

# School-Based Management Towards Collaborative School Governance Model

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*Abstract* — This study explores the implementation of School-Based Management (SBM) as a transformative approach toward developing a Collaborative School Governance Model that promotes shared decision-making, accountability, and inclusive leadership in educational institutions. Rooted in the principles of decentralization and stakeholder participation, SBM empowers schools to make context-specific decisions, engage community stakeholders, and improve learner outcomes through localized governance. The research investigates how SBM fosters collaboration among school leaders, teachers, parents, and community members, and examines its impact on organizational culture, resource allocation, and school performance. Using a mixed-methods approach involving surveys, interviews, and document analysis from selected public schools, the study identifies key enablers and barriers in the transition from traditional hierarchical management to participatory governance. Findings reveal that effective SBM implementation leads to increased transparency, stronger stakeholder engagement, and improved responsiveness to student needs. The study concludes by proposing a Collaborative School Governance Model that integrates participatory practices, continuous capacity-building, and policy alignment to enhance school effectiveness and educational equity. This model serves as a strategic framework for policymakers and educational leaders seeking sustainable, community-driven school improvement.

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## I. Introduction

Governance focuses on the structures and processes that are designed to ensure accountability, transparency, efficiency, responsiveness, rule of law, stability, equity, inclusiveness, empowerment, and broad-based participation (BEDP, 2022). Effective school governance entails the utilization of competent leadership by principals to establish suitable processes, systems, and management strategies that ensure the long-term viability and uninterrupted functioning of schools (Supriadi et al., 2021). A governance strategy known as school-based management (SBM) encourages the devolution of decision-making power from central educational authorities to the school level while emphasizing the value of involving teachers, parents, and community members.

This research seeks to address these gaps by examining the role of SBM in facilitating collaborative and participatory school governance models. By conducting a comprehensive review of the literature and empirical research, the study aims to clarify stakeholders' perceptions of SBM

effectiveness, identify factors influencing collaborative practices, and analyze challenges hindering the implementation of collaborative governance within SBM contexts.

## **SCOPE AND LIMITATIONS**

The scope of this study is to assess the impact of School-Based Management (SBM) on collaborative and participatory practices among teachers, parents, students, and community members, focusing specifically on the school year 2022-2023. By gathering data and insights from respondents within a defined timeframe, the study aims to gain a nuanced understanding of their perceptions and experiences regarding SBM and its influence on collaboration and participation.

While the findings of this research can provide valuable insights and serve as a reference for future studies, it's essential to acknowledge certain limitations.

The research is conducted within a specific timeframe and context, which may restrict the generalizability of the findings. Each school and community possesses unique characteristics and challenges, and this study represents only one particular context. Therefore, caution should be exercised when extrapolating the findings to different settings, emphasizing the necessity for further research to explore the impact of SBM on collaborative and participatory practices across diverse contexts.

Despite these limitations, the study endeavors to contribute significantly to the existing body of knowledge. By offering insights and considerations for enhancing collaborative and participatory practices within the SBM framework, the findings can inform future research endeavors and provide guidance for practitioners and policymakers. This study aims to facilitate the implementation of effective SBM strategies that foster collaboration and participation among stakeholders, thereby enhancing the overall educational experience and outcomes.

## **II. Methodology**

### **RESEARCH DESIGN**

The study employs a mixed-method research approach, specifically utilizing the concurrent triangulation strategy. This approach integrates quantitative and qualitative data collection to achieve a comprehensive understanding of the research problem. Mixed methods allow the study to balance the breadth of quantitative data with the depth of qualitative insights, enhancing the validity and robustness of findings. Quantitative data will be collected through surveys designed to gather measurable information from a diverse group of stakeholders, including teachers, school administrators, parents, students, and community members, using stratified random sampling. Simultaneously, qualitative data will be gathered through semi-structured interviews with purposively selected participants to explore nuanced perspectives and elaborate on survey results. During the interpretation phase, quantitative data will be analyzed using statistical tools to identify

trends, while thematic analysis will be applied to qualitative data to uncover detailed narratives. The integration of these datasets will allow for data triangulation, aligning survey findings with interview insights to ensure consistency and reliability.

### **RESPONDENTS OF THE STUDY**

The internal and external stakeholder members of the School Governance Council (SGC) will be the respondents of the study. Members of the SGC are directly involved in the implementation of school-based management. The internal stakeholders are the: School Head, Faculty Club Representative, and Student Government Representative. On the other hand, external stakeholders are: PTA Representative, Alumni Association Representative, Education Committee of the Barangay, Non-Government Organization Representative, and other concerned members of the community.

The locale refers to the specific geographical location where the study will be conducted. In this case, the study focuses on elementary schools within the SAMARICA Area (composed of San Jose North, San Jose East, San Jose West, San Jose South, Magsaysay, Rizal and Calintaan Districts), representing four municipalities under the second congressional district of the Province of Occidental Mindoro.

### **SAMPLING TECHNIQUE**

The sampling methodology adopted for this study will encompass a combination of systematic random sampling and purposive (non-probability) sampling. This approach is selected based on established principles of robust sampling design, as delineated by Kish (1965) and discussed by Wiersma and Jurs (2005: 302). These principles include goal orientation, measurability, practicality, and economy.

Goal orientation ensures that the sampling design aligns with the study's objectives, focusing on capturing a representative sample of elementary schools within the SAMARICA Area. Measurability guarantees that the chosen design provides data suitable for the required analysis, enabling a comprehensive examination of school-based management (SBM) practices. Practicality dictates that the selected sampling activities are feasible and executable within the real-world context of the study. Lastly, economy mandates that the sampling design is compatible with available resources, encompassing time, finances, personnel, and other necessary resources.

To meet these criteria, the researcher will compile a comprehensive list of elementary schools within the SAMARICA Area. From this list, a systematic random sampling method will be employed to select 21 schools from a pool of 147 schools distributed across different school districts in the SAMARICA Area.

For the quantitative analysis, 168 questionnaires will be distributed across the 21 selected schools. This sample size is determined to adequately capture diverse perspectives and experiences of stakeholders involved in SBM implementation, ensuring robust data collection and analysis.

## **DATA GATHERING METHOD**

### **A. Questionnaire**

The key instrument for this study will primarily consist of a questionnaire, which will be divided into sections to gather data on various aspects of school-based management (SBM) and collaborative and participatory governance. This will be based on the Revised School-Based Management Assessment Tool found in DepEd Order No. 83, s. 2012. The sections of the questionnaire include:

Part 1- Perceptions of SBM Efficacy: This section aims to gauge respondents' perceptions regarding the effectiveness of SBM in fostering collaborative and participatory governance. Questions will explore stakeholders' beliefs, attitudes, and impressions of SBM's impact on school governance dynamics.

Part 2- Influence of SBM on Collaborative Practices: Designed to evaluate the extent to which SBM influences collaborative and participatory practices among stakeholders. This section will assess the tangible effects of SBM implementation on collaborative endeavors among teachers, parents, students, and community members.

Part 3- Identification of Implementation Challenges: This section seeks to uncover obstacles encountered in SBM implementation and the cultivation of collaborative, participatory practices. Respondents will articulate specific challenges, shedding light on areas requiring attention within the SBM framework.

### **B. Interview**

Structured interviews will be conducted to gather in-depth insights from participants, ensuring a comprehensive exploration of SBM and its impact on collaborative governance. Specifically, the interview questions will focus on:

1. Perceptions of SBM Effectiveness: Participants will discuss their views on SBM's effectiveness in fostering collaborative and participatory governance.

2. Impact of SBM on Collaborative Practices: Insights will be sought regarding SBM's influence on collaborative and participatory practices among stakeholders.

3. Identified Needs for Program Reinforcement: Participants will identify perceived needs or assistance required to strengthen SBM implementation effectively.

4. Recommendations for Program Improvement: Participants will offer recommendations based on their observations of SBM's strengths and weaknesses.

For qualitative data collection, a purposive (non-probability) sampling approach will be utilized. Semi-structured interviews will be conducted with 21 stakeholders representing various categories within the School Governance Council (SGC), ensuring representation from central and non-central schools. This approach aims to capture diverse perspectives essential for understanding SBM's impact on governance effectively.

### VALIDATION OF THE RESEARCH INSTRUMENT

The questionnaire validation process will be enhanced to ensure thorough feedback and refinement of the instrument, including both validity and reliability testing. To achieve this, the questionnaire will be administered to stakeholders in three elementary schools not included in the actual sample. Specifically, 24 members of the School Governance Council (SGC) will participate in the pre-testing procedure. However, to further enrich the validation process, the inclusion of diverse stakeholders such as teachers, parents, and community members will be prioritized, ensuring a comprehensive representation of perspectives (Smith et al., 2018).

## III. Results and Discussion

### Summary of Level of Collaborative Governance

<b>Factors</b>	<b>WEIGHTED MEAN</b>	<b>VERBAL INTERPRETATION</b>
Stakeholder involvement	3.30	Strongly Agree
Shared decision-making	3.32	Strongly Agree
Transparency and accountability	3.33	Strongly Agree
School Improvement and learning outcomes	3.32	Strongly Agree
<b>OVER - ALL WEIGHTED MEAN</b>	<b>3.32</b>	<b>STRONGLY AGREE</b>

The table shows the summary of level of collaborative governance in terms of stakeholder involvement, shared decision-making, transparency and accountability, and school improvement and learning outcomes and its verbal interpretation. Majority of the respondents choose transparency and accountability with weighted mean of 3.33 or verbal interpretation of strongly agree, followed by shared decision-making and transparency and accountability with weighted mean of 3.32 or verbal interpretation of strongly agree, and the lowest is stakeholder involvement with a weighted mean of 3.30 or verbal interpretation of strongly agree. The overall weighted mean is 3.32 with a verbal interpretation of strongly agree in the summary of level of collaborative governance in terms of stakeholder involvement, shared decision-making, transparency and accountability, and school improvement and learning outcomes.

### Correlation Analysis on School – Based Management and Stakeholder Involvement

School-Based Management		Stakeholder Involvement	Interpretation
Leadership and Governance	Pearson r	0.527	Significant
	p - value	.000	
	N	147	
Curriculum and Learning	Pearson r	0.494	Significant
	p - value	.000	
	N	147	
Accountability and Continuous Improvement	Pearson r	0.466	Significant
	p - value	.000	
	N	147	
Resource Management	Pearson r	0.514	Significant
	p - value	.000	
	N	147	

Pearson r correlation was used to determine whether there is a relationship between the Stakeholder Involvement School and the School-based management. Table 15 shows the correlation between the Stakeholder Involvement and

**Leadership and Governance** ( $r = 0.527$ ) shows a moderate correlation and  $p - \text{value} = 0.000$ , which is less than 0.05 denotes a significant relationship.

**Curriculum and Learning** ( $r = 0.494$ ) shows a low correlation and  $p - \text{value} 0.000$  denotes a significant relationship.

**Accountability and Continuous Improvement** ( $r = 0.466$ ) also shows low correlation and  $p - \text{value} = 0.000$  denotes significant relationship and lastly

**Resource Management** ( $r = 0.514$ ) show a moderate correlation with  $p - \text{value} 0.000$  denotes significant relationship with  $N = 147$ .

### DISCUSSIONS:

School-Based Management (SBM) has emerged as a pivotal framework in educational governance, emphasizing decentralization and community involvement in decision-making processes. The extent of SBM in terms of leadership and governance can be understood through various dimensions, including the roles of stakeholders, the distribution of authority, and the impact on educational outcomes. This synthesis will explore these dimensions, drawing on a range of scholarly sources to provide a comprehensive overview of the topic. The concept of SBM fundamentally shifts the locus of decision-making from centralized authorities to local school communities, thereby enhancing the roles of principals, teachers, parents, and students in governance. According to, SBM is characterized by the decentralization of educational decision-making authority, which aims to foster more effective school administration and accountability among staff (Morenike, 2019). This decentralization is not merely a transfer of power but also

involves a paradigm shift towards shared governance, where leadership is responsive to community needs (Alinsod & PhD, 2022). Such a shift is crucial in creating an environment where educational policies are tailored to local contexts, thereby improving the relevance and effectiveness of educational practices. Furthermore, the impact of SBM on educational quality is a topic of ongoing research and debate. While some studies suggest that SBM can lead to enhanced educational leadership and improved student outcomes, others caution that it may exacerbate inequalities, particularly in under-resourced schools (Martin, 2019). The mixed results highlight the need for careful implementation and continuous evaluation of SBM practices to ensure that they do not inadvertently disadvantage certain groups of students ("Revisiting the level of school-based management in public elementary schools of Santiago City, Isabela, Philippines", 2023). It is essential for policymakers to consider these dynamics when designing and implementing SBM frameworks to maximize their potential benefits. School-based management (SBM) has emerged as a significant approach in educational reform, particularly in the context of curriculum and learning. The extent of SBM in schools can be evaluated through its impact on curriculum management, instructional leadership, and the overall learning environment. This response synthesizes various scholarly references to explore the multifaceted dimensions of SBM in relation to curriculum and learning. Moreover, the implementation of competency-based curricula is a growing trend within SBM that emphasizes the development of specific skills and competencies among students. Highlights the importance of adapting classroom management strategies to align with competency-based approaches, ensuring that students are equipped with the necessary skills for their future endeavors (Gao, 2023). This shift towards competency-based education reflects a broader trend in SBM, where schools are encouraged to focus on outcomes and the holistic development of students.

Moreover, the extent of school-based management in relation to curriculum and learning is characterized by a dynamic interplay of leadership, collaboration, and community involvement. Effective curriculum management within SBM requires a comprehensive understanding of the unique contexts in which schools operate, as well as a commitment to fostering inclusive and participatory practices. By empowering educators and engaging stakeholders, schools can create a learning environment that not only meets educational standards but also prepares students for the challenges of the future.

The extent of school-based management in terms of accountability and continuous improvement is multifaceted. It involves a complex interplay between stakeholder engagement, leadership practices, and the overall quality of education. While SBM presents significant opportunities for enhancing accountability and fostering continuous improvement, its success is contingent upon effective implementation and the active involvement of all stakeholders. As educational systems continue to evolve, the principles of SBM will remain critical in shaping the future of school management and educational quality.

One of the critical aspects of SBM is the implementation of school-based budgeting (SBB), which allows school management to allocate resources according to their specific needs. Highlight that various countries have adopted SBB as a policy to enhance educational efficiency and performance (Balkar et al., 2019). This approach not only empowers school leaders to make decisions that align with their institutional goals but also encourages a more strategic allocation of resources, which is essential for addressing the diverse needs of students and educators.

However, the transition to SBM is not without its challenges. Schools often face obstacles such as inadequate infrastructure, limited community participation, and varying levels of educator engagement, which can hinder the effective implementation of SBM. Ibad points out that despite the potential benefits of SBM, these challenges must be addressed to fully realize its advantages (Ibad, 2024). Additionally, discuss how financial challenges in public elementary schools can adversely affect student achievement, underscoring the importance of robust financial management within the SBM framework (Wibowo & Rukayah, 2020).

The dynamics of collaborative governance are complex and multifaceted. For instance, while collaboration can lead to significant improvements in student outcomes, it can also be influenced by external policy frameworks that may prioritize compliance over genuine engagement (Armstrong & Ainscow, 2018). This tension highlights the need for a balanced approach where stakeholders are not merely seen as instruments for policy implementation but as active participants in shaping educational practices. The role of district-level administrators is crucial in this context, as they can facilitate or hinder collaborative efforts depending on how they engage with schools and their communities (Armstrong & Ainscow, 2018).

With level of collaborative school governance in terms of stakeholder involvement is a critical factor in determining the effectiveness of educational institutions. The evidence suggests that schools that prioritize collaboration among stakeholders—teachers, parents, and community members—tend to achieve better educational outcomes. However, this collaboration must be underpinned by equitable power dynamics, supportive leadership, and a commitment to inclusivity. As educational systems continue to evolve, fostering collaborative governance will be essential for meeting the diverse needs of students and communities.

Furthermore, in terms of transparency in school governance refers to the openness with which schools operate, particularly concerning financial management and decision-making processes. It is widely recognized that transparency is a fundamental principle of good governance, as it allows stakeholders to understand how resources are allocated and decisions are made. For instance, the study by emphasizes that transparency ensures sound and efficient utilization of resources, which in turn fosters greater accountability among school leaders and administrators (Gaspar et al., 2022). Similarly, highlight that effective financial governance practices can enhance parental and public trust in schools, thereby reinforcing the importance of transparency in educational settings (Rahayu et al., 2022).

In addition to these principles, the role of leadership in fostering a culture of transparency and accountability cannot be overstated. Transformational leadership, as discussed by plays a pivotal role in promoting parental involvement and community engagement in school governance (Yulianti et al., 2019). Effective leaders are instrumental in creating an environment where stakeholders feel valued and empowered to participate in governance processes. This participatory approach not only enhances transparency but also reinforces accountability, as stakeholders are more likely to hold leaders accountable for their actions when they are actively involved in decision-making. These pressures can complicate the governance landscape, making it essential for schools to navigate political dynamics while maintaining a focus on transparency and accountability. The findings of further illustrate that a lack of transparency in school resource officer placements can undermine trust in school governance, emphasizing the need for schools to prioritize transparency in all aspects of their operations (Curran & Boza, 2022).

In conclusion, the level of collaborative school governance in terms of transparency and accountability is influenced by various factors, including stakeholder participation, effective leadership, and the implementation of good governance principles. Schools that prioritize transparency and accountability are better positioned to foster trust among stakeholders and improve educational outcomes. The evidence from the literature underscores the importance of collaborative governance as a means to enhance transparency and accountability, ultimately leading to a more effective and equitable education system.

#### **IV. Conclusion**

In conclusion, the relationships among Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Resource Management highlight the complex interplay of factors that contribute to effective school-based management and stakeholder involvement. The moderate to significant correlations observed in this study underscore the importance of fostering collaborative environments where stakeholders can actively participate in governance processes. Future research should continue to explore these relationships, particularly in diverse educational contexts, to further elucidate the mechanisms through which stakeholder engagement can be enhanced.

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