Enhancing School-Based Management in Gubat South District: An Analysis of Its Implementation and Challenges

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Abstract— This study examined the involvement of stakeholders in implementing the school-based management (SBM) system in Gubat South District, Sorsogon Province, for the school year 2023-2024. The study aimed to assess SBM implementation in four key areas: (a) leadership and governance, (b) curriculum and learning, (c) accountability and continuous improvement, and (d) management of resources. Additionally, it sought to identify solutions to challenges encountered in SBM implementation. A descriptive research method was employed, utilizing a researcher-made survey questionnaire to collect data from 81 respondents, including school heads, teachers, and PTA officers from 14 elementary schools in the district. The gathered data were analyzed using statistical tools such as frequency counts, ranking, and percentage analysis. The study found a strong commitment to SB implementation in Gubat South District, with active stakeholder engagement in governance, curriculum, accountability, and resource management. Leadership emphasized data-driven decision-making and community alignment, while curriculum development prioritized inclusivity and contextualized learning. Accountability mechanisms were continuously improved, and resource management focused on transparency and collaboration. Key solutions to SBM challenges included increasing stakeholder participation, leadership training, and strengthening accountability systems. Teachers highlighted the need for strategic planning and professional development while school heads and PTA officers stressed structured resource administration. The study concluded that SBM implementation is well-structured and community-driven but recommended enhanced stakeholder involvement, leadership training, and improved resource networks. To support decision-making and ensure the sustainability and effectiveness of SBM in the district, school administrators and DEPED officials should receive the policy brief.

Keywords— school-based management, stakeholder involvement, leadership and governance, curriculum and learning, accountability, resource management, policy brief, educational governance.

INTRODUCTION

The quality of education is determined in schools where actual teaching and learning transpire. Hence, the responsibilities of each learning institution and of the school leaders are vital in any agenda aimed at reforming education or for plans directed at accelerating national development (Valisno, 2019).

It underlined how important schools are to the enactment of Republic Act 9155, Basic Education Governance. reform using the shared governance model. This was strengthened in 2005 with the establishment of the Philippines. The 2015 Education for All National Plan of Action and how SBM has been perceived in the 2015 Millennium Development Goals as the process that will result in a significant change in the educational sector's performance (Valisno, 2019).

It aims to solve the new challenges to sustainable human progress by assisting local communities in becoming more independent, self-sufficient, and productive partners in the nation's goal-achieving process (DepEd, 2006). At the heart of the Basic Education Sector Reform Agenda (BESRA)are the "schools and School Based Management (SBM) which constituted the first of its five most crucial key result thrusts. The strategy is to bring the schools at the forefront of education service delivery and all Department of Education offices at the district, division, region, and central levels will constitute the schools' support system (DepEd, 2006).

The structure of school-based management transfers the authority, power, and resources available to the school level, assuming that all parties involved are aware of the issue's source and resolution. It is focused on the delegation of decision-making power away from division, regional, and central offices to the schools (SBM Manual, DepED, 2006). The foundation of school-based management (SBM) is the national Decentralization policies that were initially established

by the Philippine Republic Act 7160, often known as the Government Code of 1991, created in response to the latest obstacles to human development that are sustainable by empowering nearby communities to become more independent and efficient collaborators in the country's development (Robertson and Briggs, 1998).

In foreign nations, SBM provides administrative authority to make decisions at the school level. SBM is becoming more and more well-liked by educators and legislators; therefore, when school flexibility and autonomy increase, the school hopes to develop and carry out good programs in line with the students' needs (Brown, 2009). However, Wondemneh (2013) emphasized the school principals' roles in education through the SBM practice. Previously, the authority was delegated from the top to the bottom, including the decision-making powers, which are now shared among its stakeholders. The participation of stakeholders is essential to the accomplishment of SBM objectives. According to Bush and Gamage (2015), the justification for the delegation of authority and power in the foundation of England and Wales was the presumption that teachers and parents are aware of the priorities of their interests over the needs of the students and what is best for their kids. Additionally, they make clear that the foundation assumes that school governing bodies have authority and believes increased independence would result in better education results. Because of these factors, England's and Wales's governing bodies possess greater authority and can, in theory, participate significantly in the decision-making process of a school and in the larger actions. According to the findings of the research, Rutherford and Jackson's (2006) study demonstrates that forming alliances with stakeholders to improve standards in one of the government's main objectives was the schools. They affirm that the government's primary goal is still the persistent effort to improve educational standards with an emphasis on cooperation and joint ventures with others for everyone's advantage. In this regard, the collaboration is looking for improvements at each particular school.

Similarly, an amalgamation of quantitative and Hess's (2019) qualitative research with 14 public Chicago schools discovered that the participation of stakeholders has helped to promote accountability to ensure that the principals reconsider their plans for school improvement. and how discretionary expenditures are used, as well as how those decisions are made by the general public. It came to the conclusion that their duties

have made sure that every Chicago school experiences dynamic changes that are facilitated to enhance instruction and learning, financial and professional hiring, administrative management standards, academic achievement, and school administration (Edge, 2020).

The principalship's current status means that leadership as well as authority belongs to the incumbent. Globally, more and more nations are putting SBM principles into practice; they are granted greater power and control over what occurs in their educational institutions. Principals of schools are increasingly finding themselves possessing the authority to decide on-site how much time teachers should be allocated, how much time should be spent, and whether what ought to be taught in schools (in nations where the curriculum is not centralized in any way of development) (Marishane, 2013). Therefore, the organization of SBM places the student at the center of its practice. It should incorporate the various realities of distinct educational settings within specific geographic, social, cultural, political, economic, and environmental compositions of modern society. This will strengthen the dedication of all stakeholders to their duties and accountability in achieving the learning objectives for the children. Additionally, it will enhance the educational system's ability to stay on course to fulfill the Millennium Goal of Education for All, promote development, and maintain high performance (DepEd, 2012).

As a result, the Department of Education (DepEd) was carrying out a number of programs, projects, and activities (PPA) that will make SBM and other sensible legal and philosophical departmental frameworks. Among these PPAs are Brigada Eskwela (Digo, et al.), School First, Every Child-A-Reader Program Project WATCH (We), Child-Friendly School System, and Initiative Advocate Time Consciousness and Honesty, and Adopt-A-School Program (Department of Education, 2012). To determine the level of School-Based Management (SBM) implementation, each school in the Division of Sorsogon Province undergoes evaluation. There was a Division SBM Committee that evaluated the prepared documents in relation to the dimensions of the program. However, there were some barriers and challenges in the institutionalization of SBM, which included a lack of coordination of the community with the school, a lack of time for teachers to prepare documents, low participation of stakeholders, and other barriers that made it difficult for learning institutions to fulfill the goals of schools, particularly producing quality learning for learners. Moreover, the

school-based management system at Gubat South Central School also observed some challenges. The school observed low participation from parents and other stakeholders in various activities, programs, and projects.

The alarming situation mentioned above led the researcher to determine the stakeholders' involvement in the implementation of school-based management. Moreover, the school identified the following determinants relating to low student outcomes, school management, and organization. As such, an intervention must undertake best practices and coping mechanisms to address the issues. The researcher conducted this study for multiple reasons. First, in school-initiated activities such as the reading intervention program, pupils who were at risk of dropping out were launched to enhance students' academic achievement. However, it has identified the challenges of implementing school programs that are part of the implementation of a school-based management system along the four dimensions of leadership and governance, curriculum and learning, accountability, and ongoing improvement and resource management, as well as the difficulty of changing school management arrangements and working culture. Therefore, to take timely remedial action, an institution must be able to identify the obstacles to its success and identify the following factors: low students' outcomes, school management, and organization. As such, to resolve these challenges, each school must be aware of the situations of the implementation of school-initiated activities to provide profitable alternative solutions and interventions to address the mentioned scenario. Thus, this research was undertaken. Furthermore, this topic has been the subject of limited research. The researcher observed various factors, including low coordination within the school community, insufficient training, and difficulty in communicating with parents, which could potentially hinder the successful implementation of the program. These factors are considered crucial for the overall academic success of students.

Objectives of the Study

This study determined the involvement of stakeholders in the implementation of school-based management system in Gubat South District, Sorsogon Province, School Year 2023-2024. Specifically, it sought answers to the following: (1) What is the implementation of school-based management system along: leadership and governance, curriculum and learning, (c)accountability and continuous improvement, and (d) management of

resources. And, (2) what solutions may be identified to address the implementation of SBM?

RELATED LITERATURE

Several related literatures, which provide essential information to the present study were reviewed by the researcher. According to an article by Goldman and Conley (2019), school-based management is a process that enables teachers to participate in decisions that affect their schools and educational programs. It describes the circumstances of decentralizing administration from the school district offices to the local school site. It is hard to envisage school restructuring without school site orientation, they continued, adding that SBM "has become an integral component of school restructuring."

The cited ideas bear a relationship to the present undertaking because its focus is on school-based management as a vital component of schools in achieving educational programs. Just like the present study, it will deal with SBM, aiming to determine the involvement of stakeholders at Gubat South District. This is relevant in this undertaking, for it defines the importance of SBM, its dimensions, and its main objectives, which are to improve the ways schools are governed and managed effectively, which is the same way with the present study at hand.

Participation from stakeholder's entails collaborating with people and making use of the resources at hand to achieve the project's predetermined objectives. Gichohi (2015) highlights the fact that an experienced manager is looking for methods to increase the capacity and everyone's interests can help the project. This includes the role of school administration. The kinds of involvement in school administration, including teaching creating policies and overseeing students' behavior in the classroom regulations; resolving educational concerns; coordinating; planning; and taking the lead (Monametsi, 2015).

The mentioned insights bear relationship to the present undertaking for all delved on the significant roles played by stakeholders in the attainment of educational goals and objectives in school. In the same way, PTA officers, teachers, and school heads who are the respondents of the study discuss their pivotal role in the development of programs and activities along with SBM dimensions. To promote an effective education system and learning environment, the stakeholder's collaboration and connection are vital. By maintaining such, it creates

parties that are seen, valued, and heard. Likewise, according to Jeilu (2020), school development is an activity to enhance the process and input to enhance instruction pupils' learning outcomes. In this situation, school enhancement is not just about the result; it's also about the significance of the input. The term "school improvement" is widely used as the overall initiative to improve educational environments for students to learn in and the unique method of instruction modifications that improve student performance and management shift. In school administration, the stakeholders' policy's functionality is still being worked out. Key findings indicated that despite stakeholders' involvement in management and the significant improvements in school inputs, such as the availability of human resources, physical infrastructure, and academic materials, students' academic achievement was steadily declining in most government-aided secondary schools (Ninsiima, 2019).

The aforementioned concepts discuss ways to enhance schools as a potent blend of deliberate and ongoing work created both within and outside of classrooms and educational institutions to attain the ultimate objective of raising the performance level of students and effectively and efficiently running the institution. Similar to this study, PTA leaders, educators, and school heads assisted one another in the growth of the institution. projects and on improving SBM procedures to satisfy the requirements of a diversified student body.

The above-mentioned concepts have a relationship with the present investigation because they also deal with some of the challenges met by the school in terms of the functionality of stakeholders in the school. In the same way, the implementation of SBM in this study has also

some challenges met by stakeholders which greatly affect the realization of school activities. These include a lack of parents' cooperation, resources, and instructional materials to be used in the teaching-learning process.

METHODOLOGY
This section presents the procedure undertaken in the conduct of the study. It includes the research design, the sample, the instruments used, data collection, and analysis procedures.

Research Design
The descriptive survey research design was employed in this study. Utilizing this type of research will enable the researchers to explain and describe the stakeholders' involvement on the implementation of school-based management along the four dimensions of SBM namely: leadership and governance; curriculum and learning; accountability and continuous improvement and management, it is only appropriate that this research design should be used in this undertaking.

The Sample
Table 1 presents the distribution of respondents by frequency and percentage. The target respondents of this study were the 81 school heads, teachers, and PTA Officers comprising elementary schools in the district-respondents. Out of 81 selected participants, 12 are school heads, 40 are teachers, and 29 are PTA officers. This investigation used proportional sampling technique. According to Raj (2020), it is a form of stratified sampling in which one draws cases for study from certain groups in the proportions that are observed in the larger population.

The Respondents

Stakeholders	Frequency (f)	Percentage (%)
School Heads	12	15%
Teachers	40	49%
PTA Officer	29	36%
Total	81	100%

The Instrument
The main instrument utilized in this investigation was an adapted survey questionnaire, which is the contextualized school-based management tool (DepEd Order No. 83, s. 2012). Part I was composed of the four dimensions, which are leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources along with

the implementation of school-based management. The respondents were asked to rate each indicator using the 4-point Likert scale description: 3 as Highly Involved, 2 as Involved, 1 as Moderately Involved, and 0 as Not Involved. Parts II and III included the challenges and solutions encountered by the stakeholders in the involvement of the implementation of school-based management. The same respondents were made to rank

the challenges encountered and solutions offered, 13 as the top encountered and 1 as the least encountered problem and solution. We validated the said instrument before administering the survey questionnaire. The validation was done by conducting a dry run in another district of Sorsogon. The purpose of conducting a dry run is to ensure that the questionnaire is accurate and reliable. Several corrections were suggested by the validators, and they were integrated into the development of the final questionnaire. The questionnaire was finalized based on the suggestions made by the advisers and experts before it was utilized. We also tested the instrument's reliability using Cronbach's alpha during the conduct of dry runs from other schools and districts. Moreover, a reliability coefficient value of 0.85 was obtained, indicating that the instrument is highly reliable.

Data Collection Procedures

Following approval of the proposal, the researcher looked for approval from the Schools Division Superintendent to carry out the research and asked the authorization to the Public Schools District Supervisor for the final distribution of the survey to the participants. Likewise, the researcher also requested from the school heads permission to distribute questionnaires to the selected teachers and PTA Officers of each school.

Upon approval, the researcher personally administered the to the school personnel and PTA Officers of the 14 schools in Gubat South District. The questionnaires were distributed on the 22nd day of August 2023. They were given ample time to answer questions stated in the questionnaire. Retrieval of survey questionnaire was done after three to five days. The researcher personally retrieved the instrument through the assistance of the school principals and friends who extended support to the researcher in gathering the data. The researcher got 81 or 100% of the questionnaire distributed to the respondents. The results were tallied and submitted to the statistician for appropriate statistical treatment. Tallied data was analyzed and interpreted by the researcher with the help of the adviser.

Data Analysis Procedures

Using suitable statistical techniques like frequency count, weighted mean, and ranking, the information collected from the respondents was tallied, arranged, and evaluated. To determine the involvement of stakeholders in the implementation of school-based management system along leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources, challenges encountered, and solutions offered, were analyzed through mean, and ranking.

RESULTS AND DISCUSSIONS

Implementation of school-based management system along: leadership and governance, curriculum and learning, (c)accountability and continuous improvement, and (d) management of resources.

The findings highlight a strong commitment to School-Based Management (SBM) in the Gubat South District, particularly in instructional leadership (Buban & Digo, 2021; Montales & Digo, 2024), curriculum, accountability (Palacio & Digo, 2024), and resource management (Amado et al., 2025; Espela et al., 2025; Gueta et al. 2024). Decision-making is guided by valued information, aligning with community aspirations. The curriculum is inclusive, localized, and focused on learners' needs, reinforcing the importance of contextualized learning materials (Bernarte & Digo, 2024). Stakeholders actively participate in accountability systems, ensuring adaptability to evolving educational needs. Resource management emphasizes transparency, collaboration, and proactive monitoring. Overall, these findings underscore the effectiveness of stakeholder engagement in SBM, demonstrating a well-structured, community-driven approach that enhances school governance, curriculum development, accountability, and resource utilization.

The findings highlight a strong commitment to School-Based Management (SBM) in the Gubat South District, particularly in leadership, curriculum, accountability, and resource management. Decision-making is guided by valued information, aligning with community aspirations. Along with leadership and governance stakeholders are much involved in taking charge of spreading governance methods concerning the education development program's advancement and initiating, transparency, and developing productive connections that help achieve the goals, mission, and vision of the company, suggesting that they consistently base decisions on valued information sources and adhere to the community's vision. This indicates a strong commitment to aligning actions with the community's aspirations and emphasizing the importance of decisions based on valued information sources and alignment with the community's vision, stakeholder initiatives, transparency, and a collaborative effort in realizing the organization's vision, mission, and goals.

This also suggests a strong organizational culture and shared understanding among PTA Officers, school heads, and teachers. The emphasis on active engagement and assuming roles in the realization of goals, particularly among school heads and teachers, suggests a distributed leadership model. This could lead to increased ownership of initiatives and improved organizational effectiveness. The alignment of decisions with the community's vision and the emphasis on stakeholder initiatives among teachers may result in a positive school climate, showing collaboration and a share of responsibility.

The curriculum that has been put into place is rights-based, inclusive, developmentally and culturally appropriate for the needs and interests of the students and community, localized for relevance to community life, in line with the vision, mission, and goals, and focused on the well-being of both individuals and the community. This suggests that curriculum should not only be rights-based, inclusive, and culturally based but also cater to the community's and students' needs and interests; thus, the teachers must conceptualize and develop learning materials that are localized and relevance to the community takes part in fostering both individual and group competencies, actively supporting the development and mentorship of learners in understanding and practicing good citizenship. The techniques and materials are fun, safe, inclusive, accessible, learner and community-friendly, and designed to foster self-directed learners. The techniques and materials are fun, safe, inclusive, accessible, learner and community-friendly, and designed to foster self-directed learners. The learning environment, techniques, and materials are easily available, facilitate successful learning, and are suitable for the ecology, history, community worldview, values, and spirituality of the students. Teachers, administrators, and community members serve as learning managers and facilitators, creating inclusive and protective environments for all children. They also demonstrate behaviors that reflect the organization's vision, mission, and goals. Students possess the fundamental attitudes, abilities, and knowledge needed to take charge of their education.

Stakeholders actively participate in accountability systems, ensuring adaptability to evolving educational needs. Community stakeholders have clearly defined and mutually agreed upon the roles and responsibilities of both accountable individuals and the collective body. Jointly created performance accountability system is used to identify target achievement, and any gaps are filled by taking the necessary steps and the community-driven accountability system is continuously enhanced to ensure that management processes and procedures evolve in response to changing community expectations and learning needs.

This implied that the participation of stakeholders in accountability and continuous improvement processes suggests a commitment to transparency, shared responsibility, and ongoing efforts to enhance educational practices. Inclusive and participatory processes contribute to a more comprehensive and accurate evaluation of educational performance aligns with established principles of effective educational leadership, emphasizing clarity, collaboration, and inclusivity.

Resource management emphasizes transparency, collaboration, and proactive monitoring. The involvement of stakeholders in the management of resources implies a shared commitment to ensuring the effective and judicious use of resources within the educational community. Collaborative resource inventory suggests a collective effort to understand and allocate resources based on the identified needs of the community. collaborative efforts in resource management. The system managing network and linkages also suggests an effort to strengthen partnerships for improving resource management.

Overall, these findings underscore the effectiveness of stakeholder engagement in SBM, demonstrating a well-structured, community-driven approach that enhances school governance, curriculum development, accountability, and resource utilization.

Solutions identified to address the implementation of SBM

The findings emphasize the importance of increasing stakeholder involvement in school decision-making to address SBM challenges. Key solutions to SBM challenges included increasing stakeholder participation, leadership training, and strengthening accountability systems. Teachers highlighted the need for strategic planning (Digo, 2022) and professional development (Lustestica & Digo, 2024), while school heads and PTA officers stressed structured resource administration (Amado et al., 2025; Espela et al., 2025; Gueta et al. 2024).

Along with leadership and governance, the identified solutions were to increase the involvement of community stakeholders and school staff in school-level

decision-making based on the needs of students and the community at large. The findings emphasize the importance of increasing stakeholder involvement in school decision-making to address SBM challenges.

In terms of curriculum and learning, providing instructions in leadership in education and administration, instruction on planning strategically, and typical professional sessions for development, fortifying cooperation between community-school ways to make use of suitable instruments to guarantee the comprehensive expansion and advancement of the students and the community and create innovations that would support students' needs in terms of educational resources were the identified solutions indicating that active participation in planning and implementation fosters a collaborative approach, enhancing program effectiveness. Teachers highlight the need for leadership and strategic planning training to strengthen curriculum and learning delivery.

Frequent evaluation of performance in the community is the foundation for comments, technical support, acknowledgment and strategy modification. And establishing a successful system that oversees the network and connections that fortify and maintain collaborations for enhancing the management of resources were the identified solutions along accountability and continuous improvement prioritizing clear evaluation standards, feedback systems, and data validation to improve accountability.

Establishing strong networks for resource management is crucial for sustainability was the identified solution along management of resources. It implies that school-community linkages affect the different programs and activities being institutionalized in school and that their relationship affects the realization of programs. Overall, these solutions reinforce the need for inclusive governance, capacity-building initiatives, and systematic resource administration to optimize SBM implementation and improve educational outcomes in the Gubat South District.

Conclusions

This study effectively described the stakeholders' involvement in the implementation of SBM system within Gubat South District, Sorsogon Province. The findings underscore a robust commitment to SBM across leadership, curriculum, accountability, and resource management, highlighting a community-driven approach that positively impacts school governance.

The research identified key solutions to address SBM challenges, emphasizing the importance of increased stakeholder participation in decision-making, targeted leadership training, and strengthened accountability systems. Notably, teachers advocated for strategic planning and professional development, while school heads and PTA officers stressed structured resource administration. The study's conclusions reinforce the necessity of inclusive governance, capacity-building initiatives, and systematic resource management to optimize SBM implementation. Ultimately, this research provides valuable insights for enhancing educational outcomes in the district, advocating for collaborative strategies that align with the community's aspirations and evolving educational needs.

Recommendations

To strengthen SBM implementation, schools should enhance stakeholder participation in decision-making and resource management. Regular training on leadership and strategic planning should be provided for educators. Schools must establish clear evaluation standards and feedback systems. Strengthening community collaboration and ensuring transparency in resource allocation will further improve governance and accountability.

Schools should strengthen stakeholder engagement by fostering inclusive decision-making and collaboration in SBM implementation. Regular leadership and strategic planning training for teachers must be conducted. Establishing clear evaluation standards, feedback mechanisms, and data validation processes will enhance accountability. Strengthening resource management networks will ensure sustainability and improve educational outcomes.

Highlight actionable strategies such as increasing stakeholder participation, leadership training, and transparent resource management. Present the policy brief to school heads, PTA officers, and DepEd officials to influence decision-making. Establish feedback mechanisms to assess the impact of policy recommendations and ensure continuous improvement in SBM practices.

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