

Research Article

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Evaluation of Contextualized SBM Practices in Selected Public Elementary Schools in the Philippines: Inputs for Compliance and Performance Monitoring

Aljay Marc C. Patiam 

Abstract

Background/purpose. School-Based Management (SBM) decentralizes educational governance, giving schools authority over planning, budgeting, and instruction, despite its institutionalization through Republic Act No. 9155 and DepEd Order No. 007, s. 2024, SBM implementation remains uneven. This study assessed SBM practices and generated inputs to strengthen compliance and performance monitoring in Philippine public elementary schools.

Materials/methods. A convergent parallel mixed method design was used, combining survey data from teachers, master teachers, and school heads in selected public elementary schools with qualitative responses. Descriptive statistics and ANOVA were used for quantitative analysis, while thematic analysis was applied to qualitative data.

Results. All six SBM dimensions were “frequently manifested” (means 2.99–3.08). Leadership showed the widest perception gap. Key issues included limited stakeholder engagement, resource tracking difficulties, and gaps in action follow-through.

Conclusion. The study generated evidence-based inputs to strengthen compliance and performance monitoring in SBM, supporting role-based data access, enhancing implementation fidelity, and promoting consistent, data-driven school management practices.

1. Introduction

School-Based Management (SBM) has emerged as a globally recognized framework for decentralized educational governance, grounded in the principles of participatory decision-making, transparency, accountability, and community empowerment. It represents a deliberate shift from highly centralized systems of control toward a model that entrusts individual schools with significant authority over their own affairs. Under this approach, school heads, teachers, parents, learners, and community leaders are no longer passive recipients of centrally determined policies; instead, they become active partners in shaping the direction of the school. By involving local stakeholders in planning, budgeting, instruction, personnel development, and resource allocation, SBM fosters ownership of educational processes and enhances the responsiveness of schools to the unique needs of their communities (Zohriah, Syamsudin, & Abdullah, 2023; Hasnadi, Prasojo, & Setiawan, 2024).

The theoretical underpinnings of SBM are deeply rooted in participatory governance and decentralization frameworks, which emphasize democratizing decision-making and strengthening accountability mechanisms. By redistributing authority to the school level, SBM aims not only to improve efficiency but also to deepen democratic participation and equity within educational systems. As Hasnadi et al. (2024) and Hardiansyah (2022) argued, SBM success depends on a school's ability to progress through its developmental stages—initial socialization, piloting, and eventual institutionalization. These stages require deliberate capacity-building, strong leadership structures, and sustained stakeholder involvement to ensure that SBM practices evolve beyond compliance into genuine empowerment. Zaid, Hidayat, and Rahmawati (2022) further emphasized that the values of openness, accountability, and results-oriented governance only gain meaning when councils, teachers, parents, and community partners actively co-create and implement initiatives.

In the Philippines, SBM was formally institutionalized through Republic Act No. 9155, the Governance of Basic Education Act of 2001, which redefined the roles of the Department of Education (DepEd), field offices, and schools. This legislative reform provided schools with greater autonomy while simultaneously holding them accountable for student learning outcomes. The institutionalization of SBM was further reinforced through a series of policy issuances, most recently DepEd Order No. 007, s. 2024, which identified six interrelated dimensions of effective SBM: (1) Curriculum and Teaching, (2) Learning Environment, (3) Leadership, (4) Governance and Accountability, (5) Human Resource and Team Development, and (6) Finance and Resource Management and Mobilization. These dimensions function both as a guiding framework for practice and as an evaluative tool for measuring school effectiveness.

Building on this strong policy foundation, the implementation of SBM in Philippine schools has already demonstrated encouraging progress, particularly in areas such as attendance, community participation, and resource mobilization (Usoh, 2021; Jonathan & Ruth, 2022). At the same time, schools especially those in resource-limited settings continue to encounter areas where further support and innovation can enhance effectiveness. These include strengthening facilities, expanding teacher capacity, deepening stakeholder participation, and enriching leadership practices.

Monitoring and evaluation also present opportunities for improvement. While DepEd provides assessment tools and reporting mechanisms, many schools still rely on manual and fragmented processes that can affect timeliness, consistency, and the fuller use of data for decision-making. Recognizing these opportunities underscores the importance of developing more systematic, evidence-based approaches that not only assess SBM practices but also generate actionable insights to reinforce compliance and performance monitoring.

This study, therefore, addresses a critical gap by evaluating contextualized SBM practices in selected public elementary schools in the Philippines through the perspectives of teachers, master teachers, and school heads. Specifically, it seeks to analyze strengths, weaknesses, and challenges in implementation to generate inputs for compliance and performance monitoring. Unlike existing fragmented mechanisms, these inputs are envisioned to align with the six SBM dimensions and serve as evidence-based foundations for enhancing monitoring systems. By doing so, the study bridges the gap between SBM policy and actual school practices, contributing to more effective compliance structures, performance accountability, and continuous improvement in the quality of basic education.

In this context, the study was guided by the following general research question:

1. Evaluate the extent of SBM practice implementation across the six DepEd-defined dimensions in selected public elementary schools:
 - 1.1. Curriculum and Teaching;
 - 1.2. Learning Environment;
 - 1.3. Leadership;
 - 1.4. Governance and Accountability;
 - 1.5. Human Resource and Team Development; and
 - 1.6. Finance and Resource Management and Mobilization
2. Identify operational gaps and challenges encountered by teachers, master teachers, and school heads in contextualizing SBM practices within these dimensions.
3. Analyze stakeholder perceptions regarding the effectiveness of SBM implementation across all six dimensions, with attention to areas of convergence and divergence between teachers, school heads, and other stakeholders.
4. Propose evidence-based inputs for compliance and performance monitoring that will strengthen SBM implementation, enhance stakeholder engagement, and promote consistent, data-driven school management practices.

By addressing this question, the study aimed to assess SBM practices and generate inputs that can guide compliance and performance monitoring, thereby addressing operational challenges in the Philippine basic education context.

2. Conceptual Framework

This study was anchored on DepEd's School-Based Management (SBM) framework as articulated in DepEd Order No. 007, s. 2024, which defines six key dimensions of effective implementation: (1) Curriculum and Teaching, (2) Learning Environment, (3) Leadership, (4) Governance and Accountability, (5) Human Resource and Team Development, and (6) Finance and Resource Management and Mobilization.

The framework emphasizes SBM as a participatory governance model, requiring active collaboration among teachers, principals, parents, and community stakeholders. It guided the evaluation of SBM practices to surface strengths, weaknesses, and contextual challenges that can inform inputs for compliance and performance monitoring.

3. Literature Review

3.1. Global Perspectives on SBM Implementation

School-Based Management (SBM) reforms worldwide have produced mixed results. Trabajo et al. (2007) found that while SBM often improves access to schooling and reduces dropout rates, its effect on learning outcomes remains inconsistent. Carr-Hill et al. (2018) emphasized that SBM thrives in middle-income contexts with strong community literacy and government involvement, but

struggles where parental or community capacity is weak. These findings highlight that SBM is not a “one-size-fits-all” reform and depends on localized institutional and socio-cultural support.

Recent studies stress the importance of balancing autonomy and accountability. Khanal and Guha (2023) reported that autonomy correlates with academic orientation, community involvement, and school safety, while Michaeli et al. (2020) linked participatory management with teacher innovation. However, Dickler et al. (2021) and Barrera-Osorio et al. (2009) warned that autonomy without strong monitoring risks reinforcing inequities. Globally, SBM appears most effective when decentralization is paired with compliance and performance monitoring conditions that are highly relevant to the Philippine education system.

3.2. Role-Based Convergence and Divergence in Perceptions

International research also points to role-based convergence of perceptions among teachers, principals, and middle leaders. Veletić, Price, and Olsen (2023) found that leadership styles foster alignment across governance and curriculum. Galdames-Calderón (2023) and Ye, Scherer, and Blömeke (2024) observed that distributed leadership and academic focus reduce perceptual gaps between principals and teachers. Similarly, Huong et al. (2024) and Voelkel, Prusak, and Van Tassell (2024) demonstrated that participatory governance and supportive leadership enhance teacher collective efficacy, reinforcing shared views on SBM dimensions.

Nonetheless, divergence persists in technical areas, particularly finance and resource mobilization, where stakeholders’ varying levels of expertise shape their perceptions. This global evidence contextualizes why perceptual gaps may arise in SBM implementation, and why statistical testing such as ANOVA is critical for examining stakeholder perspectives.

3.3. SBM Practices in the Philippines

In the Philippines, SBM was institutionalized through Republic Act No. 9155 and later refined in DepEd Order No. 007, s. 2024. Usuh (2021) and Pepugal (2022) observed that SBM empowered schools through governance councils, PTAs, and student organizations. However, Pepugal (2022) also found only moderate implementation in core dimensions, recommending quality assurance teams and stronger accountability. Jonathan and Ruth (2022) highlighted weak parental participation, while Roque (2023) and Osea (2023) reported persistent top-down decision-making and weak document validation. Manuel et al. (2024) emphasized systemic barriers such as resource scarcity and fragile accountability linkages.

Performance studies have also yielded mixed evidence. Baylon et al. (2025) reported highly developed SBM practices among school heads but no significant correlation with student achievement, suggesting that SBM alone may be insufficient without broader reforms. Complementing these findings, Andal (2024) highlighted master teachers’ roles in curriculum and mentoring, while Mendoza and Bautista (2022) showed their influence extending to governance, assessment, and reporting. These studies underscore the importance of examining the perspectives of teachers, master teachers, and principals to capture SBM implementation more holistically.

3.4. Synthesis and Research Gap

The reviewed literature affirms SBM’s conceptual soundness but also highlights recurring challenges: (1) the global tension between autonomy and accountability, and (2) systemic bottlenecks in Philippine implementation, particularly weak compliance monitoring. While international studies point to role-based convergence in perceptions due to shared norms and leadership, Philippine evidence shows persistent gaps in monitoring and accountability.

Notably, very few studies have systematically examined SBM through the dual lens of compliance and performance monitoring while comparing different stakeholder groups. Addressing this gap, the present study integrates quantitative (ANOVA) and qualitative (FGD) evidence to analyze

how SBM is perceived across roles and to propose inputs that can strengthen compliance, monitoring, and accountability mechanisms.

4. Methodology

This study employed a convergent parallel mixed-method design to comprehensively assess School-Based Management (SBM) implementation in selected public elementary schools. This approach allowed for the simultaneous collection of quantitative and qualitative data, analyzed separately and then integrated to generate a holistic understanding of SBM practices (Creswell & Plano Clark, 2018).

The quantitative component used a descriptive comparative method to measure SBM implementation across six dimensions: (1) Curriculum and Teaching, (2) Learning Environment, (3) Leadership, (4) Governance and Accountability, (5) Human Resource and Team Development, and (6) Finance and Resource Management and Mobilization. Respondents included teachers, master teachers, and school heads. A purposive sampling procedure was used to select participants representing Teachers, Master Teachers, and Principals/School Heads. Selection was based on willingness to participate, accessibility, and varying levels of SBM maturity, ensuring role-based representation and contextual depth for both the quantitative and qualitative strands. Data were analyzed through descriptive statistics and Analysis of Variance (ANOVA) to determine patterns and role-based differences.

The qualitative component drew on open-ended responses and field observations, analyzed thematically to capture recurring challenges and contextual insights not evident in survey results. This enriched the findings with stakeholder perspectives that explained quantitative variations, such as delays in fund disbursement and gaps in resource visibility.

Finally, both strands were triangulated to establish convergence, complementarity, and divergence. This integration strengthened the study by situating statistical results within the lived experiences of school actors, providing an evidence-based foundation for practical inputs for compliance and performance monitoring.

5. Results

The results show how Teachers, Master Teachers, and Principals/School Heads perceive the level of School-Based Management (SBM) implementation across six key dimensions based on DepEd's framework:

5.1. To What Extent Do Teachers, Master Teachers, and Principals/School Heads Perceive the Level of School-Based Management Implementation in Terms of Curriculum and Teaching Implementation

This section presents the perceptions of Teachers, Master Teachers, and Principals/School Heads regarding the level of SBM implementation in Curriculum and Teaching. The analysis draws from composite mean scores, one-way ANOVA, and supporting qualitative feedback. The quantitative findings indicate the degree of manifestation of specific indicators such as proficiency in early literacy and numeracy, preparation of contextualized materials, remediation activities, test-item analysis, and industry engagement for technical-vocational education. Complementary qualitative insights provide depth by highlighting operational challenges and contextual factors influencing these practices.

Table 1. Curriculum and Teaching Implementation

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
1	Grade 3 learners achieve proficiency in early language, literacy, and numeracy skills.	3.00	3.05	3.00	3.02	Frequently manifested
2	Grade 6, 10, and 12 learners achieve proficiency in 21 st -century skills and core areas in the NAT.	3.02	3.08	3.05	3.05	Frequently manifested
3	ALS learners attain certification as elementary and junior high completers.	3.05	3.10	3.05	3.07	Frequently manifested
4	Teachers prepare contextualized learning materials responsive to learners' needs.	3.08	3.12	3.10	3.10	Frequently manifested
5	Teachers conduct remediation activities to address gaps in Reading, Science, Technology, and Mathematics.	2.98	3.02	3.00	3.00	Frequently manifested
6	Teachers integrate topics promoting peace and DepEd core values.	3.10	3.15	3.10	3.12	Frequently manifested
7	The school conducts test-item analysis to inform teaching and learning.	3.05	3.10	3.10	3.08	Frequently manifested
8	The school collaborates with local industries to enhance its curriculum.	3.12	3.18	3.15	3.15	Frequently manifested
Composite Mean		3.05	3.10	3.08	3.08	Frequently manifested

The overall composite mean of 3.08 indicates that curriculum and teaching practices are “frequently manifested” across schools, though variations emerge between the strongest and weakest areas.

The highest rating was for *The school collaborates with local industries to enhance its curriculum* ($M=3.15$). This finding highlights how schools consistently engage with local partners to strengthen the relevance of the curriculum. By linking classroom learning with real-world contexts, schools are able to expose learners to future career pathways and skills applications. As one Principal emphasized, *“Industry collaboration allows us to design programs that connect what learners study with the skills they will need after school”* (P2, FGD).

Conversely, the lowest rating was for *Teachers conduct remediation activities to address gaps in Reading, Science, Technology, and Mathematics* ($M=3.00$). This underscores a persistent challenge in providing adequate remediation support. Teachers themselves pointed out the lack of ready-made resources, with one stating: *“Every time we do remediation, I have to create new materials on my own. There are no ready references, and it consumes so much of my time”* (T1, FGD). Master Teachers added that interventions were inconsistent across grade levels, while another observed, *“Some remediation programs start strong but are not sustained because teachers have other priorities”* (MT2, FGD). Principals acknowledged systemic delays in support, noting that *“Schools rarely receive additional resources specifically for remediation, so teachers are left to manage on their own”* (P3, FGD).

Role-based differences also appeared. Master Teachers provided the highest overall ratings ($M=3.10$), followed by Principals ($M=3.08$), while Teachers gave the lowest ($M=3.05$). This pattern suggests that leaders and mentors may perceive curriculum implementation more positively than classroom teachers, who face the day-to-day difficulties of creating remediation strategies and ensuring early-grade proficiency.

These findings reveal that while schools demonstrate strong practices in curriculum enrichment, contextualization, and values integration, remediation remains the weakest area. Without systematic materials, consistent monitoring, and adequate resources, learning gaps persist. Strengthening structured remediation programs would ensure that learners not only benefit from enriched and relevant curricula but also overcome foundational academic deficiencies that directly affect long-term achievement.

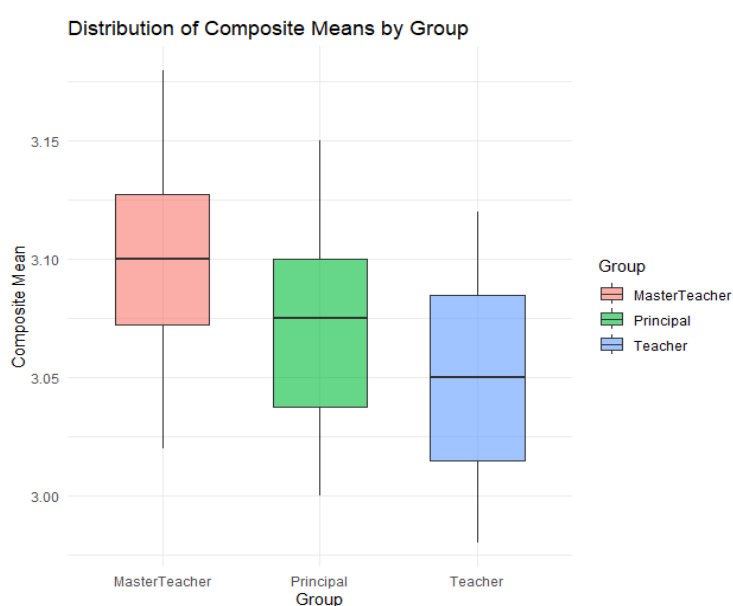


Figure 1. Box and Whisker Plots Showing the Distribution of Composite Mean Scores

The box and whisker plot illustrates the results showing that Master Teachers reported the highest mean composite score at approximately 3.10, followed by Principals with a mean of 3.08, while Teachers provided the lowest rating at about 3.05. Although the differences are small, this

pattern suggests that Master Teachers tend to evaluate SBM practices slightly more positively than both Principals and Teachers.

Table 2. One-way ANOVA Result

Source	df	Sum sq (SS)	Mean sq (MS)	F-value	p-value
Group	2	0.01021	0.005104	1.953	0.167
Residual	21	0.05489	0.002614		

The ANOVA test revealed no significant difference among the three groups, $F(2, 21) = 1.95$, $p = .167$, suggesting that role membership did not meaningfully affect perceptions. This convergence in views aligns with Veletić, Price, and Olsen (2023), who reported that institutional norms and leadership practices foster consistency across roles, while Ye, Scherer, and Blömeke (2024) likewise found strong agreement between teachers and principals regarding academic priorities. In the Philippine context, Andal (2024) emphasized that master teachers strengthen alignment in curriculum and professional growth, which helps explain why their perceptions are closely shared with principals and teachers. Taken together, these results indicate that SBM structures cultivate shared accountability and collective responsibility in curriculum and teaching, even though operational challenges such as remediation and literacy support remain.

Table 3. Coding of Emerging Themes and Derivation of Inputs for Curriculum and Teaching Implementation

Quantitative Priority	Qualitative Insights (FGD/Survey Excerpts)	Initial Codes	Emerging Theme	Proposed Input
Low score in remediation (M=3.00)	“Every time we do remediation, I have to create new materials on my own. There are no ready references” (T1, FGD)	Lack of exemplars; time-consuming remediation	Inadequate support for remediation	Guided Data-Entry Mode with Curriculum Tracker (repository of remediation and literacy tools)
Early literacy/numeracy proficiency gaps (M=3.02)	“For beginning readers, we badly need localized phonics and numeracy activities.” (MT3, FGD)	Need for localized resources	Gaps in literacy/numeracy interventions	Guided Data-Entry Mode with Curriculum Tracker
	“Without a central library of remedial materials, teachers’ work is doubled, and sometimes learners don’t get timely support.” (P41, FGD)	Lack of centralized resources	Inequitable remediation practices	Guided Data-Entry Mode with Curriculum Tracker

Survey results showed that while curriculum and teaching practices were generally “frequently manifested” (overall mean=3.08), remediation activities (M=3.00) and early literacy/numeracy proficiency (M=3.02) received the lowest ratings. Focus group discussions explained these scores by highlighting the absence of ready references and inequities in access to exemplar materials across schools. Teachers reported that remediation required excessive time to prepare, while Master Teachers pointed out gaps in localized phonics and numeracy support. Principals acknowledged systemic limitations, stressing the need for a centralized resource base. As shown in Table 3, the convergence of survey and FGD data led to the theme of inconsistent remediation support, with the proposed input of a Guided Data-Entry Mode with Curriculum Tracker that includes a repository of localized exemplars to standardize interventions.

5.2. To What Extent Do Teachers, Master Teachers, and Principals/School Heads Perceive the Level of School-Based Management Implementation in Terms of Learning Environment Implementation?

This section presents the perceptions of Teachers, Master Teachers, and Principals/School Heads on the implementation of School-Based Management (SBM) in the dimension of Learning Environment. The indicators under this domain focus on the presence of a safe and inclusive school climate, including the absence of bullying and child abuse, the functionality of child protection committees, the provision of accessible facilities, and the availability of programs for out-of-school youth and adult learners. Responses from the three groups of stakeholders provide a collective view of how consistently these practices are carried out in public elementary schools. In addition to survey results, qualitative accounts supplement the discussion by providing insights into the day-to-day realities of ensuring learner safety, well-being, and sustained participation.

Table 4. Learning Environment Implementation

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
9	The school has zero bullying incidents.	3.00	3.05	3.00	3.02	Frequently manifested
10	The school has zero child abuse incidents.	3.05	3.10	3.00	3.05	Frequently manifested
11	The school has reduced its dropout incidence.	2.95	3.0	3.00	2.98	Frequently manifested
12	The school conducts culture-sensitive activities.	3.10	3.15	3.05	3.10	Frequently manifested
13	The school provides access to learning experiences for disadvantaged, OSYs, and adult learners.	3.02	3.08	3.02	3.04	Frequently manifested
14	The school has a functional school-based ALS program.	3.00	3.05	3.00	3.02	Frequently manifested
15	The school has a functional child-protection committee.	3.05	3.10	3.00	3.08	Frequently manifested
16	The school has a functional DRRM plan.	3.00	3.05	3.00	3.02	Frequently manifested

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
17	The school has a functional support mechanism for mental wellness.	3.00	3.05	3.00	3.01	Frequently manifested
18	The school has special education- and PWD-friendly facilities.	3.08	3.12	3.00	3.06	Frequently manifested
Composite Mean		3.01	3.08	3.00	3.02	Frequently manifested

The overall composite mean of 3.02 indicates that Learning Environment practices are “frequently manifested” in schools, particularly in areas such as bullying prevention, child protection, and inclusive facilities. Among the indicators, the highest rating was recorded for culture-sensitive activities (M=3.10), reflecting schools’ responsiveness to diversity and inclusion. Similarly, functional child-protection committees (M=3.08) and PWD-friendly facilities (M=3.06) scored relatively high, suggesting that mechanisms to safeguard learner welfare are in place.

In contrast, the lowest rating was observed in dropout reduction (M=2.98), underscoring the continuing challenge of learner retention. Role-based differences further reveal that Master Teachers rated the Learning Environment most positively (M=3.08), compared to Teachers (M=3.01) and Principals (M=3.00), indicating that mid-level leaders may have greater exposure to school support systems, while school heads are more attuned to systemic gaps.

FGD evidence reinforced these statistical results. Teachers acknowledged limited insight into dropout causes: *“We record attendance, but beyond that, we don’t always know the real reason why learners keep missing classes”* (T1, FGD). Master Teachers noted weak sustainability of retention programs: *“Retention programs exist, but sustaining participation is the problem”* (M2, FGD). Principals, meanwhile, emphasized delayed reporting systems: *“By the time reports reach us, the learner has already been absent for weeks”* (P1, FGD). These accounts highlight inefficiencies in early detection and follow-through.

Overall, both quantitative and qualitative strands converge in identifying dropout reduction as the weakest link in Learning Environment implementation. To address this gap, the proposed Student Engagement Log is recommended as a systematic tool to track attendance, participation, and interventions, ensuring timely action, stronger accountability, and a pathway toward elevating practices from “frequently manifested” to “always manifested.”

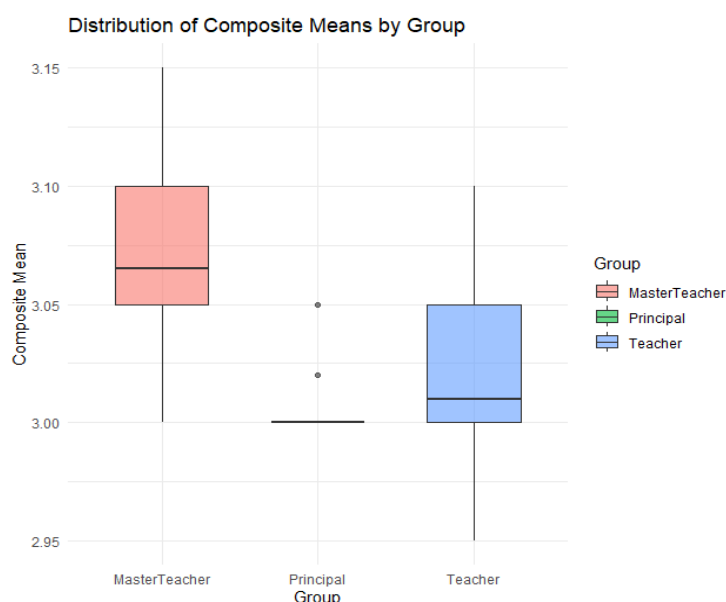


Figure 2. Box and Whisker Plots Showing the Distribution of Composite Mean Scores

The boxplot shows that Master Teachers reported the highest mean composite score at 3.08, followed by Teachers with a mean of 3.01, while Principals gave the lowest mean at 3.00. These values indicate that although all groups rated SBM implementation as “frequently manifested,” Master Teachers tend to view it more favorably than Principals and Teachers.

Table 5. One-way ANOVA Result

Source	df	Sum sq (SS)	Mean sq (MS)	F-value	p-value
Group	2	0.02483	0.012413	8.935	0.00105
Residual	27	0.03751	0.001389		

Results for the learning environment dimension revealed a statistically significant difference in composite mean scores across Teachers, Master Teachers, and Principals, $F(2, 27) = 8.94$, $p = 0.001$. Teachers tended to report lower ratings, citing classroom-level challenges such as absenteeism and learner engagement, while principals reported higher ratings that reflected their focus on compliance, monitoring, and policy adherence. Master teachers occupied an intermediate position, balancing their classroom and supervisory functions. These role-based differences echo Zhang and Pang (2021), who found that leaders often emphasize systemic governance structures, while teachers focus on resource-related and instructional challenges. Similarly, Al Khuzam et al. (2022) noted that perceptual gaps frequently emerge because teachers experience operational barriers more directly, whereas principals highlight institutional oversight. The divergence observed in this study therefore underscores the importance of harmonizing perspectives across roles by developing SBM monitoring tools that integrate classroom realities with compliance requirements, thereby strengthening both accountability and instructional support.

Table 6. Coding of Emerging Themes and Derivation of Inputs – Learning Environment

Quantitative Findings (Survey/ANOVA)	Qualitative Insights (FGD/Survey Excerpts)	Initial Codes	Emerging Theme	Proposed Input
Dropout reduction rated lowest overall (M=2.98)	“We record attendance, but beyond that, we don’t always know the real reason	Attendance without cause analysis	Weakness in retention monitoring	Student Engagement Log

	why learners keep missing classes.” (T4, FGD)					
Retention practices uneven across schools	“Retention programs exist, but sustaining participation is the problem.” (MT1, FGD)	Interventions sustained	not	Difficulty sustaining interventions	Student Engagement Log with Intervention Tracker	
Principals reported delays in reporting absences	“By the time reports reach us, the learner has already been absent for weeks.” (P3, FGD)	Late reporting; delayed action		Ineffective early warning system	Real-Time Attendance Tracking Module	

The survey identified dropout reduction ($M=2.98$) as the weakest indicator under Learning Environment. Although attendance monitoring was present, FGDs revealed that follow-up was minimal. Teachers admitted they lacked insight into the real causes of absenteeism, Master Teachers highlighted the difficulty of sustaining participation, and Principals reported delays in receiving attendance reports. As summarized in Table 6, these perspectives converged into the theme of weakness in retention monitoring, leading to the proposed Student Engagement Log. This input systematically tracks attendance, learner participation, and interventions, ensuring earlier detection of at-risk learners and timely responses that can improve retention.

5.3. To What Extent Do Teachers, Master Teachers, and Principals/School Heads Perceive the Level of School-Based Management Implementation in Terms of Leadership Implementation

The Leadership dimension of School-Based Management (SBM) focuses on the capacity of school heads and key personnel to plan strategically, coordinate school-community initiatives, support student governance, and innovate in service delivery. Effective leadership is essential for translating SBM policies into actionable practices, fostering a culture of accountability, and ensuring that instructional and administrative processes are aligned with learner-centered goals (DepEd, 2024). Assessing stakeholders’ perceptions of leadership practices provides insight into the degree of alignment, consistency, and effectiveness of these functions within schools.

This section presents the perceptions of Teachers, Master Teachers, and Principals/School Heads regarding the implementation of Leadership practices. Composite mean scores and one-way ANOVA results are supplemented with qualitative feedback to provide a comprehensive understanding of how strategic planning, school-community collaboration, student governance, and innovation in service delivery are operationalized.

Table 7. Leadership Implementation

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
19	The school develops a strategic plan.	3.05	3.10	3.15	3.10	Frequently manifested
20	The school has a functional school-community planning team.	3.00	3.05	3.10	3.05	Frequently manifested

21	The school has a functional Supreme Student Government/Supreme Pupil Government.	2.95	3.00	3.05	3.00	Frequently manifested
22	The school innovates in its provision of frontline services to stakeholders.	3.10	3.15	3.30	3.18	Frequently manifested
Composite Mean		3.02	3.08	3.15	3.08	Frequently manifested

The overall composite mean of 3.08 indicates that leadership practices are “frequently manifested” across schools, though differences in strength among specific indicators are evident.

The highest-rated indicator was The school innovates in its provision of frontline services to stakeholders (M=3.18), with Principals giving the strongest ratings (M=3.30). This reflects schools’ proactive efforts to respond to stakeholder needs through new service approaches. One Principal emphasized, “We continuously look for ways to make our services more accessible, like streamlining school forms and using online platforms for communication” (P2, FGD). Such practices suggest that leadership is increasingly geared toward adaptability and service-oriented innovations, particularly as schools navigate evolving community expectations.

On the other hand, the lowest-rated indicator was The school has a functional Supreme Student Government/Supreme Pupil Government (M=3.00), with Teachers providing the lowest rating (M=2.95). This finding suggests that while student governance structures formally exist, their functionality and impact are limited. Teachers noted, “The SSG/SPG exists mostly on paper, but students are not fully empowered to make decisions” (T1, FGD). A Master Teacher added, “Activities are conducted, but they rarely influence school policies or operations” (MT2, FGD). These perspectives reveal that student participation in governance remains symbolic rather than transformative.

Role-based differences were also notable. Principals consistently rated leadership implementation the highest (M=3.15), reflecting their confidence in established structures and innovation efforts, while Teachers gave the lowest overall ratings (M=3.02), pointing to a gap between leadership intentions and classroom-level experiences.

These findings highlight that while leadership practices are frequently manifested, their effectiveness is uneven. Schools are performing strongly in innovating stakeholder services but need to strengthen participatory leadership by empowering student governments and ensuring they play a meaningful role in school governance. Addressing this gap would balance top-down innovation with bottom-up participation, leading to a more holistic and inclusive leadership culture.

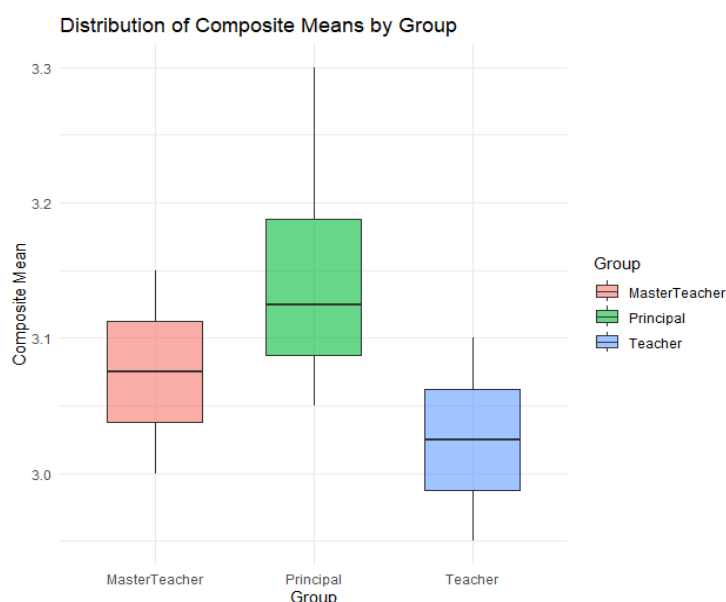


Figure 3. Box and Whisker Plots Showing the Distribution of Composite Mean Scores

The boxplot reveals that Principals reported the highest mean composite score at 3.15, followed by Master Teachers with a mean of 3.08, while Teachers provided the lowest mean at 3.02. This pattern suggests that Principals generally perceive SBM implementation more positively compared to Master Teachers and Teachers.

Table 8. One-way ANOVA Result

Source	df	Sum sq (SS)	Mean sq (MS)	F-value	p-value
Group	2	0.03167	0.015833	2.375	0.149
Residual	9	0.06000	0.006667		

For leadership, the ANOVA results revealed no significant difference in perceptions among Teachers, Master Teachers, and Principals, $F(2, 9) = 2.38$, $p = .149$. Although principals ($M=3.15$) and master teachers ($M=3.08$) gave slightly higher ratings than teachers ($M=3.02$), these differences were not statistically meaningful. This suggests that all groups perceive leadership practices as being implemented at broadly similar levels. Such findings resonate with Veletić, Price, and Olsen (2023), who highlighted that leadership norms encourage alignment in governance and accountability, and with Galdames-Calderón (2023), who emphasized that distributed leadership fosters collaboration and shared views across roles. Likewise, Ye, Scherer, and Blömeke (2024) reported strong principal–teacher agreement on academic focus, further confirming the tendency toward perceptual convergence in leadership. This result implies that SBM leadership practices are sufficiently embedded to promote coherence across stakeholder groups, reinforcing a shared orientation toward effective school governance.

Table 9. Coding of Emerging Themes and Derivation of Inputs – Governance and Accountability

Quantitative Findings (Survey/ANOVA)	Qualitative Insights (FGD/Survey Excerpts)	Initial Codes	Emerging Theme	Proposed Input
Accountability scores showed inconsistent follow-through	“We agree on action points, but no one checks if they are done.” (T4, FGD)	Lack of monitoring	Weak accountability loop	Action-Item Hub
Fragmented documentation across councils	“If there were a central place to check what tasks are pending and who is responsible, we would not lose track of decisions from meetings.” (P4, FGD)	No centralized tracking	Lack of systematic follow-up	Action-Item Hub with Decision Log

While governance and accountability were rated as “frequently manifested,” FGDs revealed inconsistencies in action-plan follow-through and documentation of decisions. Teachers noted that agreed action points often lacked monitoring, while Principals emphasized the absence of a centralized system for tracking responsibilities. As shown in Table 9, this convergence revealed a theme of weak accountability mechanisms, from which the Action-Item Hub was derived. This input strengthens SBM practice by logging council decisions, assigning responsibilities, and issuing progress reminders.

5.4. To What Extent Do Teachers, Master Teachers, and Principals/School Heads Perceive the Level of School-Based Management Implementation in Terms of Governance & Accountability Implementation

The Governance and Accountability dimension of School-Based Management (SBM) emphasizes the operationalization of strategic plans, the functionality of school governance structures, stakeholder collaboration, and the systematic monitoring and evaluation of programs and activities. This dimension ensures that schools are accountable to their communities, maintain transparency in decision-making, and foster active participation from both internal and external stakeholders (DepEd, 2024). Evaluating the perceptions of Teachers, Master Teachers, and Principals provides critical insights into the consistency and effectiveness of governance practices at the school level.

Table 10. Governance & Accountability Implementation

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
23	The school’s strategic plan is operationalized through an implementation plan.	3.05	3.10	3.15	3.10	Frequently manifested

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
24	The school has a functional School Governance Council (SGC).	3.00	3.05	3.10	3.05	Frequently manifested
25	The school has a functional Parent-Teacher Association (PTA).	2.95	3.00	3.05	3.00	Frequently manifested
26	The school collaborates with stakeholders and other schools in strengthening partnerships.	3.02	3.08	3.10	3.07	Frequently manifested
27	The school monitors and evaluates its programs, projects, and activities.	3.03	3.08	3.10	3.07	Frequently manifested
28	The school maintains an average rating of satisfactory from its internal and external stakeholders.	3.05	3.10	3.15	3.10	Frequently manifested
Composite Mean		3.01	3.07	3.11	3.05	Frequently manifested

Table 10 shows that Governance and Accountability practices registered a composite mean of 3.05, interpreted as “frequently manifested.” Scores ranged from 3.00 to 3.10, reflecting moderately consistent implementation across schools.

The highest-rated indicators were the operationalization of strategic plans (M=3.10) and maintaining satisfactory stakeholder ratings (M=3.10), showing that schools are generally effective in formalizing plans and sustaining positive feedback from their communities. On the other hand, the lowest-rated indicator was the functionality of the Parent-Teacher Association (PTA) (M=3.00), highlighting a critical gap in parent engagement and governance support.

Role-based differences were also evident. Principals gave the highest overall ratings (M=3.11), followed by Master Teachers (M=3.07) and Teachers (M=3.01). This suggests that school leaders perceive governance mechanisms more positively than frontline teachers, who are less directly involved in strategic planning and accountability systems.

Qualitative evidence explains these variations. Teachers expressed concerns over weak PTA follow-through: “We agree on many things in PTA meetings, but most of the resolutions are never acted upon” (T3, FGD). Master Teachers noted issues in documentation: “Sometimes decisions are made, but they are not recorded formally, so we lose track of them later on” (MT3, FGD). Principals

admitted difficulty in consolidating outputs: “We struggle to consolidate council and PTA outputs because minutes and resolutions are not consistently tracked” (P4, FGD).

Taken together, the findings indicate that while governance structures such as SGCs and PTAs are in place, their effectiveness is constrained by weak documentation and inconsistent stakeholder participation. To address these challenges, the study recommends the adoption of a Live Meeting Scheduler—an integrated system that synchronizes meetings, logs resolutions, assigns responsibilities, and sends automated reminders. This innovation would strengthen accountability mechanisms and gradually elevate governance practices from “frequently manifested” to “always manifested.”

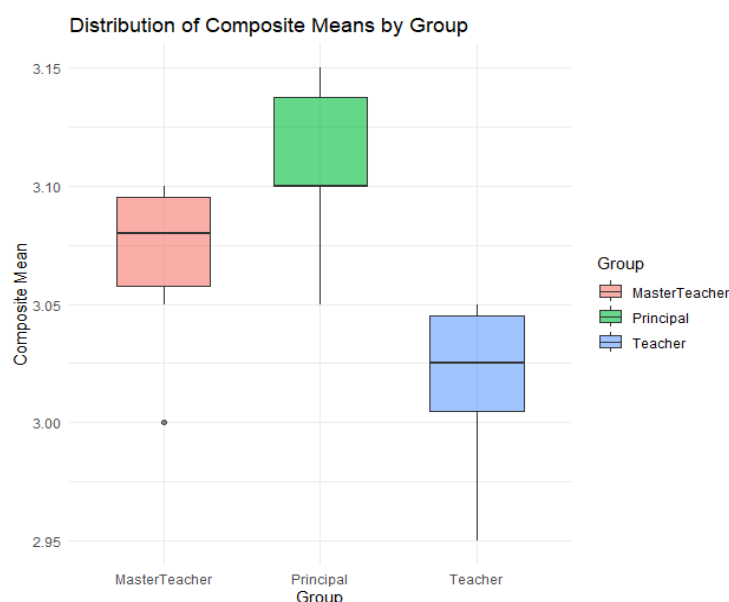


Figure 4. Box and Whisker Plots Showing the Distribution of Composite Mean Scores

Figure 4 shows that Principals reported the highest mean composite score at 3.11, followed by Master Teachers with a mean of 3.07, while Teachers provided the lowest mean at 3.01. This indicates that Principals perceive SBM implementation more favorably compared to Master Teachers and Teachers.

Table 11. One-way ANOVA Result

Source	df	Sum sq (SS)	Mean sq (MS)	F-value	p-value
Group	2	0.02534	0.012672	8.841	0.00291
Residual	15	0.02150	0.001433		

Analysis of governance perceptions revealed a statistically significant difference among Teachers, Master Teachers, and Principals, $F(2, 15) = 8.84$, $p = .0029$. This suggests that at least one group typically principals rated governance mechanisms more positively, reflecting their stronger involvement in decision-making and oversight. In contrast, teachers reported lower perceptions, likely because they encounter implementation challenges more directly at the classroom level. These results are consistent with Veletić, Price, and Olsen (2023), who found that leaders place greater emphasis on systemic oversight, while teachers focus on day-to-day operational barriers. Similarly, Tucaliuc, Chiciooreanu, and Petrescu (2025) observed that gaps in participatory mechanisms can widen role-based perception differences in governance. The findings therefore underscore the need to strengthen participatory structures in SBM so that governance processes are more inclusive, and accountability reflects both leadership priorities and classroom realities.

Table 12. Coding of Emerging Themes and Derivation of Inputs – Finance and Resource Management

Quantitative Findings (Survey/ANOVA)	Qualitative Insights (FGD/Survey Excerpts)	Initial Codes	Emerging Theme	Proposed Input
Finance/resource tracking among the lowest indicators	“Monitoring MOOE, PTA, and external funds in separate records makes it prone to errors.” (P2, FGD)	Fragmented tracking	Inefficient fund monitoring	Live Tracker Budget
Errors and delays in financial reporting	“Sometimes we spend more time reconciling reports than focusing on instruction.” (MT1, FGD)	Time-consuming reconciliation	Overburdened reporting process	Live Tracker with Auto-Reconciliation Budget
Lack of real-time updates	“Tracking disbursements is difficult since the system is not updated in real time.” (P1, FGD)	Outdated information	Delayed transparency	Real-Time Budget Monitoring

Finance and resource management indicators scored among the lowest, particularly in tracking multiple fund sources. Teachers and Master Teachers described the process of reconciling PTA, MOOE, and external funds as error-prone and time-consuming, while Principals emphasized the absence of real-time disbursement updates. Table 12 demonstrates how these perspectives converged into the theme of lack of financial transparency, leading to the proposed Live Budget Tracker. This input consolidates all funding streams into a single dashboard, providing real-time updates and automatic alerts to improve accountability and efficiency.

5.5. To What Extent Do Teachers, Master Teachers, and Principals/School Heads Perceive the Level of School-Based Management Implementation in Terms of Human Resource Team Development Implementation?

The Human Resource and Team Development dimension of School-Based Management (SBM) emphasizes the systematic management of personnel performance, professional growth, workload distribution, and recognition systems. Effective HR and team development practices ensure that school staff are adequately supported, motivated, and equipped to implement SBM policies and deliver quality instruction (DepEd, 2024). Evaluating stakeholders’ perceptions of these practices provides insight into both the operationalization of HR systems and potential gaps in staff support.

Table 13. HR & Team Development Implementation

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
29	Personnel achieve “very satisfactory” ratings in individual performance	2.95	3.00	3.05	3.00	Frequently manifested

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
	commitment and review.					
30	The school achieves “very satisfactory” ratings in office performance commitment and review.	2.98	3.02	3.05	3.02	Frequently manifested
31	The school conducts needs-based Learning Action Cells and L&D activities.	3.00	3.05	3.08	3.04	Frequently manifested
32	The school facilitates promotion and continuous professional development of its personnel.	3.02	3.08	3.10	3.07	Frequently manifested
33	The school recognizes and rewards milestone achievements of its personnel.	2.97	3.02	3.05	3.01	Frequently manifested
34	The school facilitates timely receipt of correct salaries, allowances, and additional compensation.	2.96	3.00	3.02	2.99	Frequently manifested
35	Teacher workload is distributed fairly and equitably.	2.99	3.05	3.08	3.04	Frequently manifested
Composite Mean		2.99	3.03	3.06	3.03	Frequently manifested

The overall composite mean of 3.03 shows that Human Resource and Team Development practices are generally “frequently manifested.” This suggests that while support systems for personnel are in place, their implementation is not yet fully consistent across schools.

The highest-rated indicator was promotion and continuous professional development (M=3.07), indicating that schools place strong emphasis on facilitating growth opportunities such as training, LAC sessions, and advancement. This reflects schools’ commitment to supporting teacher career progression and capability building.

On the other hand, the lowest rating was given to the timely receipt of salaries, allowances, and additional compensation (M=2.99), pointing to lingering challenges in financial processing and disbursement systems. Closely related, performance reviews also scored lower (M=3.00), suggesting concerns about efficiency and consistency in evaluation processes.

Across roles, Principals rated practices the highest ($M=3.06$), followed by Master Teachers ($M=3.03$) and Teachers ($M=2.99$). This pattern shows that school leaders tend to view HR mechanisms as more effective, whereas teachers being at the receiving end perceive greater gaps, especially in compensation and workload distribution.

Qualitative feedback reinforced these findings. Teachers reported that “performance evaluations often feel rushed and lack clear follow-up” (T2, FGD), while Master Teachers noted irregularities in documentation: “Some LAC sessions are recorded well, others are not tracked at all” (MT1, FGD). Principals admitted delays in consolidating HR processes: “We still rely on paper-based reports, which slows down monitoring of professional development” (P4, FGD).

Taken together, these findings reveal that while professional development systems are a relative strength, weaknesses in compensation and evaluation mechanisms hinder full functionality. Addressing these requires standardized, digitalized HR processes such as a Capacity-Building Log for tracking LAC sessions and a Guided Data-Entry Mode for consistent reporting so that HR and Team Development practices can progress from “frequently manifested” to “always manifested.”

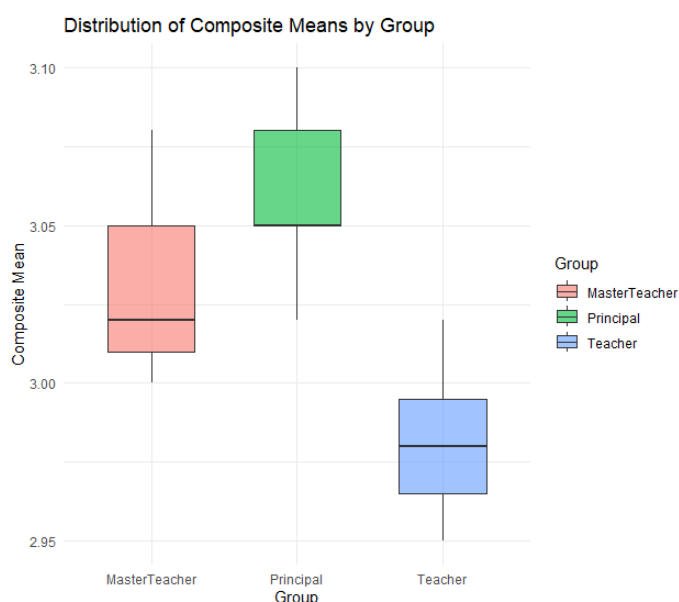


Figure 5. Box and Whisker Plots Showing the Distribution of Composite Mean Scores

The box-and-whisker plot indicates that Principals reported the highest mean composite score at 3.06, followed by Master Teachers with a mean of 3.03, while Teachers gave the lowest mean at 2.99. This pattern suggests that Principals perceive SBM implementation slightly more positively than Master Teachers and Teachers.

Table 14. One-way ANOVA Result

Source	df	Sum sq (SS)	Mean sq (MS)	F-value	p-value
Group	2	0.02287	0.011433	15.76	0.000111
Residual	18	0.01306	0.000725		

The ANOVA result revealed a statistically significant effect of group membership on composite mean scores, $F(2,18) = 15.76$, $p < .001$, confirming that Teachers, Master Teachers, and Principals differ meaningfully in their perceptions of Human Resource and Team Development practices. The larger between-group variance (0.011433) compared to the within-group variance (0.000725) indicates that these differences are systematic rather than random. Principals consistently rated HR practices more positively, reflecting their direct involvement in appraisal, staff development, and supervisory functions. By contrast, teachers who are more directly impacted by workload distribution

and performance evaluations expressed more critical views. Master Teachers' ratings fell in between, balancing their dual role as instructional leaders and classroom practitioners. These findings align with Torres (2019), who underscored how differentiated leadership access shapes satisfaction and support, and with Zhang, Alias, and Nordin (2025), who highlighted that distributed leadership influences perceptions of fairness in HR systems. Overall, the results stress the need to design HR monitoring tools that account for diverse role-based experiences, ensuring that support mechanisms are equitable and responsive across stakeholder groups.

Table 15. Coding of Emerging Themes and Derivation of Inputs – Human Resource & Team Development

Quantitative Findings (Survey/ANOVA)	Qualitative Insights (FGD/Survey Excerpts)	Initial Codes	Emerging Theme	Proposed Input
Digital literacy variability; documentation rated lower	"Having prompts and tips while filling out reports would make it easier for those less tech-savvy to complete tasks correctly." (P3, FGD)	Need for user guidance	Reporting difficulty due to digital gaps	Guided Data-Entry Mode
Errors in encoding; rework required	"Encoding reports is difficult for some of us; errors and corrections take extra time." (MT3, FGD)	Frequent errors in reporting	Lack of validation checks	Guided Data-Entry with Auto-Validation
Inconsistent reporting of professional development	LAC and training documentation noted as incomplete (survey trend)	Missing documentation	Weak HRD records	Capacity-Building Log

Survey results revealed variability in digital literacy and inconsistencies in documentation of professional development. Teachers explained that errors in encoding required frequent corrections, while Master Teachers described the challenges of colleagues with low digital proficiency. FGDs confirmed that reporting mechanisms often lacked validation checks. As shown in Table 15, these findings converged into the theme of inconsistent reporting practices, with the proposed inputs of a Guided Data-Entry Mode with auto-validation and a Capacity-Building Log to ensure systematic recording of training and performance development plans.

5.6. To What Extent Do Teachers, Master Teachers, and Principals/School Heads Perceive the Level of School-Based Management Implementation in Terms of Finance and Resource Management and Mobilization Implementation?

Table 16 presents the perceptions of Teachers, Master Teachers, and Principals/School Heads regarding the implementation of Finance and Resource Management under School-Based Management (SBM). This table highlights how schools manage and mobilize resources to support programs, projects, and activities intended to improve learning outcomes. The ratings show the composite mean scores across the three groups of respondents, alongside the overall composite mean and corresponding degree of manifestation. By presenting these values, the table provides a

clear overview of how resource-related practices are perceived at different role levels, setting the foundation for a more detailed analysis of convergence and divergence in stakeholder perspectives.

Table 16. Finance & Resource Management Implementation

No.	Indicator	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
36	The school judiciously manages and mobilizes resources to support programs, projects, and activities that improve learning outcomes.	2.99	3.05	3.08	3.04	Frequently manifested
Composite Mean		2.99	3.05	3.08	3.04	Frequently manifested

Finance and Resource Management registered an overall composite mean of 3.04, indicating that practices are “frequently manifested.” The single indicator judicious management and mobilization of resources for programs and activities supporting learning was rated positively across all respondent groups, though with slight variations.

Principals gave the highest rating ($M=3.08$), reflecting their direct oversight of budget allocation and fund disbursement, while Teachers provided the lowest ($M=2.99$), suggesting limited visibility or involvement in financial processes. Master Teachers rated it in between ($M=3.05$), showing moderate awareness of fund utilization.

This pattern underscores a leadership-centered perception, where school heads, being more engaged in financial decision-making, view resource management as more effective than teachers who rely on indirect outcomes. The results point to the need for greater transparency and participatory budgeting mechanisms so that all stakeholders share a consistent understanding of how financial resources are mobilized to enhance learning outcomes.

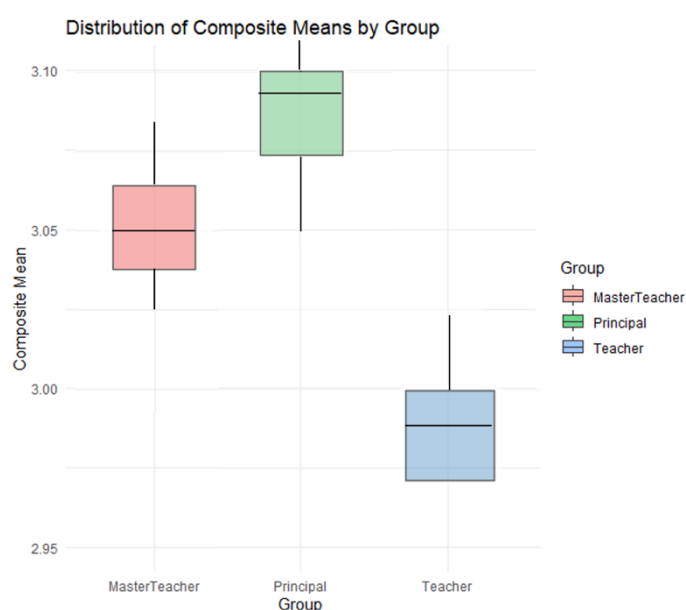


Figure 6. Box and Whisker Plots Showing the Distribution of Composite Mean Scores

The box and whisker plot shows that Principals had the highest mean score (3.08), followed by Master Teachers (3.05), while Teachers reported the lowest rating (2.99). Principals' ratings were tightly clustered, indicating consistent perceptions, whereas Teachers showed wider variability, reflecting less uniform views on finance and resource management.

Table 17. One-way ANOVA Result

Source	df	Sum sq (SS)	Mean sq (MS)	F-value	p-value
Group	2	0.00454	0.00227	5.609	0.014
Residual	12	0.00486	0.000405		

The one-way ANOVA revealed a significant difference in perceptions of Finance and Resource Management among Teachers, Master Teachers, and Principals, $F(2, 12) = 5.61$, $p = .014$. Principals rated the implementation highest ($M=3.08$), followed by Master Teachers ($M=3.05$), while Teachers gave the lowest rating ($M=2.99$). This variation suggests that school leaders, being directly involved in budget oversight, view financial processes more positively, whereas teachers remain cautious due to limited access and delayed fund visibility. These results are consistent with Huong et al. (2024), who highlighted the importance of participatory governance in strengthening financial accountability, and Khanal and Guha (2023), who noted that autonomy without strong compliance monitoring can reinforce inequities.

Table 18. Coding of Emerging Themes and Derivation of Inputs – Finance & Resource Management Implementation

Quantitative Findings (Survey/ANOVA)	Qualitative Insights (FGD/Survey Excerpts)	Initial Codes	Emerging Theme	Proposed Input
Teachers rated lowest ($M=2.99$); ANOVA significant, $F(2, 12) = 5.61$, $p = .014$	"We are informed about allocations late, so classroom needs are not addressed immediately." (T2, FGD)	Delayed budget updates	Lack of timely budget visibility	Live Budget Tracker (real-time consolidation and alerts)
Master Teachers moderately rated ($M=3.05$), citing approval gaps	"We help with proposals, but we seldom know how much of the requested budget is actually approved." (MT3, FGD)	Approval uncertainty	Limited transparency in fund approval	Live Budget Tracker (real-time consolidation and alerts)
Principals rated highest ($M=3.08$), but noted monitoring strain	"Tracking disbursements is difficult since the system is not updated in real time." (P1, FGD)	Monitoring difficulty	Weak financial tracking	Live Budget Tracker (real-time consolidation and alerts)

Finance management showed challenges in consolidating multiple funding sources and delays in disbursement updates. Teachers found reconciliation of fund streams time-consuming, while principals valued real-time alerts to prevent errors. The emerging theme of lack of financial transparency and timely monitoring led to the input Live Budget Tracker, which consolidates all funding sources, provides real-time updates, and issues alerts to enhance accountability in fund utilization.

5.7. To What Extent Do Teachers, Master Teachers, and Principals/School Heads Perceive the Level of SBM Implementation Across These Six Dimensions in Public Elementary Schools?

This section synthesizes the overall perceptions of Teachers, Master Teachers, and Principals regarding the implementation of School-Based Management (SBM) across the six DepEd-defined dimensions: Curriculum and Teaching, Learning Environment, Leadership, Governance and Accountability, Human Resource and Team Development, and Finance and Resource Management. Examining these perceptions provides a holistic picture of SBM maturity in public elementary schools while identifying priority areas for improvement.

Table 19. Perceived Level of SBM Implementation by Dimension and Respondent Group (*Teachers n = 150; Master Teachers n = 50; Principals/School Heads n = 40*)

Dimension	Teachers	Master Teachers	Principals/School Heads	Composite Mean	Degree of Manifestation
Curriculum & Teaching (1–8)	3.05	3.10	3.08	3.08	Frequently manifested
Learning Environment (9–18)	3.01	3.08	3.00	3.02	Frequently manifested
Leadership (19–22)	3.02	3.08	3.15	3.08	Frequently manifested
Governance & Accountability (23–28)	3.01	3.07	3.11	3.05	Frequently manifested
Human Resource & Team Development (29–35)	2.99	3.03	3.06	3.03	Frequently manifested
Finance & Resource Management (36)	2.99	3.05	3.08	3.04	Frequently manifested
Composite Mean	3.01	3.07	3.08	3.05	Frequently manifested

The results show that SBM implementation was generally rated as “frequently manifested” across dimensions, with composite means ranging narrowly from M=3.02 (Learning Environment) to M=3.08 (Curriculum & Teaching and Leadership).

Leadership (M=3.08) recorded the highest overall mean, reflecting stronger recognition of strategic planning and frontline service innovations. This result was particularly emphasized by Principals (M=3.15), who consistently gave the highest ratings across dimensions, suggesting that school leaders perceive leadership initiatives as more effective due to their direct involvement in planning, governance, and service delivery.

In contrast, the lowest mean was observed in the Learning Environment (M=3.02), where Teachers (M=3.01) and Principals (M=3.00) both provided lower ratings, pointing to persistent challenges in sustaining learner support and reducing dropout rates.

When comparing across respondent groups, Principals consistently gave the highest average ratings ($\approx$ M=3.08), followed by Master Teachers ($\approx$ M=3.07), while Teachers gave the lowest ($\approx$ M=3.01). This pattern suggests that those in leadership roles tend to perceive SBM implementation more positively, possibly due to their involvement in decision-making and governance processes, while classroom teachers—who directly handle remediation, monitoring, and learner support report more practical difficulties.

Despite these differences, the narrow mean range (M=2.99–3.15) indicates a shared baseline of “frequently manifested” practices. However, lower scores in Human Resource & Team Development

(M=3.03) and Finance & Resource Management (M=3.04) highlight critical areas needing targeted support, particularly in teacher performance monitoring and resource mobilization.

The qualitative findings complement these patterns by highlighting operational barriers that explain the lower quantitative means. Teachers reported practical challenges, particularly lack of timely resources: *“We are asked to implement, but sometimes resources or clear models arrive late”* (T2, FGD). Master Teachers emphasized inconsistent documentation and weak follow-up, noting: *“Some initiatives are well recorded, but others fade without follow-up”* (MT3, FGD). Principals underscored the delays and gaps in monitoring systems: *“We can only act on what is reported to us, and too often reports are delayed or incomplete”* (P1, FGD). These insights confirm that the lowest-performing areas—learning environment, HR development, and financial/resource management—are hindered less by the absence of structures than by gaps in consistency, timeliness, and accountability.

Taken together, the convergence of quantitative and qualitative strands underscores that while SBM practices are consistently in place and “frequently manifested,” they fall short of the DepEd benchmark of “always manifested.” To address these gaps, the study recommends embedding systematized compliance and monitoring tools, including a Contextual Content Library, Student Engagement Log, Stakeholder Feedback Module, Capacity-Building Log with Guided Data Entry, Live Meeting Scheduler + Action-Item Hub, and Live Budget Tracker. By aligning these tools with the distinct responsibilities of Teachers, Master Teachers, and Principals, schools can bridge perceptual and operational gaps, strengthen collaboration, and progress from frequent to consistent and sustainable SBM practice.

5.8. Which Specific Indicators Within Each Dimension Emerge as the Highest Priorities for Improvement, Based on Their Composite Mean Scores?

To effectively enhance School-Based Management (SBM) practices, it is essential to identify specific indicators within each dimension that require targeted improvement. Table 20 presents the lowest-scoring indicators across all six dimensions, based on composite mean scores from Teachers, Master Teachers, and Principals/School Heads. Although these indicators remain within DepEd’s “frequently manifested” range (2.98–3.00), they highlight persistent challenges that may limit the full operationalization of SBM.

Table 20. Indicators Requiring the Most Improvement (Composite Means Across All Respondents)

Dimension	Lowest-Scoring Indicator	Overall Mean	Degree of Manifestation
Curriculum & Teaching	Teachers conduct remediation activities to address learning gaps	3.00	Frequently manifested
Learning Environment	The school has reduced its drop-out incidence	2.98	Frequently manifested
Leadership	The school has a functional Supreme Student Government/Supreme Pupil Government (SSG/SPG)	3.00	Frequently manifested
Governance & Accountability	The school has a functional Parent-Teacher Association (PTA)	3.00	Frequently manifested
Human Resource & Team Development	Personnel achieve “very satisfactory” ratings in individual performance commitment & review	3.00	Frequently manifested

Finance & Resource Management	The school judiciously manages and mobilizes resources to support programs & activities	3.04	Frequently manifested
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The results in Table 20 identify the six indicators requiring the most improvement across SBM dimensions, all falling at the lower boundary of the “frequently manifested” range ($M=2.98$ – 3.00). Quantitatively, the lowest overall mean was recorded for dropout reduction under Learning Environment ($M=2.98$, making it the most critical concern and the single weakest area across all dimensions).

Other weak indicators clustered at $M=3.00$, including remediation activities (Curriculum & Teaching), functionality of the Supreme Student Government (Leadership), PTA engagement (Governance & Accountability), and individual performance review (HR & Team Development).

Principals rated this dimension higher ($M\approx 3.08$) compared to Teachers ($M\approx 2.99$), while Master Teachers consistently provided intermediate ratings ($M\approx 3.03$).

This pattern highlights that while Finance & HR are indeed weak, dropout reduction in the Learning Environment remains the lowest-priority issue demanding urgent attention. Overall, Master Teachers tended to give the most favorable evaluations across dimensions, followed by Principals, while Teachers reported the lowest scores, reflecting role-based differences in access, responsibilities, and exposure to SBM implementation.

These quantitative patterns were further explained by qualitative insights from FGDs. Teachers highlighted challenges in addressing dropout, with one stating: *“We record attendance, but beyond that, we don’t always know the real reason why learners stop coming to school”* (T1, FGD), pointing to gaps in monitoring underlying causes of absenteeism. In terms of remediation, another teacher explained: *“Every time we do remediation, I have to create new materials on my own”* (T2, FGD), indicating the absence of institutional support. Weak stakeholder governance was also noted, as Master Teachers cited the limited influence of student councils, while a Principal emphasized documentation issues: *“Minutes and resolutions are not consistently tracked”* (P4, FGD). Financial resource mobilization, despite Principals rating it higher, was also seen as problematic, with one school head admitting: *“We can request funds, but there is little visibility on how resources are tracked and reported”* (P3, FGD).

Taken together, these findings reveal that while SBM practices are formally in place, their impact is undermined by weak monitoring systems, limited institutional support for remediation, poor documentation of governance processes, and accountability gaps in resource use. The convergence of low mean scores and critical testimonies underscores the systemic nature of these weaknesses. Addressing them requires targeted tools such as a Student Engagement Log to monitor dropouts, a Guided Data-Entry Mode to track remediation efforts, and a Live Meeting Scheduler to strengthen PTA and SSG accountability. By embedding such mechanisms, schools can move beyond “frequently manifested” toward “always manifested,” ensuring that SBM is not only practiced but also consistently institutionalized across all levels.

Table 21. Convergence of Quantitative Priorities, Qualitative Insights, and Proposed SBM Inputs

SBM Dimension	Quantitative Priority (Lowest/Gap Indicators)	Qualitative Insights (FGD/Survey Excerpts)	Initial Codes	Emerging Theme	Proposed Input
Curriculum & Teaching	Low scores in remediation (M=3.00) and early literacy/numeracy (M=3.02).	“Every time we do remediation, I have to create new materials on my own. There are no ready references...” (T1, FGD). “For beginning readers, we badly need localized phonics and numeracy activities.” (MT3, FGD). “Without a central library of remedial materials, teachers’ work is doubled.” (P41, FGD).	Lack of exemplar materials; time-consuming remediation; inequity in resources.	Inconsistent remediation support.	Guided Data-Entry Mode with Curriculum Tracker (repository and monitoring of remediation, literacy, numeracy).
Learning Environment	Dropout reduction is weakest indicator (M=2.98).	“We record attendance, but we don’t always know the real reason learners keep missing classes.” (T4, FGD). “Retention programs exist, but sustaining participation is the problem.” (MT1, FGD). “By the time reports reach us, the learner has already been absent for weeks.” (P3, FGD).	Limited follow-up; difficulty sustaining interventions; reporting delays.	Gaps in learner retention systems.	Student Engagement Log (tracks attendance, interventions, learner support).
Governance & Accountability	Weak monitoring of decisions across SBM functions.	“Agreed action points often get lost after meetings.” (Teacher, FGD). “There is no central log of who is responsible for what.” (Principal, FGD).	Missing documentation; unclear accountability; weak follow-through.	Weak accountability mechanisms.	Action-Item Hub (logs decisions, assigns tasks, monitors completion).
Finance & Resource Management	Difficulty consolidating multiple fund sources.	“Reconciling different fund sources is time-consuming and confusing.” (Teacher, FGD). “Seeing all budgets in one place would prevent errors and save time.” (P5, FGD).	Difficulty reconciling funds; lack of transparency; delayed disbursement.	Lack of financial transparency.	Live Budget Tracker (real-time consolidation and alerts).

Human Resource & Team Development	Variability in digital literacy and inconsistent documentation.	“Errors in encoding reports happen often because not everyone is tech-savvy.” (Teacher, FGD). “Colleagues struggle with digital proficiency, leading to inconsistent reporting.” (MT, FGD).	Digital literacy gaps; reporting inconsistent documentation.	Inconsistent reporting practices.	Guided Data-Entry Mode with Auto-validation + Capacity-Building Log (supports accurate reporting, tracks LAC sessions and PD plans).
Leadership & Governance	Scheduling conflicts delay decision-making.	“Our calendars rarely align, so meetings are delayed.” (P2, FGD). “Decision-making is slowed down by scheduling conflicts.” (Teacher, FGD).	Misaligned schedules; delayed decision-making; inefficiency.	Coordination gaps in governance.	Live Meeting Scheduler (syncs calendars, minimizes conflicts, supports timely decisions).

The convergence shown in Table 21 highlights how quantitative priorities and qualitative insights complement each other in identifying the most pressing gaps in SBM implementation. While survey results established the areas with the lowest manifestation, focus group discussions provided the lived experiences that explained why these gaps persist. Through coding and clustering, the study derived six emerging inputs that directly respond to both the numerical trends and stakeholder perspectives. This triangulation illustrates the strength of the mixed-methods design, ensuring that the proposed inputs are not only evidence-based but also context-sensitive and responsive to the realities of school operations

5.9. How do Perceptions of SBM Implementation Vary Among Teachers, Master Teachers, and Principals/School Heads, and Where are the Largest Perceptual Gaps?

Understanding how perceptions of School-Based Management (SBM) vary across Teachers, Master Teachers, and Principals/School Heads is critical for identifying both areas of alignment and points of divergence. Differences in ratings reflect each group’s unique role, level of responsibility, and visibility into school processes, shaping how they assess implementation. Table 21 presents the perceptual gaps across six SBM dimensions, highlighting both the consistency of “frequently manifested” practices and the extent of variation between respondent groups. By mapping these gaps, the section provides insight into where shared understanding exists and where targeted interventions may be necessary to harmonize perspectives and strengthen accountability.

Table 22. Perceptual Gaps Among Respondent Groups

Dimension	Teachers	Master Teachers	Principals/School Heads	Max–Min Gap
Curriculum & Teaching	3.05	3.10	3.08	0.05
Learning Environment	3.01	3.08	3.00	0.08
Leadership	3.02	3.08	3.15	0.13
Governance & Accountability	3.01	3.07	3.11	0.10
Human Resource & Team Development	2.99	3.03	3.06	0.07
Finance & Resource Management	2.99	3.05	3.08	0.09

Perceptions of SBM implementation across Teachers, Master Teachers, and Principals are generally aligned, with composite means ranging from 2.99 to 3.08, indicating practices are “frequently manifested.” The largest perceptual gap is in Leadership (0.13), where Principals (3.15) rated strategic planning and student governance more positively than Teachers (3.02). This supports Veletić, Slišković, and Bubić (2023), who observed that principals often rate leadership more favorably due to their authority and decision-making roles, and Tucaliuc, Chiciooreanu, and Petrescu (2025), who note that distributed leadership can create ambiguities for teachers. Smaller gaps in Curriculum and Teaching (0.05), Learning Environment (0.08), HR & Team Development (0.07), Governance & Accountability (0.10), and Finance & Resource Management (0.09) suggest broad consensus, though uneven access to resources remains. As Van Beurden, Van de Voorde, and Van Veldhoven (2021) emphasize, participatory governance and transparent monitoring help reduce such gaps, while Lin et al. (2022) highlight the role of accountability tools. These results underscore the need for role-specific mechanisms, guided data entry for teachers, action-item tracking for governance bodies, and budget monitoring for principals to harmonize perspectives and strengthen SBM implementation.

5.10. What Operational Challenges Related to Scheduling, Digital Reporting, Resource Tracking, and Action-Item Follow-Through do These Stakeholder Groups Encounter?

Effective School-Based Management (SBM) depends not only on stakeholder engagement but also on the efficiency of operational processes that enable planning, compliance, performance monitoring, and timely follow-through. Table 23 summarizes the operational challenges reported by Teachers, Master Teachers, and Principals/School Heads, highlighting barriers that compromise the consistent and effective implementation of SBM practices.

Table 23. Operational Challenges Encountered by Teachers, Master Teachers, and School Principals

Theme	Affected Groups	Description
Scheduling coordination	Teachers & Principals	Difficulty aligning SBM meetings with teaching and administrative duties.
Digital-literacy variability	Teachers & Master Teachers	Some users need step-by-step guidance for online data entry.
Multi-stream resource tracking	Master Teachers & Principals	Reconciling multiple funding sources is time-consuming and error-prone.
Ensuring follow-through on action items	All three groups	No central mechanism to log, assign, and monitor completion of decisions.

The qualitative findings surfaced four recurring challenges that limit SBM efficiency.

First, scheduling coordination was a persistent issue, with both Teachers and Principals citing conflicts between SBM meetings and instructional duties, often delaying decisions. As one teacher noted, *“We end up rescheduling meetings because they overlap with class loads, and then decisions are pushed back”* (T3).

Second, digital-literacy variability constrained reporting accuracy and timeliness, particularly among Teachers and some Master Teachers. As one explained, *“Not everyone is comfortable with digital reporting; mistakes happen, and corrections take time”* (MT2).

Third, resource tracking across multiple funding streams (MOOE, PTA, and external partnerships) proved time-consuming and error-prone. A principal remarked, *“Tracking different fund sources manually makes consolidation very challenging”* (P1).

Finally, weak follow-through on action items was cited across all groups, reflecting the absence of a systematic monitoring mechanism. As one principal admitted, *“We agree on action points, but without proper monitoring, some of them simply fade out”* (P4).

These challenges highlight that SBM constraints stem less from lack of commitment than from operational bottlenecks. Addressing them requires role-sensitive tools such as automated schedulers, guided digital reporting, consolidated fund-tracking systems, and action-item monitoring modules. Embedding these into SBM processes can streamline operations, enhance accountability, and strengthen consistency across all DepEd dimensions.

5.11. What Inputs on Compliance and Performance Monitoring Can Be Drawn from the Evaluation of Contextualized SBM Practices in Public Elementary Schools?

The findings revealed recurring operational gaps ranging from scheduling conflicts and digital-literacy challenges to weak financial tracking and limited follow-through that undermine SBM efficiency despite stakeholders’ strong commitment. To bridge these gaps, the study generated six role-sensitive inputs on compliance and performance monitoring, each mapped to the low-scoring indicators and thematic concerns discussed in earlier sections. These inputs are not generic tools but context-driven modules designed to enhance SBM accuracy, transparency, and accountability in public elementary schools.

1. **Live Meeting Scheduler.** Scheduling was one of the most cited bottlenecks, with Teachers and Principals reporting frequent overlaps between SBM meetings and academic duties. The Live Meeting Scheduler addresses this by automatically syncing school and policy-driven timelines with individual calendars, reducing rescheduling delays and aligning decision-making. As one Principal explained: *“Our calendars rarely align, so a tool that automatically syncs meetings would make decision-making faster”* (P2). This module directly strengthens leadership and governance practices by ensuring that planning and implementation are not hindered by logistical conflicts.
2. **Guided Data-Entry Mode.** Digital-literacy gaps affected reporting timeliness and accuracy, especially among Teachers and some Master Teachers. The Guided Data-Entry Mode embeds prompts, templates, and validation mechanisms, simplifying online encoding while minimizing errors. A school head highlighted: *“Having prompts and tips while filling out reports would make it easier for those less tech-savvy to complete tasks correctly”* (P3). This mechanism standardizes data quality across roles, enhancing accountability and reducing inconsistencies in curriculum, HR, and governance reporting.
3. **Live Budget Tracker.** Resource management remains a weak spot, with respondents citing difficulties in reconciling MOOE, PTA, and external funds. The Live Budget Tracker consolidates all funding streams into one dashboard, offering real-time status updates and automated alerts for disbursement delays. As a Principal noted: *“Seeing all budgets in one place and getting alerts when something is off would prevent errors and save much time”* (P5). This input improves transparency in finance and resource mobilization while ensuring timely access to resources that directly support learning outcomes.
4. **Action-Item Hub.** The absence of systematic monitoring for council resolutions created gaps in accountability. The Action-Item Hub directly addresses this by logging SBM decisions, assigning responsibilities, tracking progress, and issuing reminders until completion. A Master Teacher explained: *“If there were a central place to check what tasks are pending and who is responsible, we would not lose track of decisions from meetings”* (MT2). This feature reinforces governance and accountability by ensuring that commitments translate into sustained action.

5. Student Engagement Log. Dropout reduction emerged as the weakest indicator, highlighting the need for systematic learner monitoring. The Student Engagement Log records attendance, participation, and interventions, enabling schools to flag at-risk learners early and respond consistently. Beyond compliance, this input strengthens the learning environment by aligning classroom interventions, guidance counseling, and community support into a single tracking system.
6. Stakeholder Feedback Module. Perceptual gaps were evident between Teachers, Master Teachers, and Principals, particularly in areas of leadership and governance. The Stakeholder Feedback Module collects anonymous feedback from teachers, students, and parents, generating reports that inform leadership practices. By embedding participatory governance, it addresses disparities in perceptions and strengthens the accountability loop across all school stakeholders.

Collectively, these six modules represent a contextualized compliance and monitoring framework that directly responds to barriers identified in Sections 4.8 (low-scoring indicators) and 4.10 (operational challenges). By embedding them into SBM processes, schools can transition from merely “frequently manifested” to “always manifested” practices, ensuring that systems are not only compliant but also participatory, transparent, and sustainable across all six SBM dimensions.

Table 24. Matrix of Inputs on Compliance and Performance Monitoring Mapped to Identified SBM Gaps and Dimensions

SBM Dimension	Identified Gaps / Challenges	Emerging Theme	Proposed Input / Feature	Purpose for Compliance and Performance Monitoring
Curriculum & Teaching	Inconsistent remediation activities; limited monitoring of instructional quality	Weak instructional monitoring	Guided Data-Entry Mode with Curriculum Tracker	Standardizes reporting on lesson delivery, remediation, and learner progress for accurate instructional monitoring
Learning Environment	Gaps in dropout reduction strategies; weak monitoring of learner support interventions	Learner retention gaps	Student Engagement Log	Consolidates attendance, interventions, and support programs to track at-risk learners and reduce dropout rates
Leadership	Perceptual gaps between principals and teachers; weak functionality of SSG/SPG	Uneven participatory leadership	Stakeholder Feedback Module	Collects anonymous teacher, student, and parent feedback to harmonize leadership practices
Governance & Accountability	Scheduling conflicts; fragmented record-keeping of council decisions	Weak coordination and follow-through	Live Meeting Scheduler + Action-Item Hub	Auto-syncs meeting schedules with calendars, logs decisions, assigns responsibilities, and tracks progress with reminders
Human Resource & Team Development	Variability in digital literacy; inconsistent documentation of professional development activities	Documentation inconsistencies	Capacity-Building Log + Guided Data-Entry Mode	Supports accurate reporting of trainings, LAC sessions, and teacher development plans
Finance & Resource Management	Difficulty tracking multiple funding sources; delayed disbursement updates	Transparency in fund use	Live Budget Tracker	Consolidates all funding streams, issues real-time updates, and sends alerts for delays

Table 24 illustrates how the proposed inputs directly address recurring SBM gaps by embedding targeted, role-specific solutions into each dimension. Tools such as the *Guided Data-Entry Mode with Curriculum Tracker* and *Student Engagement Log* strengthen instructional monitoring and learner retention, while the *Stakeholder Feedback Module* and *Action-Item Hub* foster participatory governance and systematic accountability. Likewise, the *Live Budget Tracker* and *Capacity-Building Log* enhance financial transparency and consistent documentation of professional development. Participant voices affirm these needs, with teachers stressing the lack of follow-through, “*We agree on tasks, but often no one checks if they were done*” (T4) and principals underscoring the value of structured feedback, “*If there’s a simple feedback tool... it would really help us leaders see the bigger picture and act faster*” (P5). These inputs highlight that SBM maturity is hindered less by intent than by weak monitoring systems, and that integrating these modules can advance schools from “frequently manifested” to “always manifested” practices, reinforcing accountability, transparency, and shared responsibility.

6. Discussion

The findings of this study show that School-Based Management (SBM) in public elementary schools is generally “frequently manifested” across all six DepEd dimensions, though it falls short of the “always manifested” benchmark. This suggests that while SBM structures are formally institutionalized, operational gaps limit consistent execution. Role-based differences particularly principals rating SBM more positively than teachers reflect international evidence showing that leadership perspectives often diverge from classroom-level views (Veletić, Price, & Olsen, 2023; Galdames-Calderón, 2023). These gaps highlight how decision-making authority and access to information shape perceptions, consistent with findings that distributed and participatory leadership can either reduce or widen perceptual gaps depending on implementation (Huong et al., 2024; Voelkel, Prusak, & Van Tassell, 2024).

Dimension-specific results also align with documented challenges. Inconsistent remediation under Curriculum and Teaching supports earlier research indicating that SBM’s impact on learning outcomes remains uneven without strong instructional monitoring (Trabajo et al., 2007; Pepugal, 2022). Gaps in dropout reduction confirm international warnings about the absence of early warning systems for at-risk learners (Carr-Hill et al., 2018; UNESCO, 2018). Weak student governance echoes Philippine studies pointing to fragile participatory mechanisms and persistent top-down practices (Roque, 2023; Osea, 2023). Resource-tracking issues reinforce the conclusion that accountability linkages remain fragmented within the Philippine context (Manuel et al., 2024; Pepugal, 2022). Meanwhile, inconsistencies in documenting teacher performance and professional development reflect the uneven but central role of master teachers in curriculum, mentoring, and governance (Andal, 2024; Mendoza & Bautista, 2022).

Overall, these findings demonstrate that SBM’s maturity is constrained less by lack of commitment than by systemic bottlenecks in compliance monitoring, affirming the argument that transparency and accountability require structured mechanisms (Brillantes & Fernandez, 2011). Addressing these gaps calls for embedding role-specific monitoring tools such as guided data entry for teachers, student engagement logs for dropout reduction, stakeholder feedback modules for participatory leadership, and budget trackers for financial transparency into a unified compliance and performance monitoring framework. Doing so would help schools progress from “frequently manifested” to “always manifested,” ensuring that SBM translates into sustainable instructional improvement, equity, and shared accountability.

7. Conclusion

This study examined the implementation of School-Based Management (SBM) in selected public elementary schools using a convergent parallel mixed-methods design. The findings revealed

that SBM practices across the six mandated dimensions—Curriculum and Teaching, Learning Environment, Leadership, Governance and Accountability, Human Resource and Team Development, and Finance and Resource Management—were generally evident but varied in consistency. Quantitative results showed role-based differences among teachers, master teachers, and principals, while qualitative insights highlighted operational challenges such as limited documentation, delays in fund utilization, and uneven stakeholder participation.

By integrating statistical outcomes with lived experiences, the study underscores both the strengths and gaps in SBM practice. While the framework provides schools with opportunities for participatory governance and localized decision-making, full realization of its goals is hampered by resource constraints and varying levels of readiness. Thus, SBM in its current form is frequently but not always manifested, reflecting a need for stronger capacity-building, clearer accountability systems, and more inclusive collaboration among stakeholders.

In conclusion, the research confirms that SBM remains a vital mechanism for improving school governance and accountability, but its impact depends on how effectively teachers, master teachers, and principals align their roles with DepEd's vision. Strengthening monitoring, enhancing role-based support, and addressing systemic barriers will be crucial to ensuring that SBM evolves from compliance-driven practice to a sustainable model of shared leadership and school improvement.

8. Suggestion

The results of this study affirm that while SBM practices are implemented across the six dimensions, their application remains uneven, particularly in areas of documentation, transparency, and participatory governance. Based on these findings, several recommendations are offered.

First, schools should intensify capacity-building for teachers, master teachers, and principals, with particular emphasis on enhancing skills in documentation, compliance reporting, and evidence-based decision-making. Such training must be contextualized within the SBM framework to ensure that implementation across all dimensions is consistent and aligned with DepEd standards.

Second, there is a need to institutionalize monitoring and evaluation mechanisms that are both role-specific and participatory. By integrating SBM compliance and performance indicators into School Improvement Plans (SIP) and Learning Action Cell (LAC) sessions, schools can establish a cycle of reflection and continuous improvement.

Third, to strengthen governance and accountability, schools should engage stakeholders more inclusively. Parents, community leaders, and learners may be involved in participatory monitoring through feedback tools, school scorecards, and structured consultations that validate school performance and promote transparency.

Finally, the study recommends that inputs generated by this research be considered as guiding references for SBM compliance and performance monitoring. Embedding these inputs into school systems would address gaps revealed in this study and ensure sustainability through context-sensitive and evidence-based strategies.

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