

IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT (SBM)

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Abstract

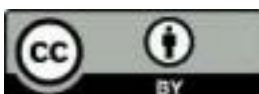
School-Based Management (SBM) has been institutionalized in the Philippines to promote decentralization, participatory governance, and accountability in education. Despite policy frameworks, gaps remain in implementation, particularly in curriculum contextualization, learning environment inclusivity, leadership evaluation, and governance transparency. The study employed a descriptive-comparative design, gathering data from teachers, school heads, and stakeholders across selected schools. Demographic variables such as age, sex, educational attainment, and average family monthly income were considered. Data were analyzed using descriptive statistics and comparative measures to determine differences in perceptions of SBM implementation. Findings revealed that SBM implementation was generally perceived as effective, with strong practices in curriculum contextualization, gender-sensitive teaching, and participatory governance. Female teachers and those with higher educational attainment reported stronger engagement in curriculum and teaching. Income levels influenced perceptions of governance and accountability. However, gaps were noted in attendance monitoring and leadership evaluation, with only partial compliance to systematic tracking and transparency mechanisms. Local literature emphasized contextualization and inclusivity, while foreign studies highlighted decentralization, equity, and participatory accountability, showing convergence in the importance of stakeholder involvement. SBM fosters equity, inclusivity, and accountability but requires strengthened monitoring systems, participatory leadership practices, and equitable governance structures. An enhancement plan is recommended to address these gaps, ensuring that SBM implementation remains responsive, transparent, and sustainable. This study contributes to the growing body of literature on SBM in the Philippine context and serves as a reference for future research on participatory governance and school improvement.

Keywords: *SBM, school-based management, leadership, policy framework*

BIO-PROFILE

MR. MEBON R. ANDALAJAO just completed his Masters in Education, major in Administration and Supervision from STI West Negros University. He dedicated 22 years of his life as an educator and academic leader, and more than half of it as a school head of the present and 2 other schools in the district. He was awarded Outstanding School Head for School Year 2024-25 by the district and the Schools Division of Negros Occidental. As a tenured school leader, he is focused in ensuring that the learning environment and learners' academic progress is always well-taken cared of.

DR. WILFREDO O. HERMOSURA spent nearly 5 decades of his life as an educator, researcher and academic leader. He graduated his Bachelor in Secondary Education in West Negros College, Cum Laude. He completed his masterate in language at the University of the Philippines System and was later sent to Lancaster University in England through a government grant to specialize in reading and



linguistics. He completed his Doctor of Education in Carlos Hilado Memorial State College. He served as Regional Supervisor for Filipino and Early Childhood Education and later served as Principal IV of Dona Montserrat Lopez Memorial High School in Silay City. He also served as the Vice President for Academic Affairs at STI West Negros University. Currently, he is the research director of Silay Institute, Inc. and consultant to the City of Silay City on educational matters.

Introduction

Rationale

School-Based Management (SBM) is a policy of the Department of education (DepEd) that allows decentralization of school command and allows each school to independently strategize to empower schools in making responsible decision-making and resource allocation, while ensuring that accountability is maintained. The SBM was institutionalized through DepEd Order No. 007, s. 2024, the guidelines for implementing SBM were released, emphasizing transparency, integrity, and people's empowerment in basic education. DepEd Memorandum No. 012, s. 2025 reinforced the guidelines mentioned above to ensure that school improvements are enhanced through stakeholder engagement.

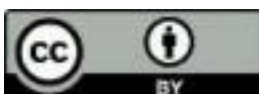
The SBM program serves an essential function by connecting school operations with the specific needs of learners and their community environments. The research demonstrates that SBM develops school governance through its three fundamental elements of inclusiveness, responsibility, and creative development. The study conducted by Torregosa (2020) revealed that schools' performance in Zamboanga del Norte improved, while the survey indicated that stakeholder participation and monitoring activities required more participatory accountability systems. The study conducted by Bernardo (2019) revealed that through gender-equitable and child-protective learning environments, schools provide a haven for students to retain their engagement and succeed academically during SBM implementation.

The advantages of SBM are numerous, but the program faces challenges: teachers do not implement localized instruction, schools lack effective student attendance systems, and leadership evaluation systems are underutilized. The existing problems demonstrate how institutional obstacles prevent schools from realizing their full potential in implementing SBM, especially in resource-limited schools with minimal stakeholder support. SBM implementation improves curriculum relevance and inclusion according to recent studies. However, schools need to improve their localized teaching methods and foster active student participation to achieve equitable, sustainable outcomes.

The researcher's motivation for undertaking this study stemmed from his role as a current school head. As a leader directly responsible for implementing SBM, the researcher recognized both its strengths and its challenges in practice. This research is therefore intended not only to assess the implementation of SBM in terms of its key dimensions, including curriculum and teaching, learning environment, leadership, governance, and accountability, but also to offer an improvement plan that will focus on improving the weaknesses while maintaining the strengths. This will help in the overall objective of empowering schools to provide quality education.

Literature Review

Contextualization and relevance are emphasized in the curriculum and teaching under SBM. Ramos (2024) has indicated that locally appropriate learning resources aligned with the community's culture foster learner engagement and curriculum ownership. Bernardo (2019) stressed that a gender-



sensitive curriculum design is the basis for inclusiveness, while Pimentel (2019) argued that industry partnerships are needed to keep the curriculum relevant in DepEd Order No. 007, s. In 2024, the institutionalized contextualized curriculum planning requires schools to implement lessons in the local context. These concepts suggest that curriculum and teaching in SBM involve not only the transmission of knowledge but also inclusiveness, relevance, and stakeholder participation.

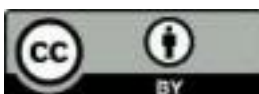
In the Philippine setting, the curriculum and instruction in SBM are highly stressed in terms of contextualization and inclusiveness. On the other hand, Santos (2021) pointed out that a context-based curriculum helps to affirm identity and indigenous culturalization of learners, and Villanueva (2022) emphasized the utilization of indigenized knowledge to respond to greater equity, whereas Cruz (2023) highlighted the role of differentiated instruction within the SBM context for learning responsiveness. The conceptual foundations above strongly support that the curriculum in SBM must be culturally embedded and pedagogically responsive.

The learning environment in SBM is made inclusive, safe, and equitable. Torres (2020) cited protecting children by integrating SBM and providing a safe environment for learners. On inclusion and gender sensitivity in learning environments, Bernardo (2019) highlighted their importance, while Ramos (2024) stressed the need to track learners' attendance to proactively re-engage them. However, again, in effective governance, the DepEd SBM Framework (2024) echoed the importance of safe, inclusive learning environments. The idea that learning environments should encompass both the physical and affective-social environments, with equity and engagement given utmost importance, is the underlying theme across these conceptual frameworks. Locally, learning environments are also conceptualized as affective-social spaces that champion inclusivity and safety. Bautista (2020) described them as areas in which equity and affective-social components are essential to learners' learning. Navarro (2021) discussed the importance of digital learning environments in SBM and the importance of equity in information and communication technology. Mendoza (2023) promoted participatory classroom management as a strategy for engaging and disciplining learners.

Leadership in SBM is presented as innovation, participation, and accountability. According to Reyes (2023), accountability in SBM is the core of the process, while according to Dizon (2021), leadership evaluation is transparent in the processes. Ramos discusses developing new approaches to contextualizing the curriculum in 2024; then Torregosa (2022) demonstrates participative leadership. DepEd Memo No. 012 s. 2025 is in relation to participative leadership, wherein the school head should be participative, as the processes of participative leadership involve participation by all. When it comes to conceptualizing the strategy, leadership is not merely management but rather participation, collaboration, and innovation.

Philippine SBM leadership is interpreted as collaborative and participatory. SBM leadership is facilitative; school heads should serve as enablers of teachers and stakeholders rather than control them, according to Garcia (2020). Transformational leadership, with its innovation and vision, will lead to improvements in the school, according to Lopez (2021). In addition, distributed leadership implies distributed responsibility, teacher empowerment, stakeholder participation, and inclusion and transparency in decision-making, according to Aquino (2022).

Governance in SBM is seen as participatory and transparent, with stakeholders' roles divided among them. Torregosa (2022) emphasized the role of transparency in governance; Dizon (2021) stressed accountability in the governance process; Ramos (2024) linked governance to stakeholders' involvement; and Reyes (2023) explained what equity means in governance. DepEd Order No. 007 s. 2024 guaranteed processes and accountability, and DepEd memo No. 012 s. 2025 emphasized participatory accountability in governance processes. From this understanding, it follows that



governance is not just about adhering to what has been stipulated; it also involves participatory decision-making among stakeholders to promote inclusivity, equity, and accountability. Governance is seen as inclusive and equity-based. Hernandez (2020) defined governance as an inclusive process that requires the participation of parents and the LGU. De la Cruz (2021) defined governance in terms of transparency and its relationship to accountability among stakeholders, and Villoria (2023) argued for the need for equity-focused accountability in governance.

Ramos (2024) implemented a descriptive survey of teachers in Negros Occidental to assess the extent of curriculum contextualization in SBM. The respondents were classified by sex, age, and academic level. The sex of the respondents was significantly higher at higher levels of implementation, particularly in the utilization of localized materials and in adopting local culture and communities, indicating that gender matters in curriculum practices. Teachers' training in contextualization needs to be continually carried out and provided adequately and equitably to the schools.

Pimentel (2019) studied how industry partners assist in the design of the curriculum in selected secondary schools. This was an exploratory survey of purposive sampling with stakeholder interviews. Schools with more active industry partners received higher ratings for curriculum relevance. It was revealed that 78% of respondents answered positively on improved learner motivation and employable skills. The researcher suggested that the creation and sustainability of the industry linkage in SBM planning should be institutionalized.

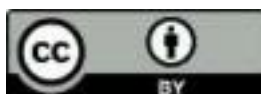
Gender-sensitive curriculum implementation was a study conducted by Bernardo (2019) using a mixed-methods approach in public schools. The results indicate that schools implementing a gender equity module experience greater inclusivity and girl participation. The current study highlights the importance of gender-sensitive curriculum in SBM and recommends continuous assessment of inclusivity practices. A study on embedding child protection in the SBM learning environment was conducted by Torres (2020) with 120 teachers and administrators as participants. Based on the survey results, 82% of the schools had a child protection policy, yet only 56% strictly implemented it. This led to the idea that learners' safety is endangered when policies are not fully enforced, suggesting the need for stronger accountability from schools.

Reyes (2023) conducted a study on leadership accountability mechanisms in SBM in urban and rural schools. According to the correlation study, leadership performance was rated 15% higher in schools that used a structured feedback system than in schools that did not. The researcher recommends conducting feedback surveys with stakeholders.

Dizon (2021) investigated the extent of leadership's transparency in evaluations of 200 teachers across 3 divisions. The outcome of the study proved that the school that had conducted stakeholder surveys has received better trust ($M=4.2$) compared to the school that conducted an internal evaluation ($M=3.5$). The researchers concluded that participatory evaluation in SBM builds greater trust among leadership and suggests that external evaluation be part of SBM activities.

Theoretical Underpinnings

This research is grounded in Bush's Theory of Educational Management, a conceptual tool that interprets how schools function using various models of management and governance. Bush (1986, 2003, 2007) developed this theory by conceptualizing five theoretical models: formal, collegial, political, cultural, and ambiguity. These models influence how schools are managed, how decisions are made, and how policies are implemented. These models serve as tools for understanding the dynamics of School-Based Management in the Philippine setting.



In essence, Bush's theory holds that educational institutions are complex and multifaceted, thereby requiring specialized management models. The five major models are:

The first is the formal model, which focuses on hierarchy, rules, and rational decision-making and aligns with DepEd's formal guidelines for SBM. Secondly, there are the collegial models, which focus on decision-making and collaboration, reflecting the participative nature of SBM governance. Third is the political models, which see schools as a place of competing interests, where negotiation and compromise are necessary for stakeholder engagement. The fourth one is called cultural models, which focus on stress values, beliefs, and traditions, resonating with the contextualization of instruction and inclusivity in SBM. Moreover, the last one is called Ambiguity Models, which recognizes uncertainty and complexity in school operations, requiring flexible leadership and adaptive strategies.

As applied to School-Based Management (SBM), Bush's models are invaluable in examining the extent of structural and flexibility, authority and participation, as well as accountability and innovation practices in schools. SIPs and AIPs use the formal models. Collaborative efforts among school stakeholders, as well as context-specific curricula, reflect the collegial and cultural models. The interactions between parents, teachers, and the LGU in the governance council illustrate the political models. In terms of ambiguities, it is about resource management and attendance tracking. The applicability of Bush's theories to this study is based on the premise that SBM requires a variety of management ideas, as outlined by Bush. SBM's convergence with the theories of Bush enables us to identify the strengths of SBM, such as business-school collaboration, gender equity, and the creativity of school leaders, and the areas that need strengthening, such as the context-boundness of the curriculum, attendance keeping, and participation of all stakeholders. The interaction among these theories led to the creation of an enhancement plan that fosters participation, diversity, and creativity.

Objectives

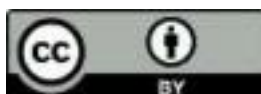
This study aimed to determine the extent of implementation of School-Based Management (SBM) in a District under a large-sized Division in Central Philippines for the School Year 2020-2021. Specifically, this study sought to determine: (1) the extent of implementation of SBM in the following core dimensions: Curriculum and Teaching, Learning Environment, Leadership, and Governance and Accountability; and (2) if a significant difference exists in the extent of implementation of SMB when grouped and compared according to aforementioned variables.

Methodology

This section covers the methods used in the conduct of the study from data gathering to the data analysis based on the specific predetermined objectives. This outline includes the research design, subject-respondents, research instruments, data collection procedures, ethical considerations, data analysis, and statistical methods.

Research Design

This study employed a descriptive research design to determine the extent of SBM implementation in a district of a large division in Central Philippines for the School Year 2020-2021. Descriptive research design attempts to determine, describe, or identify characteristics found within the phenomenon under investigation. In line, therefore, with the present study, it is the nature of this undertaking to determine the conditions of things in their present state. It also delves into the



relationships among the variables considered in the study, as well as the influence of one variable on another (Dudovskiy, 2017).

Respondents

The study's respondents were 13 school heads, 12 PTA presidents, and 13 Teachers League presidents from 13 schools in this district. Since the number of respondents was manageable, the researcher employed total enumeration, a type of purposive sampling. Purposive sampling, referred to as judgmental, selective, or subjective sampling, is a type of nonprobability sampling where researchers choose participants based on their individual judgment (Palinkas, 2015).

Instrument

The researcher used a self-developed questionnaire to collect data for this study. The instrument was composed of two (2) parts. Part I gathered the demographic profile of the respondents, including age, sex, highest educational attainment, and average monthly family income. Part II of the questionnaire focused on the extent of SBM implementation across the following areas: curriculum and teaching, learning environment, leadership, and governance and accountability. Each area has ten (10) line-items, with a total of 40 items which the respondents will rate as 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Almost Never.

Procedure for Data Collection

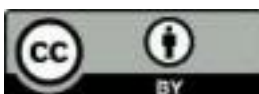
To ensure smoother data collection, the researcher followed the following steps. A letter request was submitted to the Schools Division Superintendent and, through the PSDS, seeking approval to conduct the study. The questionnaires were administered to target respondents after the approval was secured. Printed hard copies were distributed to target respondents outside of school hours. After 3 days, the questionnaires were gathered, recorded, and analyzed. The information collected from the participants' replies was counted and organized using suitable statistical methods.

Data Analysis and Statistical Treatment

Objective 1 used descriptive analytical scheme and the statistical tools were Frequency Count and Percentage Distribution to determine the profile of the respondents in terms of Age, Sex, Highest Educational Attainment, and Average Family Monthly Income. Objective 2 also used descriptive used descriptive analytical scheme the extent of implementation of SBM in the following core dimensions: Curriculum and Teaching, Learning Environment, Leadership, and Governance and Accountability. Objective 3 comparative analytical scheme and the statistical tool was Mann Whitney U Test to determine if there was any significant differences in the extent of implementation of SMB when grouped and compared according to aforementioned variables.

Ethical Considerations

In conducting this study, ethical considerations were prioritized to protect all participants, particularly school heads and teachers. Confidentiality and anonymity were strictly maintained throughout the research process. Identifiable information, such as names, school affiliations, and personal responses, was excluded from the published findings. Data was stored securely and used solely for this academic purpose. Responses were aggregated during analysis to prevent specific feedback from being attributed to individual participants, thereby protecting their professional reputations and ensuring honest, unbiased input.



Results and Discussions

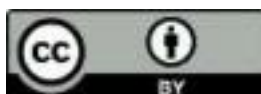
This section presents the summary of findings from the data gathered and carefully analyzed. Data interpretation followed and each results were given ample implications.

Descriptive Analysis on the Extent of Implementation of School-Based Management in Curriculum and Teaching, Learning Environment, Leadership, Governance, and Accountability

Table 1
Extent of Implementation of SBM according to Curriculum and Teaching

Items	Mean	Interpretation
1. Our school regularly analyzes ELLNA/NAT results to inform instructional planning.	3.59	Great Extent
2. Teachers contextualize learning materials based on local culture and learner needs.	3.33	Moderate Extent
3. Remedial programs are in place for learners struggling in reading, math, or science.	3.54	Great Extent
4. ALS learners are supported to complete equivalency programs successfully.	3.51	Great Extent
5. Instructional supervision includes feedback on learner-centered strategies.	3.54	Great Extent
6. Peace education and DepEd core values are integrated into classroom instruction.	3.87	Great Extent
7. Test item analysis is used to improve lesson delivery and assessment design.	3.62	Great Extent
8. Teachers collaboratively develop contextualized lesson plans and materials.	3.62	Great Extent
9. Industry partners are engaged to enhance the relevance of the TLE-TVL curriculum.	4.15	Great Extent
10. Our SIP includes targets to improve learners' proficiency on national assessments.	3.77	Great Extent
Overall Mean	3.65	Great Extent

Table 1 presents the extent of School-Based Management (SBM) implementation in the curriculum and teaching dimension. The overall mean score of 3.65, interpreted as “great extent.” Line item 9, which states that “Industry partners are engaged to enhance TLE–TVL curriculum relevance,” received the highest mean score of 4.15, indicating “great extent.” On the other hand, line item 2, which reads “Teachers contextualize learning materials based on local culture and learner needs,” received the lowest mean score of 3.33, indicating a “moderate extent.” This means that while contextualization is underway, there is still a need further to incorporate local culture and learner diversity into learning materials to make learning more meaningful and inclusive. These results align with recent studies on SBM implementation in the Philippines, which highlight the importance of curriculum relevance, engagement, and improvements in teaching practices. Ramos (2024) found that SBM practices in curriculum and teaching significantly enhance school performance when schools



actively involve stakeholders and contextualize instruction to learner needs, supporting the results of this study.

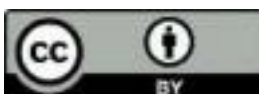
Table 2
Extent of Implementation of SBM according to the Learning Environment

Items	Mean	Interpretation
1. Our school maintains zero tolerance for bullying and child abuse.	3.77	Great Extent
2. Dropout rates are monitored and addressed through targeted interventions.	3.79	Great Extent
3. School activities are inclusive and culturally responsive.	3.85	Great Extent
4. PWDs and SPED learners have access to appropriate facilities and support.	3.56	Great Extent
5. ALS programs are functional and responsive to community needs.	3.87	Great Extent
6. The Child Protection Policy is actively implemented and regularly reviewed.	3.67	Great Extent
7. Mental health and wellness programs are available for learners and staff.	3.54	Great Extent
8. DRRM protocols are in place and regularly practiced.	3.51	Great Extent
9. Our school promotes gender sensitivity and equity in all programs.	4.23	Great Extent
10. Learner attendance and participation are proactively tracked and supported.	3.38	Moderate Extent
Overall Mean	3.72	Great Extent

Table 2 presents the extent of School-Based Management (SBM) implementation in the learning environment dimension. The overall mean score of 3.72, interpreted as “great extent”. Line item 9, which states that “Our school promotes gender sensitivity and equity in all programs,” received the highest mean score of 4.23, indicating “great extent.” On the other hand, line item 10, which states that “Learner attendance and participation are tracked and supported proactively,” received the lowest mean score of 3.38, indicating a “moderate extent.” This means that although attendance monitoring is in place, there is scope to improve proactive interventions that promote regular learner attendance, especially among those at risk of absenteeism and dropout. Nevertheless, the relatively lower rating for attendance monitoring highlights the need for more systematic approaches to promote learner attendance. These results are supported by Bernardo (2019), who emphasized that inclusive and safe learning environments—characterized by gender equity, child protection, and proactive attendance monitoring—are critical to sustaining student participation and achievement in Philippine schools.

Table 3
Extent of Implementation of SBM according to Leadership

Items	Mean	Interpretation
1. Our school has a strategic development plan aligned with DepEd priorities.	4.08	Great Extent



2. Planning teams include representatives from parents, LGUs, and community groups.	4.15	Great Extent
3. The student government is functional and involved in school decision-making.	4.03	Great Extent
4. Leadership practices promote transparency and shared accountability.	3.64	Great Extent
5. Frontline services are responsive to stakeholder feedback and needs.	4.05	Great Extent
6. School heads conduct regular instructional leadership walkthroughs.	4.31	Great Extent
7. Professional development plans are based on RPMS and PPST standards.	4.13	Great Extent
8. Stakeholders are engaged in the formulation of SIP and AIP.	3.97	Great Extent
9. Leadership promotes innovation in teaching and school operations.	4.36	Great Extent
10. Our school regularly evaluates leadership effectiveness through feedback tools.	3.56	Great Extent
Overall Mean	4.03	Great Extent

Table 3 presents the extent of School-Based Management (SBM) implementation in the leadership dimension. The overall mean score of 4.03, interpreted as “great extent”. Line item 9, which states “Leadership promotes innovation in teaching and school operations,” received the highest mean score of 4.36, indicating “great extent.” On the other hand, line item 10, which states that “Our school regularly evaluates leadership effectiveness through feedback tools,” received the lowest mean score of 3.56, interpreted as “great extent.” This suggests that leadership evaluation mechanisms are less emphasized than other practices, highlighting an area where schools can strengthen accountability and continuous improvement. Furthermore, the findings imply that schools are performing well in strategic planning, stakeholder engagement, instructional leadership, and professional development. The active involvement of parents, LGUs, and community groups in planning teams, along with functional student governments, reflects participatory governance and shared accountability. However, the relatively lower leadership evaluation rating underscores the need for more systematic feedback processes to monitor and enhance leadership effectiveness continuously. These results are supported by Caldwell and Spinks (2013), who emphasized that effective school leadership under SBM requires not only innovation and stakeholder participation but also robust mechanisms for evaluating leadership performance to sustain accountability and improvement.

Table 4

Extent of Implementation of SBM according to Governance and Accountability

Items	Mean	Interpretation
1. Our school implements SIP and AIP with clear targets and timelines.	4.13	Great Extent
2. The School Governance Council (SGC) meets regularly and documents decisions.	4.05	Great Extent
3. Financial reports and procurement processes are transparent and accessible.	3.95	Great Extent



4. Stakeholders participate in the monitoring and evaluation of school programs.	3.72	Great Extent
5. The Paaralang Bukas Dashboard is updated and used for data sharing.	3.92	Great Extent
6. School policies are aligned with DepEd orders and are reviewed annually.	4.28	Great Extent
7. Feedback mechanisms are in place for parents, learners, and staff.	4.15	Great Extent
8. Our school uses data to inform decisions on resource allocation.	4.18	Great Extent
9. Governance practices are inclusive and promote shared responsibility.	4.41	Great Extent
10. We conduct internal audits and submit compliance reports on time.	3.92	Great Extent
Overall Mean	4.07	Great Extent

Table 4 presents the extent of School-Based Management (SBM) implementation in the governance and accountability dimension. The overall mean score of 4.07, interpreted as “great extent,” indicates that schools generally demonstrate strong governance practices and accountability mechanisms consistent with SBM principles. Line item 9, which states “Governance practices are inclusive and promote shared responsibility,” obtained the highest mean score of 4.41, interpreted as “great extent.” This highlights the schools' commitment to participatory governance, ensuring inclusive decision-making and shared responsibility among stakeholders.

On the other hand, line item 4, which states “Stakeholders participate in monitoring and evaluation of school programs”, received the lowest mean score of 3.72, interpreted as “great extent.” This means that stakeholder engagement in monitoring and evaluation is less emphasized than in other governance processes, a weakness that schools can address to strengthen participatory accountability. Moreover, the results indicate that schools are doing well in terms of aligning policies with DepEd directives, implementing SIP and AIP with targets, ensuring transparency in financial transactions, and using data to inform resource allocation decisions. The presence of mechanisms for feedback and compliance also indicates a culture of accountability. However, the lower stakeholder participation rating indicates a need for more systematic engagement of parents, learners, and community members in program evaluation to ensure shared responsibility is fully realized. Supporting the finding is the study conducted by Torregosa (2022) regarding the implementation of SBM in Zamboanga del Norte. The study showed that schools were more concerned about policy alignment with the DepEd order and transparency in governance. Still, stakeholder participation in monitoring and evaluation remains an issue. Thus, strengthening participatory accountability is vital for maintaining schools' performance.

Comparative Analysis of the Extent of Implementation of SBM when grouped and compared according to Age, Sex, Highest Educational Attainment, and Average Family Monthly Income

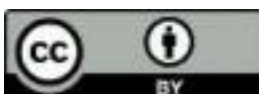
Table 5

Difference in the Extent of Implementation of SBM according to Curriculum and Teaching when grouped and compared according to Age, Sex, Highest Educational Attainment, and Average Family Monthly Income



Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	21	19.88	186.5	0.943		Not Significant
	Older	18	20.14				
Sex	Male	17	14.47	93	0.007		Significant
	Female	22	24.27				
Highest Educational Attainment	Lower	14	17.29	137	0.262	0.05	Not Significant
	Higher	25	21.52				
Average Family Monthly Income	Lower	19	20.42	182	0.821		Not significant
	Higher	20	19.6				

Table 5 presents the difference in the extent of implementation of School-Based Management (SBM) in the curriculum and teaching dimension, grouped and compared by age, sex, highest educational attainment, and average family monthly income. For age, the younger group (Mean Rank = 19.88) and the older group (Mean Rank = 20.14) yielded a Mann-Whitney U value of 186.5 with a p-value of 0.943, which is greater than the 0.05 significance level. This indicates that the difference is not significant, and the null hypothesis that there is no significant difference in SBM implementation in curriculum and teaching across age groups is therefore accepted. For sex, the male group (Mean Rank = 14.47) and the female group (Mean Rank = 24.27) produced a Mann-Whitney U value of 93 with a p-value of 0.007, which is less than the 0.05 significance level. This shows that the difference is significant; hence, the null hypothesis is rejected. This implies that female respondents perceive SBM implementation in curriculum and teaching to a significantly greater extent compared to male respondents. For the highest educational attainment, the lower group (Mean Rank = 17.29) and the higher group (Mean Rank = 21.52) yielded a Mann-Whitney U value of 137 with a p-value of 0.262, which is greater than 0.05. This means the difference is not significant, and the null hypothesis is accepted. Finally, for average family monthly income, the lower income group (Mean Rank = 20.42) and the higher income group (Mean Rank = 19.60) produced a Mann-Whitney U value of 182 with a p-value of 0.821, also greater than 0.05, confirming that the difference is not significant and the null hypothesis is accepted. The results imply that SBM implementation in curriculum and teaching is high and consistent, as assessed by the respondents, with no significant differences among them. However, sex emerged as a differentiating factor, with female respondents reporting a significantly higher level of implementation than male respondents. For school operations, this suggests that while curriculum and teaching practices are generally equitable across most demographic categories, attention may be directed toward understanding and addressing gender-based differences in perception. Schools may consider reinforcing inclusive strategies and ensuring that both male and female stakeholders experience curriculum and teaching practices uniformly. This finding is supported by Lopez (2022), who noted that gender often influences perceptions of curriculum



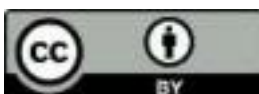
responsiveness and inclusivity, with female educators and stakeholders reporting higher engagement and implementation of SBM-related practices.

Table 6

Difference in the Extent of Implementation of SBM according to Learning Environment when grouped and compared according to Age, Sex, Highest Educational Attainment, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	21	18.21	151.5	0.279		Not Significant
	Older	18	22.08				
Sex	Male	17	20.35	181	0.862		Not Significant
	Female	22	19.73				
Highest Educational Attainment	Lower	14	17.93	146	0.385	0.05	Not significant
	Higher	25	21.16				
Average Family Monthly Income	Lower	19	17.34	139.5	0.146		Not significant
	Higher	20	22.53				

Table 6 presents the difference in the extent of School-Based Management (SBM) implementation in the learning environment dimension, grouped and compared by age, sex, highest educational attainment, and average family monthly income. For age, the younger group (Mean Rank = 18.21) and the older group (Mean Rank = 22.08) yielded a Mann-Whitney U value of 151.5 with a p-value of 0.279, which is greater than the 0.05 significance level. This indicates that the difference is not significant, and the null hypothesis that there is no significant difference in SBM implementation across age groups in the learning environment is therefore accepted. For sex, the male group (Mean Rank = 20.35) and the female group (Mean Rank = 19.73) produced a Mann-Whitney U value of 181 with a p-value of 0.862, also greater than the 0.05 level. This shows that the difference is not significant; hence, the null hypothesis is accepted. For the highest educational attainment, the lower group (Mean Rank = 17.93) and the higher group (Mean Rank = 21.16) yielded a Mann-Whitney U value of 146 with a p-value of 0.385, which is greater than 0.05. This means the difference is not significant, and the null hypothesis is accepted. Finally, for average family monthly income, the lower income group (Mean Rank = 17.34) and the higher income group (Mean Rank = 22.53) produced a Mann-Whitney U value of 139.5 with a p-value of 0.146, also greater than 0.05, confirming that the difference is not significant and the null hypothesis is accepted. This implies that SBM implementation in the learning environment is perceived consistently across age, sex, educational attainment, and family income groups, with no significant differences among them. This suggests that learning environment practices under SBM are equitable and uniformly experienced by stakeholders regardless of demographic or socio-economic background. This finding is consistent with Dela Cruz (2022), who reported that SBM initiatives in Philippine schools tend to produce uniform perceptions



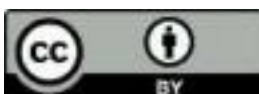
of inclusivity and safety across diverse groups, indicating that demographic and socio-economic variables do not significantly alter stakeholder experiences of the learning environment.

Table 7

Difference in the Extent of Implementation of SBM according to Leadership when grouped and compared according to Age, Sex, Highest Educational Attainment, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	21	17.83	143.5	0.185	0.05	Not Significant
	Older	18	22.53				
Sex	Male	17	19.53	179	0.815	0.05	Not Significant
	Female	22	20.36				
Highest Educational Attainment	Lower	14	16.89	131.5	0.188	0.05	Not Significant
	Higher	25	21.74				
Average Family Monthly Income	Lower	19	17.82	148.5	0.228	0.05	Not Significant
	Higher	20	22.08				

Table 7 presents the difference in the extent of School-Based Management (SBM) implementation in the leadership dimension, grouped and compared by age, sex, highest educational attainment, and average family monthly income. For age, the younger group (Mean Rank = 17.83) and the older group (Mean Rank = 22.53) yielded a Mann-Whitney U value of 143.5 with a p-value of 0.185, which is greater than the 0.05 significance level. This indicates that the difference is not significant, and the null hypothesis that there is no significant difference in SBM leadership implementation across age groups is therefore accepted. For sex, the male group (Mean Rank = 19.53) and the female group (Mean Rank = 20.36) produced a Mann-Whitney U value of 179 with a p-value of 0.815, also greater than the 0.05 level. This shows that the difference is not significant; hence, the null hypothesis is accepted. For the highest educational attainment, the lower group (Mean Rank = 16.89) and the higher group (Mean Rank = 21.74) yielded a Mann-Whitney U value of 131.5 with a p-value of 0.188, which is greater than 0.05. This means the difference is not significant, and the null hypothesis is accepted. Finally, for average family monthly income, the lower income group (Mean Rank = 17.82) and the higher income group (Mean Rank = 22.08) produced a Mann-Whitney U value of 148.5 with a p-value of 0.228, also greater than 0.05, confirming that the difference is not significant and the null hypothesis is accepted. The findings indicate that there are no significant differences in perceptions of SBM leadership practices across age, sex, educational attainment, and family income categories. This suggests that leadership implementation in SBM is equitable and that



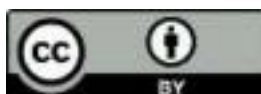
stakeholders experience it similarly regardless of their demographic and socio-economic characteristics. In terms of school management, this indicates that leadership practices are effective in ensuring equity and inclusiveness, and that schools should continue refining their practices to benefit all stakeholders equally. This finding supports Reyes's (2023) view that SBM leadership in Philippine schools is perceived as equitable across demographic characteristics, with no significant differences in stakeholder perceptions, thereby emphasizing the system's ability to ensure inclusive governance and leadership practices.

Table 8

Difference in the Extent of Implementation of SBM according to Governance and Accountability when grouped and compared according to Age, Sex, Highest Educational Attainment, and Average Family Monthly Income

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	21	17.86	144	0.195		Not Significant
	Older	18	22.5				
Sex	Male	17	21.71	158	0.401		Not Significant
	Female	22	18.68				
Highest Educational Attainment	Lower	14	14.07	92	0.013	0.05	Significant
	Higher	25	23.32				
Average Family Monthly Income	Lower	19	16.32	120	0.044		Significant
	Higher	20	23.5				

Table 8 presents the difference in the extent of School-Based Management (SBM) implementation in the governance and accountability dimension, grouped and compared by age, sex, highest educational attainment, and average family monthly income. For age, the younger group (Mean Rank = 17.86) and the older group (Mean Rank = 22.50) yielded a Mann-Whitney U value of 144 with a p-value of 0.195, which is greater than the 0.05 significance level. This indicates that the difference is not significant, and the null hypothesis that there is no significant difference in SBM governance and accountability across age groups is therefore accepted. For sex, the male group (Mean Rank = 21.71) and the female group (Mean Rank = 18.68) produced a Mann-Whitney U value of 158 with a p-value of 0.401, also greater than the 0.05 level. This shows that the difference is not significant; hence, the null hypothesis is accepted. For the highest educational attainment, the lower group (Mean Rank = 14.07) and the higher group (Mean Rank = 23.32) yielded a Mann-Whitney U value of 92 with a p-value of 0.013, which is less than the 0.05 significance level. This indicates the



difference is significant and that the null hypothesis is rejected. This implies that respondents with higher educational attainment perceive SBM governance and accountability to a significantly greater extent compared to those with lower educational attainment. Finally, for average family monthly income, the lower income group (Mean Rank = 16.32) and the higher income group (Mean Rank = 23.50) produced a Mann-Whitney U value of 120 with a p-value of 0.044, which is less than 0.05, confirming that the difference is significant and the null hypothesis is rejected. This suggests that respondents from higher-income families perceive SBM governance and accountability to a significantly greater extent compared to those from lower-income families. The general implication of the findings is that, although age and gender have no significant effect on perceptions of SBM governance and accountability, educational attainment and family income are the differentiating factors. This implies that stakeholders with higher levels of education and income have stronger perceptions of governance and accountability practices, indicating that socio-economic and educational backgrounds influence stakeholders' engagement with SBM. This finding is consistent with Martinez (2023), who observed that socio-economic status and educational attainment often influence stakeholder perceptions of governance transparency and accountability in Philippine schools, with more educated and affluent groups reporting higher levels of confidence in SBM practices.

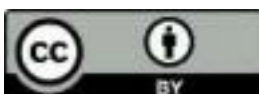
Conclusions

The slight dominance of younger teachers indicates that the school has a relatively young teaching force. However, the dominance of female respondents reflects the overall trend in the Philippine teaching profession. The majority of respondents have postgraduate qualifications; this could be an asset for teaching performance and development. Meanwhile, the balanced distribution of family income brackets highlights the varied socio-economic contexts in which teachers operate.

The study revealed that the implementation of School-Based Management (SBM) across the four core dimensions—curriculum and teaching, learning environment, leadership, and governance and accountability—is consistently perceived at a “great extent.” This reflects strong adherence to the Department of Education’s SBM framework and demonstrates that schools are generally effective in applying its principles.

The most crucial strengths were in industry partnerships that led to relevant curriculum, gender sensitivity and equity practices, leadership styles that encouraged creativity and innovation, and governance practices that facilitated inclusiveness and shared accountability. These areas show schools' capacity to engage stakeholders and to make efforts towards overall improvement. However, despite the strengths, the weaknesses that remain are the lack of contextualization of learning support materials to local culture and diversity, the lack of proactive monitoring of learner attendance, the underuse of leadership assessment tools, and the relatively weaker involvement of stakeholders in monitoring and evaluation. These areas need to be addressed to ensure that SBM implementation is not only feasible but also inclusive and sustainable.

Analysis of demographic variables revealed that age and gender do not have any significant influence on perceptions of SBM implementation, except in curriculum and teaching, where female respondents perceived significantly higher implementation than males. On the other hand, socio-economic variables such as educational attainment and family income were found to substantially influence perceptions of governance and accountability, suggesting that more educated and richer stakeholders perceive SBM practices more positively.



The results of this study clearly reveal that SBM practices are equitable for most stakeholders. Still, there is a need to improve inclusivity, contextualization, and participatory accountability to make SBM practices even more effective in schools.

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Authorship Contribution Statement

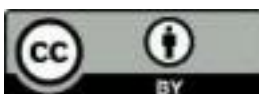
Andalajao: Concept and design, literature review, data collection, analysis, and interpretation.
Hermosura: Final concept editing, guidance and supervision, and manuscript proof-reading.

Conflict of Interest

The authors declare the absence of any conflict of interest that could have influenced the content or conclusions of this paper. They affirm that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity, or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

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