
Influence of School Governing Council on School Management and Stakeholders' Engagement

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Abstract — This study investigates the impact of School Governing Councils (SGCs) on school management and stakeholders' engagement in the Oquendo Districts, Division of Calbayog City during School Year 2024–2025, with the ultimate goal of proposing a Capability-Building Plan. Anchored on a descriptive-correlational research design, the study examines how SGC effectiveness relates to various dimensions of school governance by determining the profile of SGC members and teachers, assessing the SGC's influence on school management in terms of openness, transparency, communication, synergy, continuous personal development, cooperation and trust, leadership, shared goals, roles and responsibilities, and school improvement, and evaluating its impact on stakeholder engagement across governance, curriculum implementation, resource mobilization and management, accountability, community involvement, and policy development. It further explores significant relationships between respondent groups and their perceived SGC impact, the association between SGC influence on management and engagement, and identifies the challenges encountered by SGC members. The population includes 103 SGC members selected through total enumeration and 235 teachers chosen via simple random sampling, ensuring diverse and representative perspectives across the three Oquendo districts. Data were gathered using a validated researcher-made questionnaire composed of demographic profiling, Likert-scale assessments of SGC impact, and open-ended items on challenges encountered. Data collection involved obtaining authorization from division and school officials, distributing surveys, clarifying questionnaire items, retrieving responses, and analyzing results using descriptive statistics, Pearson correlation, Chi-square tests, and multiple response analysis. Findings reveal that SGCs have a strong positive impact on school management, particularly in leadership, transparency, and synergy, while their influence on stakeholder engagement is positive but comparatively weaker due to limited community participation, insufficient training, and

unclear roles. Challenges such as time constraints, inadequate communication, and lack of parental involvement emerged as major barriers. The study concludes that while SGCs significantly enhance school management, their potential in mobilizing stakeholders remains underutilized, thereby necessitating structured training, strengthened policies, improved communication systems, and more inclusive governance mechanisms. These results inform the development of a Capability-Building Plan aimed at empowering SGCs to contribute more effectively to school improvement and community participation.

Keywords: School Governing Council (SGC), School Management, Stakeholder Engagement, Governance Effectiveness, Capability-Building Plan

I. INTRODUCTION

The effectiveness of School Governing Councils (SGCs) is crucial for enhancing school management and promoting educational outcomes. SGCs serve as a bridge between schools and their communities by facilitating stakeholders' involvement in decision-making processes and promoting a collaborative environment (OECD, 2021). Studies indicate that active SGCs lead to improved school performance by increasing accountability and community engagement.

OECD (2021) emphasized that participatory school governance improves accountability, transparency, and decision-making by actively involving parents, community members, and other stakeholders. Similarly, UNESCO (2022) found that schools with effective governing councils demonstrate better resource management, stronger community support, and improved student outcomes. These findings indicate that stakeholder participation through SGCs fosters trust and a sense of ownership, encouraging sustained support for school initiatives and closer alignment between school practices and community expectations. However, despite these positive results, the literature reveals a gap in localized empirical studies, particularly within Philippine public school districts, that examine the specific influence of SGCs on school management and stakeholder engagement. This gap highlights the relevance of the present study on the influence of School Governing Councils on school management and stakeholders' engagement in the Oquendo

Districts, Division of Calbayog City, as it seeks to provide context-specific evidence to support improved governance practices and meaningful stakeholder collaboration.

Philippines believes that accessible and quality basic education is achievable through shared responsibility among school heads, teachers, parents, learners, local government units (LGUs), and the community. To promote the shared governance principle in making decision based on the active participation of stakeholders, the DepEd Order 26, series 2022 was circulated. As stated in DepEd Order No. 26, the School Governance Council (SGC) serves as a platform for shared governance and a feedback mechanism within the school. It does not have the authority to govern the school or operate as a separate legal entity from the institution. Additionally, the SGC must not replace existing school associations, committees, or organizations such as the Parents-Teacher Association (PTA), Supreme Pupil/Student Government, Alumni Association, School Planning Team (SPT), and Child Protection Committee (CPC) (DepEdPH, 2024).

The Department of Education emphasizes the importance of SGCs as part of the governance framework aimed at empowering local communities and enhancing accountability in schools (DepEd Order No. 54, 2016). Scholars have highlighted challenges faced by SGCs such as inadequate training and unclear roles which can hinder their effectiveness in school management (Cordero, 2020). Local studies, particularly in regions like Samar, reveal a lack of empirical data regarding the specific dynamics and impact of SGCs on educational practices which leads to the need for focused research in this area (Marasigan, 2021). The issues raised regarding inadequate training and unclear roles within school governing councils directly relate to the current study's objective of assessing their effectiveness in school management and stakeholder engagement. These challenges highlight potential barriers that may be present in the Oquendo District, which could affect how well the councils function in practice. The lack of empirical data, especially in regions like Samar, further emphasizes the importance of the current study in filling this research gap and providing localized insights. By exploring the specific dynamics and impact of SGCs in the Schools Division of Calbayog City, the study can offer valuable contributions to understanding how to strengthen governance structures, clarify stakeholder responsibilities, and enhance the councils' overall contribution to school development.

Republic Act 9155, also known as the Governance of Basic Education Act of 2001, was enacted to enhance the governance and management of basic education in the Philippines. This landmark legislation emphasizes decentralization, granting more authority and responsibility to local school heads and communities in the management of schools. One of the key provisions of this act is the establishment of School Governing Councils (SGCs), which serve as a mechanism for community involvement in school governance (Rosalin, 2020). By facilitating stakeholder participation, SGCs are intended to improve decision-making processes and ensure that the needs and priorities of the community are addressed. The effectiveness of SGCs, as outlined in the provisions of Republic Act 9155, is crucial for promoting accountability and enhancing educational outcomes. The act mandates that SGCs include various stakeholders such as parents, teachers, and community representatives, thus fostering a collaborative approach to school management. This aligns with the focus of the study on evaluating how SGCs contribute to effective school governance by integrating community input and encouraging shared responsibility among stakeholders (Rosalin, 2020). Moreover, the act highlights the importance of transparency and participatory governance in the educational system. By empowering SGCs, Republic Act 9155 aims to create an environment where stakeholders can voice their concerns and actively participate in school improvement initiatives. This legislative framework provides a critical foundation for analyzing the role of SGCs in school management and their impact on educational quality and community engagement.

Despite the recognized importance of School Governing Councils (SGCs) in promoting participatory governance and stakeholder engagement, there remains a significant gap in understanding their actual effectiveness within specific local contexts such as the Oquendo Districts in Calbayog City. Recent research on the implementation of SGCs in Philippine basic education highlights persistent challenges, including insufficient training for council members, unclear delineation of roles and responsibilities, and low levels of sustained community participation, which hinder the councils' optimal functioning in school management and stakeholder engagement (Nabus & Homillano, 2025). Moreover, empirical studies suggest that many SGCs struggle with inadequate resources, limited capacity building, and inconsistent stakeholder involvement, leaving practical knowledge and applications underexplored in localized

settings (Quinones & Abanto, 2024; Lino & Lolinco, 2025). Based on a pre-survey conducted among Oquendo District school heads, only 18 respondents (49%) indicated that the School Governing Council and stakeholders were actively engaged in partnership and participation, suggesting potential operational challenges that may affect their influence on school management and collaborative decision-making. Existing literature tends to overlook such context-specific assessments, leaving a void in evidence that captures localized barriers and facilitators to effective governance. This study seeks to address this gap by evaluating the influence of SGCs on school management and their role in enhancing stakeholders' engagement and educational outcomes in the Oquendo Districts, thereby providing relevant data and insights to inform policy, practice, and future research in community-based school governance.

This study holds significant importance for various reasons. The investigation of the influence of School Governing Councils (SGCs) on school management and stakeholders' engagement in Oquendo Districts, Division of Calbayog City, enhances the understanding of how participatory governance and community involvement contribute to effective school administration. It addresses the educational and managerial development of schools by identifying the roles, strengths, and areas for improvement of SGCs in decision-making, resource management, and stakeholder collaboration. The study holds educational and administrative relevance as it underscores the importance of active stakeholder participation in fostering transparency, accountability, and collaborative leadership, which can directly impact the quality of education and school performance. In terms of school governance and policy development, this study provides empirical data that can guide school administrators and policymakers in strengthening the functions of SGCs, designing targeted programs to improve community engagement, and promoting evidence-based decision-making. It also encourages reflective governance, motivating stakeholders and school leaders to evaluate and enhance their strategies for managing schools effectively while responding to the needs and expectations of the community. Furthermore, this research enriches the existing body of knowledge on participatory school governance within the Philippine context, particularly in the Schools Division of Calbayog City. Through its findings, the study provides a model for fostering more responsive and collaborative school environments, ultimately supporting the goal of improving educational

management, enhancing stakeholder engagement, and achieving better learning outcomes for students.

This study focused on determining the influence of the School Governing Council (SGC) on school management and stakeholders' engagement in the Oquendo Districts, Division of Calbayog City during the School Year 2024–2025, with the aim of proposing a Capability-Building Program. It examined the profile of SGC members and teachers, including age, sex, position, educational attainment, teaching experience, and relevant trainings, and explored the perceived influence of SGCs on school management, covering openness, transparency, communication, synergy, leadership, shared goals, roles and responsibilities, and overall school improvement, as well as on stakeholder engagement, including governance, curriculum implementation, resource management, accountability, community involvement, and policy development. The study also assessed the relationships between respondent groups and their perceptions of SGC influence, identified challenges encountered by SGC members, and proposed a Capability-Building Program based on the findings. Limitations include its focus solely on the Oquendo Districts, reliance on self-reported data, the one-school-year timeframe, and emphasis on perceptions rather than direct measurement of student outcomes or broader community effects, which may affect the generalizability of the results.

The study investigates the influence of School Governing Councils (SGCs) on school management and stakeholders' engagement in the Oquendo Districts, Division of Calbayog City, recognizing that effective SGCs enhance participatory governance, accountability, and educational outcomes by fostering collaboration among parents, teachers, and the community. Despite existing legislation and policy frameworks emphasizing the importance of SGCs, challenges such as inadequate training, unclear roles, and limited stakeholder participation persist, particularly in localized Philippine contexts where empirical evidence is scarce. By examining the profiles of SGC members, teachers, and their perceived influence on school operations and stakeholder engagement, this study seeks to provide context-specific insights, identify operational challenges, and propose a Capability-Building Plan to strengthen the councils' effectiveness, thereby supporting more responsive, collaborative, and transparent school governance that aligns with community needs and improves educational quality.

Literature Review

Conceptual Literature

School governance functions as a collaborative authority where stakeholders make strategic decisions to improve learning and child welfare. As an organizational system, it defines relationships between parents, students, teachers, and school heads, ensuring collective accountability (School Governing Council, 2025). This framework facilitates Participatory School Administration, Leadership, and Management (PSALM) via Advisory School Councils (ASC). Effectiveness in this area is deeply linked to trust, which is nurtured by adequate time for business, balanced council composition, and open information sharing (Gamage & San Antonio, n.d.). This trust is not merely social; it is a functional requirement that allows the council to move beyond administrative formalities into meaningful pedagogical influence. Governing bodies shape a school's vision by both supporting and challenging leadership to uphold high standards (Nexus Education, 2022). This "support and challenge" dynamic ensures that governors act as a "critical friend," focusing on long-term strategy and inclusivity for groups like students with Special Educational Needs and Disabilities (SEND).

In the Philippines, the decentralization mandated by Republic Act 9155 (2001) recognizes local government units as essential partners in education (Department of Education, 2024). Consequently, School Governance Councils (SGCs) are designed to empower stakeholders, ensuring accessible, quality education within respectful environments (Department of Education, 2022). While boards historically managed budgets and legalities, modern requirements demand dynamic leadership focused specifically on student performance (Resnick, 2025). This shift involves moving away from the "lay governor" model of the past toward a professionalized role that acts as a bridge between public values and professional expertise. Under Public Act 10-111, SGCs enable collaborative efforts to improve student outcomes through structured feedback mechanisms (Education, 2024).

This system is further supported by shared and distributed leadership, which fosters innovation and professional collaboration by spreading ownership across the staff (Frontiers in

Education, 2025), and evidence-based strategic planning, which aligns resource allocation with educational priorities (NIJSE, 2025). School autonomy allows for local adaptation of curriculum and personnel decisions (Balistoy, 2025), while transparency and accountability systems maintain institutional credibility by preventing gaps in performance (Mayake & Base, 2025). Equity-centered governance and an innovation culture further reduce disparities and encourage reflective practices among leaders (Riveras León & Tomàs Folch, 2025; Mayake & Base, 2025).

Capacity building and instructional leadership remain central to aligning curriculum quality with strategic goals, ensuring that school leaders do not just manage but actively guide assessment and teaching (Frontiers in Education, 2025). Effective resource management ensures financial decisions support equity goals and reinforces the transparent use of public funds (NIJSE, 2025), while adaptive frameworks and conflict resolution mechanisms help navigate environmental complexities and maintain cohesion among staff and students (Enad, 2025; Frontiers in Education, 2025). Governance is finalized through culturally responsive perspectives (Frontiers in Education, 2024), regulatory compliance (Tayanes et al., 2025), and rigorous monitoring and evaluation through iterative performance feedback (NIJSE, 2025). Ultimately, teacher empowerment, decision-making equity, and succession planning ensure long-term institutional resilience (Riveras León & Tomàs Folch, 2025; Tayanes et al., 2025; Enad, 2025).

Research Literature

Research emphasizes that clearly defined, trust-based partnerships between councils and school leaders are fundamental to aligning decisions with community values (Mifsud, 2025). This study argues that fostering these partnerships is essential because formal structures alone do not guarantee effective management; the quality of the interaction is the true driver. However, meaningful learner participation is often limited by socio-cultural norms, particularly in traditional or rural settings where authority and age hierarchies restrict student voices (Sousa and Ferreira, 2024). Observations of undemocratic practices in School Development Committees (SDCs) suggest that all management structures—including the SMT, SGB, RCL, and SDC—require

formal induction on roles and policies to prevent the unjust treatment of learners during disciplinary matters (Mathebula et al., 2021).

Perceptions of these systems are often positive when engagement is high; for instance, students in Gingoog City reported that highly functional School-Based Management (SBM) implementation directly correlated with their overall satisfaction (De Lara & Pañares, 2023). Using the SGC Functionality Assessment Tool (SGC FAT), studies found that while councils may excel in organizational structure and SIP/AIP documentation, they often struggle with feedback mechanisms, underutilized communication platforms, and weak local government ties (Cagas, 2025).

Legal literacy remains a critical gap; governing bodies must apply knowledge of the Constitution (Act 108 of 1996) and the Schools Act (Act 84 of 1996) to provide clear direction and avoid conflicts of interest (Nong, 2025). Similarly, while human resources such as teacher deployment are often managed well, there is a noted weakness in financial oversight and budgeting that requires structured training for committee members (Puri and Chhetri, 2024). Specific skill gaps in communication, negotiation, and conflict resolution also hinder the ability of councils to maintain school stability and address administrative challenges (Oduor et al., 2022).

Furthermore, student voices, such as those in the Representative Council of Learners (RCL), are frequently marginalized by management, highlighting a need for better education on governance roles to move from presence to participation (Gqeba, 2021). The effectiveness of student governance is heavily influenced by the leadership behaviors, collaboration, and initiative of student leaders (Soussa and Ferreira, 2024). While Supreme Student Government (SSG) programs are often "well carried out" according to teacher and student perceptions (Mendoza et al., 2023), they sometimes fail to promote academic excellence as effectively as they promote student rights and values formation, suggesting a need for a more balanced governance focus that integrates pedagogy with advocacy (Lucero, 2021).

In summary, the literature establishes that effective school governance is a trust-based, collaborative system that requires a shift from traditional administrative oversight to dynamic,

strategic leadership. While existing frameworks provide necessary structures for decentralization and organizational assessment, their success is often challenged by socio-cultural barriers, gaps in financial literacy, and the occasional marginalization of student voices. Indeed, institutional resilience and academic excellence depend on empowering all stakeholders through continuous capacity building, clear role definition, and the integration of inclusive, adaptive governance practices that prioritize both student welfare and high-level performance.

II. METHODOLOGY

This study employed a descriptive-correlational research design to examine the relationship between the influence of School Governing Councils and school management and stakeholders' engagement. The descriptive component provided a detailed account of the variables, while the correlational aspect determined the relationships among them. The participants consisted of 103 SGC members selected through total enumeration and 235 teachers selected using simple random sampling from the Oquendo Districts. A validated researcher-made questionnaire was used to collect data, consisting of demographic profiles, Likert-scale items measuring SGC influence, and open-ended questions identifying challenges. Data collection involved securing permission from relevant authorities, distributing questionnaires, retrieving responses, and ensuring completeness of data. Statistical tools such as frequency, percentage, mean, standard deviation, Pearson correlation, and Chi-square tests were used to analyze the data. Ethical considerations were strictly observed, including confidentiality, voluntary participation, and proper handling of data. This study employed a descriptive-correlational research design to examine the relationship between the influence of School Governing Councils and school management and stakeholders' engagement. The descriptive component provided a detailed account of the variables, while the correlational aspect determined the relationships among them. The participants consisted of 103 SGC members selected through total enumeration and 235 teachers selected using simple random sampling from the Oquendo Districts. A validated researcher-made questionnaire was used to collect data, consisting of demographic profiles, Likert-scale items measuring SGC influence, and open-ended questions identifying challenges. Data

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III. RESULTS AND DISCUSSION

The findings indicate that SGC members and teachers generally possess adequate educational qualifications and professional experience, which support informed participation in school governance, consistent with the emphasis on capacity and stakeholder competence in effective governance (Frontiers in Education, 2025; NIJSE, 2025). The moderate to high influence of SGCs on school management, particularly in communication, transparency, and collaboration, corroborates the view that participatory governance structures enhance internal school processes (School Governing Council, Its Vital Role in the School System, 2025; Nexus Education, 2022). However, the only moderate ratings in leadership, role clarity, and school improvement reflect limitations in maximizing strategic governance impact, aligning with findings by Mifsud (2025) that highlight gaps between formal structures and actual governance practice. Similarly, the moderate level of stakeholder engagement, with weaker performance in community involvement and policy development, supports studies by Sousa and Ferreira (2024) and Atalad and Abbas (2023), which indicate that stakeholder participation particularly among parents and communities remains limited. The lack of significant relationships between most profile variables and perceived SGC influence suggests that governance effectiveness is not determined by demographic factors alone but by functional dynamics, supporting Tahir and Muhammad (2023). However, the significance of teachers' educational attainment aligns with the idea that greater knowledge enhances understanding of governance processes (Puri & Chhetri, 2024). The significant relationship between school management and stakeholder engagement further confirms that strong internal governance promotes broader participation, as supported by Cagas (2025). Lastly, the challenges identified such as limited time, insufficient training, unclear roles, and weak community

participation are consistent with findings by Matlou et al. (2025) and Oduor et al. (2022), emphasizing the need for capacity-building, clearer structures, and improved stakeholder collaboration to strengthen SGC effectiveness.

IV. CONCLUSION

The findings indicate that respondents are generally experienced and academically prepared, suggesting that SGC effectiveness depends less on demographic characteristics and more on how governance processes are structured and supported. The SGC contributes meaningfully to school management, particularly in enhancing coordination and participatory practices, although its influence is stronger in routine governance than in long-term strategic improvement. Stakeholder engagement remains an area for development, as community and parent involvement are not consistently maximized, pointing to the need for more inclusive and intentional engagement strategies. Perceptions of SGC influence on school management are not significantly shaped by respondents' profiles, implying that effectiveness is driven more by systems and practices than by individual characteristics, although higher professional preparation may influence how stakeholder engagement is understood. Furthermore, stronger school management is associated with improved stakeholder participation, indicating that well-organized governance processes support engagement. However, SGC performance is constrained by challenges such as limited time, unclear roles, weak feedback mechanisms, and inconsistent community participation, which limit its capacity to function as a proactive and fully effective governance body.

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