
Implementation of the Revised School-Based Management Systems

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Abstract — This study investigated the implementation of the Revised School-Based Management System (SBMS) in selected public elementary schools in the Division of Urdaneta City, Philippines. It also studied the relationship between SBMS implementation and stakeholder profile variables and identified areas for improvement in school governance practices.

The research used a descriptive-correlational design with 159 stakeholder respondents, including school heads, teachers, PTA officers, and barangay/community leaders. Data was gathered using a structured questionnaire and analyzed using frequency and percentage distributions, weighted mean, t-test, one-way ANOVA, and Pearson product-moment correlation.

Findings revealed that the Revised SBMS was generally well implemented with an overall weighted mean of 4.420. Accountability scored the highest among its dimensions, reflecting strong transparency and reporting practices. In contrast, decision-making and continuous improvement were rated relatively low, indicating a need to strengthen participatory governance and data-driven school improvement systems.

Further results showed significant differences in SBMS implementation across the highest educational attainment, stakeholder role, years of experience, and relevant training. Age, on the other hand, was not significantly different. Additionally, SBMS implementation was significantly associated with most profile variables, indicating that stakeholder characteristics influence perceptions and involvement in school-based management practices.

Based on these results, a structured capacity-building and enhancement training program was proposed to strengthen participatory decision-making, continuous improvement mechanisms, and stakeholders' competencies in the implementation of SBMS.

Keywords: School-Based Management, educational governance, stakeholders' involvement, school leadership, continuous improvement

I. INTRODUCTION

School-Based Management (SBM) is a well-known decentralized governance approach that enhances the quality of education through stakeholder participation, shared leadership, and participatory decision-making. It strengthens Accountability in the delivery of education by transferring power from central education offices to schools, enabling more localized solutions to students' needs. SBM essentially encourages school autonomy while guaranteeing stakeholders' shared Accountability for student outcomes and school success (World Bank, 2020; Caldwell, 2020).

Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, which requires shared governance in the provision of basic education, has entrenched SBM as a significant educational reform in the Philippines. This legal framework (Republic Act No. 9155, 2001) highlights the devolution of decision-making power to schools and the active participation of stakeholders in school governance. Building on this mandate, the Department of Education (DepEd) codified the SBM framework, focusing on school leadership, Accountability, openness, and community involvement, through DepEd Order No. 83, s. 2012 (DepEd, 2012). Subsequent policy improvements, such as DepEd Order No. 44, s. 2015, and SBM assessment enhancements implemented in 2022, which sought to improve monitoring systems and school performance evaluation, further reinforced these requirements.

The Revised School-Based Management System (RSBMS), which highlights seven crucial governance dimensions—shared vision, leadership and governance, decision-making, curriculum and learning, continuous improvement, resource management, and Accountability—was most recently introduced by DepEd Order No. 007, s. 2024. As crucial factors influencing school success, this redesign emphasizes data-driven decision-making, increased stakeholder participation, and continuous improvement systems.

The efficiency of SBMS implementation at the school level is largely determined by resource management and Accountability. Resource management includes effectively using financial, material, and human resources to promote teaching and learning, as well as allocating funds in accordance with established school priorities. Because school-level decision-makers are more familiar with their requirements and priorities, studies demonstrate that decentralized

education systems facilitate more efficient, context-based resource use (World Bank, 2020; 20201). To improve school responsiveness and learning conditions, this entails providing sufficient teaching resources, maintaining school buildings and equipment, and enlisting the support of external stakeholders. Additionally, SBM has been shown to boost community relationships and resource mobilization, which results in better school facilities and increased stakeholder involvement (Dones et al., 2023)

However, accountability ensures that everyone involved in the school is held responsible for both financial management and academic achievement. Increasing Accountability and transparency in school operations, especially in financial transactions and decision-making procedures, is one of SBM's main objectives (World Bank, 2023). Schools are supposed to maintain transparent records, report on the use of funds, and involve stakeholders in reviewing school performance. Strong accountability measures, like stakeholder monitoring, school performance reporting, and public information access, have been shown to improve educational outcomes and service delivery. To foster trust and encourage ongoing school development, Accountability in SBM also entails holding teachers accountable for student learning outcomes and ensuring that school administrators are accountable for overall school administration.

While previous studies have focused on SBM as a policy framework or governance model, this study explicitly focuses on the implementation of the Revised School-Based Management System. This distinction is crucial. The way SBMS is operationalized at the school level determines its efficacy rather than just its design or policy formulation. This study examines real practices, stakeholder participation, and the contextual challenges schools face, with a focus on implementation. This method offers a more realistic and grounded evaluation of SBMS, going beyond theoretical explanations to an evidence-based assessment of the practical performance of governance reforms.

Despite these policy advancements, empirical studies indicate that SBM implementation remains inconsistent across schools. Variations are often attributed to differences in leadership capacity, stakeholder engagement, resource availability, and institutional support (Guzman, 2020; Dela Cruz, 2021). While some schools demonstrate strong SBM practices, others struggle with limited participation, weak collaboration, and inadequate capacity-building opportunities.

Stakeholders are essential to the execution of SBM. Parents and community leaders contribute to governance, Accountability, and resource support; teachers implement curriculum and instructional practices; and school heads provide instructional and administrative leadership. Research indicates that meaningful stakeholder participation improves school effectiveness and shared Accountability (Cabardo, 2021; De Lara & Panares, 2023). However, the success of SBM implementation at the school level may be impacted by inconsistent stakeholder participation and disparities in capacity (Garcia, 2021).

SBM implementation is further strengthened by instructional and distributed leadership. Spillane et al. (2021) argue that leadership in schools is dispersed across people and systems, prioritizing teamwork over hierarchical control. In a similar vein, instructional leadership emphasizes how school administrators may direct curriculum implementation, enhance the caliber of education, and promote ongoing development (Hallinger, 2021; Wang & Hallinger, 2020). By encouraging shared Accountability and group decision-making, these leadership philosophies are consistent with SBM principles.

Studies also show that SBM implementation is associated with improved school outcomes when it is effectively implemented. Luz (2021) and Mahinay et al. (2025) found that SBM contributes to stronger accountability systems and improved academic performance. However, challenges such as insufficient training, limited stakeholder capacity, and uneven implementation remain persistent barriers (Ramos, 2025; Dela Cruz, 2021).

Within the Division of Urdaneta City, public elementary schools operate under diverse conditions regarding leadership experience, stakeholder participation, and access to SBM-related training. While SBM policies and orientations have been implemented, there remains limited empirical evidence on how the Revised SBM System (DepEd Order No. 007, s. 2024) is implemented at the school level and how stakeholder characteristics influence its implementation.

Previous studies on SBM in the Philippines have largely focused on earlier frameworks and single stakeholders perspectives. Limited research has examined the revised SBM framework using a multi-stakeholder approach and quantitative analysis involving differences and relationships among variables such as educational attainment, role, experience, and training exposure. This gap underscores the need for localized, up-to-date empirical evidence.

Therefore, this study assessed the level of implementation of the Revised School-Based Management System in selected public elementary schools in the Division of Urdaneta City. It also examined differences and relationships in SBM implementation based on stakeholders' profile variables. The findings provide evidence for identifying strengths and gaps in SBM implementation and serve as a basis for developing targeted capacity-building interventions.

This study is anchored on DepEd Order No. 007, s. 2024, which emphasizes shared governance, Accountability, and continuous improvement in school management.

Literature Review

This study is grounded in two interrelated theories: Participatory Governance Theory and Systems Theory. These frameworks provide a solid foundation for understanding the implementation of the Revised School-Based Management (SBM) System from the perspectives of various stakeholders in Philippine public elementary schools.

Participatory Governance Theory highlights the importance of involving all relevant stakeholders—school heads, teachers, parents, and community members—in decision-making processes (Fung & Wright, 2019). It assumes that effective governance in decentralized systems like SBM depends on meaningful participation, which fosters transparency, Accountability, and responsiveness. In practice, the success of SBM initiatives depends on the extent to which stakeholders are involved in critical processes such as planning, budgeting, and program evaluation (Cañeda-Dumlao, 2025; Lam-an, 2023). This theory directly informs the research questions by legitimizing stakeholder perceptions and participation as central variables influencing SBM implementation.

On the other hand, Systems Theory offers a holistic view of the school as a dynamic system with interconnected components working toward shared goals (von Bertalanffy, 2020; Saputra & Hartati, 2024). Changes or weaknesses in one part of the system—such as leadership, resource management, or community support—can significantly impact the entire school's functioning. Applying Systems Theory to SBM explains why coordinated efforts among school leaders,

teachers, parents, and community members are essential to sustaining reforms and achieving desired educational outcomes. This theoretical lens supports the study's analytical framework by focusing on how systemic interactions influence SBM effectiveness.

Leadership plays a central role in linking these theories. The distributed leadership framework by Spillane et al. (2021) emphasizes that leadership is not the sole responsibility of the principal but is shared across teams, individuals, and organizational structures. This aligns with SBM's principle of collaborative governance, in which the School Governing Council, teachers, parents, and community members contribute to decision-making. Instructional leadership underscores the principal's role in guiding teaching and learning through goal-setting, professional development, and the cultivation of a collaborative culture (Rupole & Ching, 2025; Wang & Hallinger, 2020). These leadership perspectives enrich the conceptual framework by elucidating how leadership practices influence stakeholder engagement and, consequently, SBM implementation.

By combining Participatory Governance Theory and Systems Theory, this framework enables a comprehensive analysis of SBM implementation. Participatory Governance Theory explains who participates and why their engagement matters, while Systems Theory clarifies how these interactions affect overall school functioning. Together with insights from distributed and instructional leadership, this framework provides a strong lens to examine stakeholder roles, leadership practices, and systemic challenges in implementing the Revised SBM System in Philippine schools.

The study aims to investigate how the Revised School-Based Management (SBM) System is implemented in public elementary schools, focusing on the perceptions and participation of key stakeholders. The conceptual framework illustrates the relationships among the four core components of the SBM system and stakeholders' perceptions and involvement, which ultimately influence the overall effectiveness of SBM implementation.

Statement of the Problem

This study aimed to determine the level of implementation of the Revised School-Based Management Systems (SBMS) from the perspective of the stakeholders in the Public Elementary Schools in the Urdaneta City Schools Division, DepEd Region I.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondent-stakeholders in terms of the following?
 - a. Age;
 - b. Sex;
 - c. Highest educational attainment;
 - d. Role as stakeholders;
 - e. Number of years as stakeholders;
 - f. Number of years as principal/school heads, teachers, PTA officers, and Community Leaders;
 - g. Number of relevant trainings on school-based management systems;
2. What is the assessment of the respondents in the level of implementation of the Revised School-Based Management Systems in the following key aspects:
 - a. Shared Vision;
 - b. Leadership and Governance;
 - c. Decision-Making;
 - d. Curriculum and Learning;
 - e. Continuous improvement;

f. Management of Resources;

g. Accountability?

3. Are there significant differences among the assessments of the respondent-stakeholders on the level of implementation of the SBMS across the profile variables?

4. Are there significant relationships between the assessment of the respondent-stakeholders on the level of implementation of the SBMS and the profile variables?

5. What enhancement training could be proposed and implemented to improve the implementation of the Revised SBMS?

II. METHODOLOGY

This chapter presents the research methodology used in the study. It includes the research design, population and locale, data-gathering instruments, data-gathering procedure, data treatment, and ethical considerations. This study aims to examine the implementation of the Revised School-Based Management Systems (SBMS) and determine the relationship between stakeholders' profile variables and the level of implementation.

Research Design and Strategy

This study employed a descriptive-correlational research methodology to identify the level of implementation of the Revised School-Based Management System (SBMS) based on the evaluation of the stakeholders and to correlate the profile variables of the stakeholders to the amount of implementation of SBMS. Wiersma and Jurs (2000) assert that the descriptive method was effective when the objective was to describe a phenomenon's features as they occurred naturally, without altering any variables. While a correlational design concentrated on the degree

of correlations across variables, a descriptive method was employed in this study to provide the respondents' practices, conditions, and opinions regarding the SBMS framework (Creswell, 2014)

This study combined these two methodologies to describe the present state of the implementation of SBMS and to explore critical links that could provide insights for strengthening participatory governance and decision-making in the implementation of the Revised School-Based Management System (SBMS).

Population and Locale of the Study

The study was conducted in selected public elementary schools under the Urdaneta City Schools Division, where the Revised School-Based Management (SBM) System is actively implemented as part of decentralized school governance. These schools provide an appropriate setting for examining SBMS practices, as they operate within the framework of shared leadership, stakeholder participation, and Accountability in school operations.

The study involved key school stakeholders, including school heads, teachers, PTA officers, and community leaders. Their inclusion provided varied perspectives on SBMS implementation. School heads focused on leadership, teachers on school practices, and stakeholders on community involvement.

A multi-stage sampling technique was employed to ensure that respondents were selected systematically and had relevant experience in implementing the Revised SBMS. This approach enabled the selection of schools and participants based on specific criteria, such as active involvement in school governance and familiarity with SBMS processes. As a result, the sample comprised respondents who could provide reliable, informed data, thereby enhancing the study's validity.

A total of 159 respondents participated in the study, drawn from 15 public elementary schools within the Urdaneta City Schools Division. This sample size is considered adequate to represent the targeted stakeholder groups and to support meaningful analysis of SBMS implementation across schools. The distribution of respondents across multiple schools also

allowed for a broader understanding of how SBMS is practiced in different school contexts within the division.

Data Gathering Tool

To obtain relevant and accurate data for this study, the researcher developed and validated a Questionnaire-Checklist as the primary data-gathering instrument. The instrument was designed to capture both the respondents' profiles and their assessments of the implementation of the Revised School-Based Management System (SBMS) in selected public elementary schools.

Part I of the questionnaire collected the respondents' background information. This encompassed their educational qualifications, stakeholder involvement in the school or community, duration of experience in their current position, and exposure to SBMS-related training. These variables were incorporated to assess how the respondents' attributes would affect their perceptions of SBMS implementation.

Part II concentrated on evaluating the extent of implementation of the Revised SBMS across its fundamental components. The dimensions are Shared Vision, Leadership and Governance, Decision-Making, Curriculum and Learning, Continuous Improvement, Resource Management, and Accountability. Each indicator was designed to assess the extent to which these features are implemented and observed within the educational environment.

Two versions of the Questionnaire-Checklist were developed to guarantee the relevance and correctness of responses. One version was designed for school administrators or heads, while the other was distributed to various stakeholders, including teachers, PTA officers, and community leaders. This enabled the researcher to gather perspectives from both school leadership and community members, ensuring a more thorough evaluation of SBMS implementation.

Data Gathering Procedure

The following procedures were undertaken in gathering the data:

1. A formal letter requesting permission to conduct the study was submitted to the Office of the City Schools Division Superintendent through proper channels.
2. Upon approval, the researcher coordinated with school heads to administer the questionnaire.
3. The respondents were informed of the study's purpose and instructed on how to complete the questionnaire.
4. The questionnaires were personally administered to respondents to ensure a high response rate and accurate responses.
5. Respondents were given sufficient time to complete the questionnaire.
6. All completed questionnaires were collected, checked, and prepared for data processing.

III. RESULTS AND DISCUSSION

This chapter presents the results of the statistical analysis of the data collected in this study. These are presented in tabular form, and the salient findings are discussed and interpreted.

PROFILE VARIABLES OF THE RESPONDENT- STAKEHOLDERS

TABLE 1
FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE RESPONDENT-STAKEHOLDERS OF THE SCHOOL-BASED MANAGEMENT SYSTEM N=159

Variable	Variable Category	Frequency	Percent
Age	60 years old and above	5	3.1
	50 – 59 years old	40	25.2
	40 – 49 years old	53	33.3
	30 – 39 years old	49	30.8
	20 – 29 years old	12	7.5
Sex	Male	45	28.3
	Female	114	71.7
Highest Educational Attainment	PhD/EdD	11	6.9
	MA/MS	63	39.6
	AB/BS	61	38.4
	High School Graduate	24	15.1
Stakeholder Role	Principal/School Head	15	9.4
	Teacher	75	47.2
	PTA Officer	40	25.2
	Barangay Official/ Community Leader	29	18.2
Years as Stakeholder	10 years & above	57	35.8
	7-9 years	21	13.2
	4-6 years	25	15.7
	1-3 years	56	35.2
Relevant Trainings	5 or more	23	14.5
	3-4	11	6.9
	1-2	40	25.2
	0	85	53.5

Table 1 presents the profile of the 159 respondent-stakeholders in terms of age, sex, educational attainment, stakeholder role, years of experience, and relevant training on the School-Based Management System (SBMS).

Age. Most respondents are in the 40–49 age group (33.3%), followed by those aged 30–39 (30.8%). This indicates that the majority of stakeholders are middle-aged, suggesting a relatively mature and experienced group involved in school governance. This finding suggests that individuals in this age bracket are more actively engaged in school-based management, owing to their accumulated professional experience and leadership roles in school and community activities. The Organization for Economic Co-operation and Development (2019) views participation in school governance as commonly dominated by mid-career adults who possess greater institutional knowledge and decision-making capacity, thereby enhancing their contributions to school improvement initiatives.

Sex. In terms of Sex, the majority of respondents are female (71.7%), reflecting women's dominance in participation in basic education and school-related governance activities. UNESCO (2021) reports that women comprise the majority of personnel and stakeholders in basic education systems globally.

Highest Educational Attainment. Regarding educational attainment, most respondents hold either a master's degree (39.6%) or a bachelor's degree (38.4%), indicating that stakeholders generally possess adequate academic preparation for school governance. The World Bank (2013) emphasizes that higher educational attainment strengthens stakeholders' capacity to participate effectively in decentralized school governance and decision-making processes.

Implementation of the Revised SBMS in the Aspect of Shared Vision

Table 2 below presents the weighted mean (WM) for each indicator statement on the implementation of the revised SBMS regarding “shared vision.” Further, it shows the overall weighted mean (OWM), which summarizes the implementation of this aspect.

Implementation of the Revised School-Based Management System (SBMS) In the Aspect of Shared Vision

A. SHARED VISION	Weighted	DR	TR
Indicator Statement	Mean		
1. ensure that the school's vision, mission, and goals are clearly articulated and prominently displayed in visible areas within the school premises.	4.648	A	VWI
2. stakeholders are consulted on the school's vision and mission during meetings or assemblies.	4.371	O	WI
3. regularly review and revisit the school's Vision and Mission in collaboration with stakeholders to ensure alignment with current educational needs and priorities.	4.226	O	WI
4. involve parents and community members in crafting the school's shared vision.	4.402	O	WI
5. encourage teachers to integrate the school's vision and mission in their lessons.	4.434	O	WI
6. encourage teachers to help their pupils understand the school's vision and mission.	4.491	O	WI
7. ensure and verify that the school's vision and mission guide the creation of the Annual Improvement Plan (AIP).	4.478	O	WI
8. make sure that the school vision reflects both academic and values-based goals.	4.535	A	VWI
9. integrate the community aspirations as represented in the school vision.	4.428	O	WI
10. share responsibility with other stakeholders in implementing our school's vision and mission.	4.478	O	WI
TOTAL	44.491		
Overall Weighted Mean (OWM)	4.449	O	WI

Legend:

Literal Rating	WM Score Range	Descriptive Rating (DR)	Transmuted Rating (TR)
A	4.50-5.00	Always (A)	Very Well Implemented (VWI)
B	3.50-4.49	Often (O)	Well Implemented (WI)
C	2.50-3.49	Sometimes (S)	Implemented (I)
D	1.50-2.49	Seldom (Sl)	Poorly Implemented (PI)
E	1.0- 1.49	Never (N)	Not Implemented (NI)

The implementation of the Revised SBMS, in line with the shared vision, yielded an overall weighted mean (OWM) of 4.449, indicating "Well Implemented."

This suggests that schools have successfully communicated their vision, mission, and goals to stakeholders, especially through prominent displays and incorporation into school activities. The highest-scoring factor was the exhibition of the school's vision and mission within the school premises (WM = 4.648), indicating strong institutional visibility and awareness.

However, the lowest-rated indication was the regular evaluation and alignment of vision with current needs (WM = 4.226), indicating that awareness is strong but participatory reflection is limited.

The SBM framework of the Department of Education (DepEd Order No. 83, s. 2012) emphasizes that shared governance should provide continuous stakeholder participation in determining school direction and in improving shared governance. Likewise, Caldwell (2018) notes that a clear, broadly articulated vision is critical for effective school-based administration to

bring stakeholders together around common goals. A shared vision is well established in dissemination, but has to be strengthened in participatory review procedures.

Mean Differences in the Levels of Implementation of the Revised SBMS in all Aspects across the Variable, Age

Table 3 presents the ANOVA results for the mean differences in the levels of implementation of the revised SBMS across all aspects by the variable age.

ANOVA Results on the Mean Differences of the Levels of Implementation of the Revised School-Based Management Systems across the Variable, Age

Aspects of Implementation		Sum of Squares	Df	Mean Square	F-value	Sig.
A. Shared Vision	Between Groups	102.913	4	25.728	1.063ns	.377
	Within Groups	3726.823	154	24.200		
	Total	3829.736	158			
B. Leadership & Governance	Between Groups	138.271	4	34.568	1.342ns	.257
	Within Groups	3966.647	154	25.757		
	Total	4104.918	158			
C. Decision-Making	Between Groups	128.787	4	32.197	.982ns	.419
	Within Groups	5049.905	154	32.792		
	Total	5178.692	158			
D. Curriculum and Learning	Between Groups	70.088	4	17.522	.504ns	.733
	Within Groups	5356.339	154	34.781		
	Total	5426.428	158			
E. Continuous Improvement	Between Groups	147.713	4	36.928	1.006ns	.406
	Within Groups	5651.243	154	36.696		
	Total	5798.956	158			
F. Management of Resources	Between Groups	110.927	4	27.732	.936ns	.445
	Within Groups	4564.822	154	29.642		
	Total	4675.748	158			
G. Accountability	Between Groups	62.379	4	15.595	.649ns	.629
	Within Groups	3703.206	154	24.047		
	Total	3765.585	158			
Grand Total	Between Groups	4427.994	4	1106.998	.958ns	.433
	Within Groups	177990.044	154	1155.780		
	Total	182418.038	158			

The ANOVA findings show no significant differences ($p > 0.05$) in the implementation of SBMS across any aspect when grouped by Age. This implies that, regardless of stakeholders' ages, they share similar perceptions of the implementation of the Revised School-Based Management System.

This uniformity shows that the stakeholder groups share a common understanding and application of SBMS practices, which align with the Department of Education (Philippines)'s aim in DepEd Order No. 007, s. 2024, to have a standardized, inclusive, and coherent execution of school-based management in all schools.

UNESCO (2017) argues that effective education governance is based on regular stakeholder involvement, while the World Bank (2013) argues that well-designed decentralized systems are less likely to exhibit implementation diversity when clear policies are in place.

IV. CONCLUSIONS AND RECOMMENDATIONS

The following are the conclusions based on the salient findings of this study:

1. The stakeholder profile shows a typically qualified and experienced group, but the little training on SBMS shows that the implementation is still mostly dependent on experience rather than on capacity building.
2. The Revised SBMS is generally implemented at a "well implemented" level, which means that there are school governance structures in place and functioning, and are consistent with the standards of the Department of Education (Philippines) under DepEd Order No. 007, s. 2024.
3. SBMS implementation is strongest on the accountability aspect, which reflects robust transparency and compliance processes. However, decision-making and continuous improvement remain weak areas, with minimal stakeholder engagement and limited use of data to improve schools.

4. Significant differences across educational attainment, stakeholder role, experience, and training imply that SBMS implementation is associated with stakeholder capacity and engagement.

5. The SBMS is already in place. However, its participatory and developmental aspects need further development to fully realize the goals of shared governance, continuous improvement, and inclusive decision-making as underscored in DepEd Order No. 007, s. 2024. Based on the results and conclusions, the following recommendations are hereby made:

1. Department of Education (DepEd)

DepEd is urged to institutionalize sustained and required SBMS capacity-building programs for all school stakeholders. These programs should focus on enhancing participatory governance, data-driven decision-making, and continuous school improvement systems in keeping with the principles of decentralization in educational governance.

2. School Heads and Administrators

School leaders should also strengthen inclusive, participatory decision-making systems to ensure meaningful involvement of teachers, parents, and community stakeholders. School Governing Councils should be established and strengthened, and organized consultation processes put in place.

3. Teachers and School Personnel

Teachers should be engaged in data-informed instructional decision-making and continuous improvement processes. It is proposed that professional learning communities (PLCs) be strengthened to encourage collaboration and reflective teaching approaches.

4. PTA and Community Stakeholders

Parents and community leaders should be provided with structured SBMS introductions and capacity-building sessions to foster meaningful engagement in school planning, budgeting, and monitoring activities.

5. Training and Professional Development Programs

A specific SBMS enhancement training program is highly suggested, specifically addressing the weak areas mentioned – decision making and continual improvement. The training should include: distributed leadership and shared governance; mechanisms for stakeholder outreach and participation; and planning and monitoring of school improvement—evidence-based, data-driven decision-making.

6. Future Researchers

Future studies could extend this work by including additional factors, such as learner performance outcomes, school effectiveness indicators, or comparative analyses across divisions or regions. Qualitative or mixed-methods techniques are also encouraged to examine stakeholder experiences and the contextual factors influencing SBMS adoption in greater depth.

The results reveal that the Revised School-Based Management System is effectively implemented in terms of structure and Accountability, although the participative and continuous improvement dimensions still need further improvement. Achieving the entire intent of SBMS under DepEd Order No. 007, s. 2024, particularly in supporting effective, inclusive, and sustainable school governance, requires enhancing stakeholders' capacity through structured training and deeper engagement mechanisms.

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