementation of the school-Based Management.
- The school heads should initiate varied activities for rewards and recognition on the implementation of the school-Based Management.
- The Action plan crafted be considered to sustain the effectiveness of the implementation of the school-Based Management in the schools.

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