

Evaluation of School-Based Management Implementation and the Level of Stakeholders' Involvement: Basis for Community Engagement Plan

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Abstract— This study explores the relationship between stakeholders' involvement in the level of School-Based Management (SBM) implementation, grounded in the belief that community engagement is integral to quality education. Using a descriptive-correlational design, information was sought from parents, teachers and community members with regard to their demographic details, extent of involvement and perceptions about SBM practices. Results show that stakeholders were frequently involved in governance, curriculum enhancement, community development, and student activities. Most schools were assessed at the Developing level of SBM implementation. Challenges identified include time constraints, financial limitations, weak organizational structures, and gaps in institutional support. Nevertheless, opportunities such as academic improvement, youth connection, and community recognition were evident. Statistical analyses revealed no significant relationship between stakeholder involvement and SBM implementation in most domains, except for a weak negative correlation in student activities. Age was found to significantly influence stakeholder participation, while sex and organizational membership had limited impact. To address these findings, a Comprehensive Community Engagement Plan was proposed, structured around eight Key Result Areas (KRAs) which include: (1) Age and Gender-Responsive Engagement (2) Stakeholder Capacity Building (3) Academic Support and Enrichment Programs; (4) Formal Recognition and Incentives (5) Technical Assistance for SBM Implementation (6) Community-Initiated and Tailored Projects (7) Formalization of Stakeholder Membership and (8) Monitoring, Evaluation, and Feedback Mechanism. These KRAs provide a strategic framework for fostering inclusive participation, strengthening school-community partnerships, and supporting the sustainable advancement of educational outcomes.

Keywords— Community engagement, Education, Governance, School-Based Management, Stakeholder involvement.

I. INTRODUCTION

The basic framework of a quality education system is one that succeeds in meeting the individual school desired goals and outcomes; one that is relevant to the needs of students, communities, and society; and one that fosters the ability of students to acquire knowledge and the needed 21st century skills (Hursh, 2021). When schools fail to deliver effective learning, the underlying issues often stem from poor leadership, weak governance, and limited stakeholder participation (Grauwe, 2021). Central to addressing these challenges is the principle of School-Based Management (SBM), a governance framework that empowers schools to make informed decisions, enhances accountability, and fosters shared responsibility among all education stakeholders (Edge, 2020). SBM provides the foundation for collaborative partnerships where teachers, school heads, parents, and the community work hand-in-hand to improve school performance and learner outcomes.

Schools, therefore, function not only as centers for academic instruction but also as community hubs that nurture holistic learner development through shared

participation. When parents, local government units, and private partners actively engage in school programs, they help create an environment conducive to learning, discipline, and positive behavior. Research confirms that learners perform better when schools and families work collaboratively toward shared educational goals (Ciriaka, 2023; Dietel, 2024). Despite this, many schools in the Philippines still experience inconsistencies in the depth and quality of stakeholder engagement, often due to limited awareness of SBM principles or inadequate capacity to translate them into practice. This continuing gap underscores the need to evaluate how effectively SBM has been implemented and how stakeholder involvement contributes to school improvement and sustainability (De Guzman, 2020).

Globally, SBM has been recognized as an effective strategy for improving learning outcomes and governance efficiency, as seen in Australia, the United States, Indonesia, Thailand, and other nations (Leroy, 2021; Werf et al., 2021). In the Philippine context, the Department of Education (DepEd) institutionalized SBM through the Basic Education Sector Reform

Agenda (BESRA) and Key Reform Thrust 1 (KRT1) to achieve Education for All (EFA) objectives. SBM highlights the empowerment of key stakeholders to take active roles in the continuous improvement of schools, supported by mechanisms such as the School Governance Council (SGC), School Improvement Planning (SIP), and School Report Cards (SRCs) (Abulencia, 2023). In 2020, SBM was further revised to reinforce learner-centeredness and to adapt to diverse educational realities across Philippine communities (DepEd, 2022).

Despite these policy advancements, regional variations in SBM implementation remain a pressing concern. In the Schools Divisions of Olongapo City, Bataan, and Zambales, reports have revealed that while schools strive to involve stakeholders in programs such as Brigada Eskwela, Project WATCH, and Child-Friendly School Systems, the outcomes often vary in consistency and sustainability. Some schools exhibit strong community participation, while others struggle to maintain engagement, particularly in planning, resource mobilization, and monitoring activities. This inconsistency raises the question of whether the level of SBM implementation influences the quality and extent of stakeholder involvement. Hence, there is a pressing need to evaluate the implementation of SBM in these divisions to determine its effectiveness as a governance model and as a foundation for strengthening community participation in education.

The study, therefore, aims to evaluate the level of SBM implementation and stakeholders' involvement in the Schools Divisions of Olongapo City, Bataan, and Zambales. The findings will serve as the basis for formulating a Community Engagement Plan that enhances participatory governance and ensures the sustained implementation of school-initiated programs. The study's results will benefit school heads, teachers, parents, and local education stakeholders by identifying key areas for improvement in stakeholder engagement and providing actionable strategies to reinforce shared accountability and collaborative school leadership.

This study stems from a professional and personal commitment to educational leadership and community partnership. Witnessing both the strengths and gaps in SBM implementation has prompted a deeper inquiry into how schools and communities can work more effectively together. The study lies in its contribution to the discourse on educational governance and

leadership—providing empirical evidence that can guide school heads and policymakers in strengthening SBM as a vehicle for meaningful community engagement and sustained educational improvement.

II. METHODOLOGY

This study utilized a convergent mixed methods design to examine the level of stakeholders' participation and the extent of School-Based Management (SBM) implementation. In this design, both quantitative and qualitative data were collected and analyzed separately but interpreted together to gain a more comprehensive understanding of stakeholder involvement and SBM practices.

The quantitative component employed a descriptive research design to determine the levels of stakeholder participation and SBM implementation. As described by Best (2021), descriptive research involved formulating and testing hypotheses, using logical randomization methods to generalize findings, and examining relationships between non-manipulated variables in a natural setting. This approach was non-experimental and aimed to describe variables and procedures with accuracy and completeness.

To complement the quantitative data, the qualitative component gathered insights through interviews and focus group discussions with selected stakeholders. This qualitative data helped explain the quantitative findings and revealed deeper perceptions, challenges, and facilitating factors that influenced stakeholder engagement and the implementation of SBM.

Following the principle of triangulation, the results of both quantitative and qualitative analyses were compared and integrated during the interpretation phase. This convergence of data strengthened the validity of the findings and served as the basis for developing a context-based Community Engagement Plan responsive to the actual needs and experiences of school stakeholders.

III. RESULTS AND DISCUSSION

1. Profile of the Respondents

The profile of the 358 stakeholders involved in the study reveals a diverse yet predominantly middle-aged, female, and education-oriented group actively participating in School-Based Management (SBM) implementation. Most respondents belong to the 31–40 age bracket (46.1%), with a mean age of approximately

37 years, indicating a population in their prime working years likely engaged in active school involvement. Females make up the majority (70.4%), reflecting the feminized nature of the Philippine education sector. Respondents were almost evenly distributed across the Olongapo City (35.8%), Zambales (35.2%), and Bataan (29.1%) divisions, ensuring a balanced regional representation. In terms of roles, Teacher/Parents (41.1%) and Parent/PTA members (24.0%) comprise the largest groups, followed by School Administrators/Parents (19.0%) and Local Government representatives (15.9%), suggesting collaborative participation across educational and community sectors. However, most respondents (87.2%) reported no organizational membership, and among the 46 who did, over half were regular members with limited leadership roles. Overall, the data indicate that while stakeholders are diverse and highly engaged in SBM activities, there remains a need to strengthen their organizational involvement and leadership capacities to further enhance school governance and community partnership.

2. Level of involvement of Stakeholders in School-Initiated Programs

The findings reveal that stakeholders demonstrate a generally high level of involvement in school-initiated programs across four key areas—school governance, curriculum enhancement, community development, and student activities. In school governance and curriculum enhancement, stakeholders are frequently involved (composite mean = 3.25), actively participating in planning, monitoring, and implementing initiatives such as the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and Learning Recovery Program (LRP). While engagement is strong, gaps remain in training, role clarification, and participation in developing learning resources. In community development, stakeholders are very frequently involved (composite mean = 3.53), taking part in activities like Brigada Eskwela, school beautification, and facility improvement—reflecting a strong culture of volunteerism and shared responsibility. Likewise, in student activities, stakeholders show very frequent participation (composite mean = 3.36), offering financial support, coaching, and encouragement during cultural events, thereby enriching students' socio-cultural experiences. Overall, the results affirm that stakeholders play vital and consistent roles in promoting collaboration, accountability, and community partnership within the framework of School-Based

Management (SBM), though capacity-building remains essential to sustain and deepen their engagement.

3. Level of Implementation of the Different Schools on School-Based Management (SBM)

The implementation of School-Based Management (SBM) across the Divisions of Bataan, Olongapo City, and Zambales reflects varying degrees of progress in decentralizing decision-making and fostering participatory school governance. Based on supervisors' evaluations, the majority of the 175 schools (50.3%) were rated at the Developing level, indicating that most are in the process of strengthening their SBM practices, while 46.3% have reached the Advanced level and only 16.0% remain at the Beginning stage. Among the divisions, Bataan showed the highest proportion of schools at the Advanced level (16.6%), Olongapo City exhibited a more mature status with no schools at the Beginning level, and Zambales, having the largest number of schools, showed balanced representation between Developing and Advanced levels. These findings suggest steady progress in SBM implementation but also highlight the need for continuous support, capacity-building, and resource provision to help more schools advance. This trend aligns with DepEd (2016) and Castillo & Marasigan (2020), who emphasize that effective SBM extends beyond compliance—it requires sustained collaboration, transparency, and shared leadership to achieve full institutional integration.

4. Relationship between the Levels of Involvement of Stakeholders and SBM Implementation

The correlation analysis between stakeholders' level of involvement and the implementation of School-Based Management (SBM) reveals generally weak relationships across all areas studied. Results show very low and statistically insignificant correlations for school governance ($r = .055$, $\alpha = .303$), curriculum enhancement ($r = -.074$, $\alpha = .170$), and community development ($r = -.074$, $\alpha = .170$), indicating that stakeholder involvement does not significantly influence these aspects of SBM. However, a very low but statistically significant negative correlation was found in student activities ($r = -.174$, $\alpha = .001$), suggesting a weak inverse relationship where increased stakeholder participation may correspond with a slight decline in perceived effectiveness or engagement in student programs. Overall, the findings imply that stakeholder involvement has minimal impact on SBM implementation, reflecting existing challenges in

translating participatory governance into practice. This aligns with Llego (2021) and DepEd (2023), who note that decision-making in areas like curriculum planning and program implementation remains largely school-led, with limited community participation despite the principles of shared governance.

5. Difference in the Level of Involvement of Stakeholders When Grouped According to Profile

The analysis of differences in stakeholder involvement across various demographic and organizational profiles revealed several significant patterns. Using non-parametric tests due to non-normal data distribution, results showed that age significantly influences involvement in all four areas—school governance, curriculum enhancement, community development, and student activities—suggesting that generational differences affect participation styles and roles. In terms of sex, no significant differences were found in governance, curriculum, or community programs, but a significant difference emerged in student activities, indicating unequal engagement levels between male and female stakeholders. When grouped by division affiliation, stakeholder involvement in curriculum enhancement, community development, and student activities differed significantly, reflecting variations in local priorities and resources, while governance involvement remained consistent across divisions. For stakeholder type, significant differences were observed in governance and student activities, implying that certain groups (e.g., teachers, parents, or local officials) are more active in leadership or student engagement, while participation in curriculum and community programs is more evenly distributed. Lastly, type of organization showed no significant differences, meaning all organizational groups—whether civic, governmental, or religious—exhibit comparable levels of involvement. Overall, these findings highlight that demographic and institutional factors such as age, division, and stakeholder role meaningfully shape participation patterns in school-initiated programs, underscoring the need for differentiated and inclusive engagement strategies to sustain equitable stakeholder participation.

6. Challenges and Opportunities Experienced by the External Stakeholders in their involvement with the implementation of School-Based Management (SBM)

The study reveals that stakeholder engagement in School-Based Management (SBM) presents both challenges and opportunities that shape the effectiveness

and sustainability of school initiatives. On the challenge side, stakeholders face systemic barriers such as time constraints, limited financial resources, unclear organizational structures, communication gaps, varying levels of motivation, and insufficient government support. These issues hinder consistent participation and reflect broader institutional and contextual limitations, including heavy workloads, inadequate funding, and lack of coordination between schools and local agencies. Addressing these barriers requires flexible scheduling, transparent communication, and capacity-building measures to strengthen engagement. Conversely, on the opportunity side, stakeholder involvement creates avenues for collaborative governance, improvement of school performance and environment, and enhanced relationships among schools, families, and communities. It fosters shared ownership, unity, mutual learning, and personal growth, with recognition and appreciation serving as strong motivators for sustained participation. Stakeholders also express a growing desire for more projects and programs, reflecting their genuine commitment to education and community development. Overall, the findings affirm that while stakeholder participation is constrained by practical and structural challenges, it also serves as a transformative force that deepens accountability, strengthens partnerships, and empowers communities when supported by clear policies, adequate resources, and inclusive leadership.

Integration of Quantitative and Qualitative Findings:

The integration of quantitative and qualitative findings reveals that while stakeholder involvement in school-initiated programs is generally frequent and positive, its depth and sustainability are hindered by contextual barriers such as time constraints, limited financial resources, weak organizational structures, communication issues, and insufficient institutional support. Quantitative data confirm active engagement, yet qualitative insights expose the fragility of this participation—enthusiastic but vulnerable to systemic and logistical pressures. These findings mirror previous studies showing that SBM participation in the Philippines remains constrained by inadequate funding, unclear roles, and weak coordination. Despite these challenges, stakeholders' motivation and willingness indicate strong potential for deeper and more sustainable collaboration if structural and institutional supports are strengthened. Hence, the study underscores the need for capacity-building programs, clearer communication and scheduling systems, improved resource mobilization,

and continuous monitoring frameworks to transform stakeholder enthusiasm into consistent, meaningful participation that enhances SBM performance and long-term school improvement.

7. Proposed Community Engagement Plan

The Comprehensive Community Engagement Plan serves as a strategic framework for fostering inclusive development, strengthening school-community partnerships, and ensuring meaningful stakeholder participation in educational governance. It outlines eight Key Result Areas (KRAs) designed to promote age- and gender-balanced participation, enhance stakeholder capacity, launch and recognize community programs, support school advancement, localize initiatives, grow organizational membership, and institutionalize monitoring and evaluation. Each KRA includes clear objectives, activities, timelines, and expected outcomes to ensure coordinated, data-driven, and sustainable engagement. Grounded in frameworks by Epstein (2021) and Bronfenbrenner (1979), and aligned with DepEd Orders 44, s. 2015; 83, s. 2012; and 32, s. 2017, the plan emphasizes shared responsibility, inclusivity, and transparency. Supported by local and international studies (Cruz, 2023; Villanueva, 2021; UNESCO, 2024), the plan demonstrates that structured and participatory engagement—through continuous capacity building, customized programs, and consistent evaluation—enhances trust, ownership, and collaboration among schools and their communities, ultimately contributing to improved learner outcomes and sustainable educational development.

IV. CONCLUSION

In summary, the study concludes that most respondents were female teachers or parents in their late 30s who frequently participated in school and community programs. Schools were generally at the Developing to Advanced levels of SBM implementation. While stakeholder involvement was active, it showed no significant influence on SBM implementation, except for a weak inverse relationship in student activities. Factors such as age and division affected engagement levels, while sex and organization type had minimal impact. Stakeholders faced challenges related to time, finances, communication, and institutional support, but also identified opportunities for growth in collaboration, learning, and school improvement. To address these gaps, a Comprehensive Community Engagement Plan was proposed, outlining strategic, inclusive, and data-driven approaches to strengthen partnerships, enhance

participation, and promote sustainable educational development.

V. RECOMMENDATION

The study recommends strengthening stakeholder participation and School-Based Management (SBM) implementation through targeted, inclusive, and data-driven strategies. Specifically, it suggests developing age- and gender-balanced engagement programs, providing regular capacity-building and communication workshops, and launching new community initiatives that promote academic growth and youth development. Schools in the Developing stage should receive technical support to advance their SBM status, while divisional programs should be customized based on local needs assessments. Increasing formal organization membership and recognizing stakeholder contributions are also advised to foster long-term involvement. Finally, a follow-up evaluation within 18 months is recommended to assess progress, refine strategies, and ensure sustained improvement in stakeholder engagement and SBM performance.

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