THE ROLE OF SCHOOL-BASED MANAGEMENT (SBM) IN ENHANCING STUDENT ACADEMIC ACHIEVEMENT IN PASACAO DISTRICT 1, DIVISION OF CAMARINES SUR
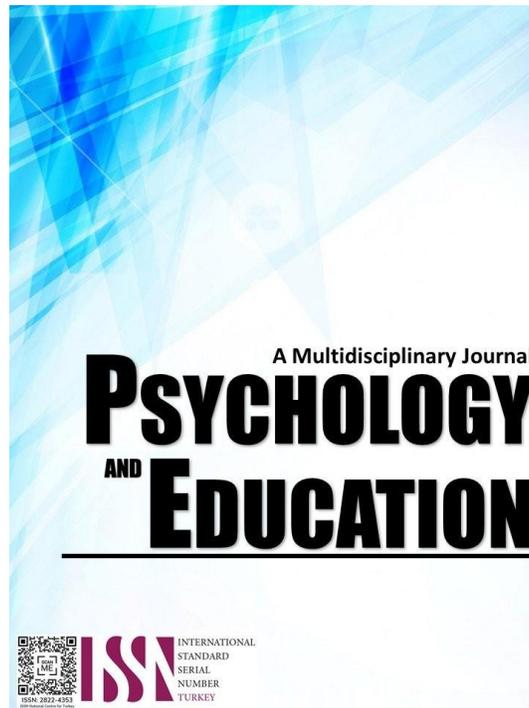
The Role of School-Based Management (SBM) in Enhancing Student Academic Achievement in Pasacao District 1, Division of Camarines Sur

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Abstract

Education serves as a cornerstone for individual and societal advancement, shaping economic, social, and cultural development. School-Based Management (SBM) has emerged as a key reform strategy worldwide, decentralizing decision-making to empower schools in improving student outcomes. This study examines the role of SBM in enhancing student academic achievement in Pasacao District 1, Division of Camarines Sur, Philippines. Using a descriptive quantitative research design, the study assesses the level of SBM implementation across key domains—stakeholder participation, leadership, resource management, curriculum contextualization, monitoring and evaluation, and community partnerships—and evaluates its impact on academic performance indicators such as National Achievement Test (NAT) scores, promotion rates, and dropout rates. Findings reveal a positive correlation between effective SBM practices and improved student outcomes, particularly in schools with strong leadership, stakeholder engagement, and localized curriculum innovations. However, challenges such as limited resources, inconsistent community involvement, and gaps in monitoring mechanisms hinder the full implementation of SBM. The study concludes that strengthening participatory governance, capacity-building for school leaders, and fostering sustainable community partnerships are essential for maximizing SBM's potential. Recommendations include targeted training for stakeholders, strategic resource mobilization, and policy support to ensure equitable and quality education for all learners. The research underscores the importance of context-responsive SBM practices in driving meaningful educational reforms and long-term student success.

Keywords: *School-Based Management (SBM), student academic achievement, participatory governance, curriculum contextualization, resource management, Philippines*

Introduction

Education remains one of the most powerful tools for individual and societal advancement. It shapes the social, economic, and cultural fabric of communities and determines the trajectory of nations in an increasingly competitive global landscape. Over the decades, scholars, policymakers, and stakeholders have recognized that the quality of education is closely tied to governance, management, and the effective use of resources within schools (Ayeni & Bamire, 2022). Various models and frameworks have been developed to ensure that schools are not merely centers of rote learning but dynamic institutions where student achievement and holistic development are at the forefront. In this context, understanding the mechanisms that drive school performance and student outcomes remains critical in ensuring that the goals of education are fully realized.

At the heart of educational quality is the need to decentralize authority, increase stakeholder participation, and contextualize management to address local needs. The shift from highly centralized governance to more participatory and context-based models has gained momentum worldwide (Nurhayati, 2025). The idea is to bring decision-making closer to the ground level—where unique challenges and opportunities can be directly addressed—so that students benefit from an environment that nurtures their academic and personal growth. The global discourse on education reform has emphasized that effective management, grounded in accountability and inclusiveness, can significantly enhance students' learning experiences and achievements.

Globally, school-based management (SBM) has emerged as one of the most prominent reforms that aim to redefine how schools are governed. School-based management refers to the systematic decentralization of authority to the school level, granting principals, teachers, parents, and communities greater control over decisions that directly affect teaching and learning. The World Bank and UNESCO have documented various cases where SBM frameworks have enabled schools to tailor their programs and resource allocations based on real-time needs and local priorities (Bahansubu, 2025). Countries such as the United States, Canada, the United Kingdom, Australia, and New Zealand have long experimented with and institutionalized forms of site-based or school-based management to enhance school accountability and student achievement. In the United States, for instance, the charter school movement and site-based decision-making councils were designed to foster autonomy and responsiveness. Studies have found that schools practicing SBM often exhibit improved student performance, higher teacher morale, and increased parental engagement (Saro, Silabay, & Lumbanon, 2022). In Canada, provinces such as Alberta and British Columbia have implemented school-based budgeting and governance councils, allowing local communities to influence curriculum focus and school improvement plans. The OECD has consistently reported that when communities are empowered to have a say in school affairs, the result is a more substantial alignment between educational goals and local socio-economic realities.

Similarly, in developing countries, SBM has been adapted as a strategy to address systemic gaps and disparities in access and quality. Nations such as Indonesia, Nepal, and Mexico have integrated SBM into broader educational reforms to democratize governance and

optimize resource utilization (Ishii & Ogawa, 2024). The World Bank's report Making Schools Work underscores that effective SBM practices can help bridge the gap between policy intent and classroom reality, especially when there is a clear framework for training, monitoring, and community participation. However, global experiences have also shown that the success of SBM largely depends on adequate capacity building, sustained funding, and genuine involvement of all stakeholders.

Despite its promise, the implementation of SBM worldwide has not been without challenges. Countries have faced issues related to weak local capacity, varying degrees of stakeholder engagement, and the risk of tokenistic participation where parents and communities are involved only in ceremonial ways (Baylon et al., 2020). Research by the International Institute for Educational Planning indicates that for SBM to enhance student outcomes, there must be a robust mechanism for accountability, transparency, and support from higher-level education authorities. These global insights serve as crucial lessons for nations like the Philippines, where SBM is embedded in the core strategies to uplift educational standards.

In the Philippine context, the evolution of SBM is deeply rooted in the country's push for educational reforms that empower schools and communities. The Philippine Constitution of 1987 mandates that education shall be accessible to all and encourages community involvement in the education process (Rayoso & Bertillo, 2023). Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, formally institutionalized SBM in the country. This landmark legislation defines the roles and responsibilities at different governance levels and explicitly devolves significant authority to schools to craft and implement policies that respond to local needs. The law emphasizes that empowering schools to manage resources, implement curriculum, and engage stakeholders can lead to improved learning outcomes.

The Department of Education (DepEd) has further strengthened SBM through various policies and memoranda. DepEd Order No. 83, s. In 2012, the Implementation of the School-Based Management Framework was issued, which provided schools with a clear guide to develop, implement, and assess their SBM practices. This framework focuses on four key dimensions: Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Resource Management (Silabay & Alegre, 2023). These pillars ensure that schools are not only administratively autonomous but also strategically aligned with the national education agenda. In addition, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), also known as the K to 12 Law, complements SBM by giving schools the flexibility to contextualize the curriculum according to community needs.

Despite the presence of policies and institutional frameworks, the practical implementation of SBM in the Philippines faces persistent challenges. Various studies and DepEd's own SBM Monitoring and Evaluation System reports have highlighted issues such as limited capacity among school heads and stakeholders to fully grasp SBM principles, inadequate resources, and varying levels of community participation (Sugianto & Suroyo, 2024). Furthermore, disparities among urban, rural, and remote schools pose significant barriers to the uniform implementation of these initiatives. The National Achievement Test (NAT) results over the years indicate that while some schools have leveraged SBM effectively, many continue to struggle with low academic performance due to resource gaps and governance limitations (Bandur et al., 2022). The COVID-19 pandemic also tested the resilience of SBM in the Philippines. DepEd Memorandum No. 162, s. 2020 highlighted the importance of schools optimizing their SBM structures in addressing learning continuity challenges during the health crisis. Schools were expected to harness community support, manage resources innovatively, and ensure that learning delivery modalities were responsive to local contexts. This experience reinforced the vital role of SBM in ensuring that schools remain adaptable and student-focused in times of disruption (Kakomole & Sumual, 2025).

Given these realities, there is a growing recognition among educators, parents, and local leaders that enhancing SBM practices could be a key lever in addressing academic underperformance in Pasacao District 1. However, there remains limited empirical evidence on how SBM, as currently practiced in the district, directly influences student academic achievement. This gap in localized research underscores the need for a systematic study to elucidate the relationship between SBM implementation and educational outcomes. Investigating this link can inform practical interventions, capacity-building efforts, and policy enhancements that will empower Pasacao's schools to fulfill their mission of delivering quality education to all.

Research Questions

This study aimed to investigate the role of School-Based Management (SBM) in enhancing student academic achievement in Pasacao District 1, Division of Camarines Sur. Specifically, this study sought to provide answers to the following questions:

1. What is the profile of the participating schools in Pasacao District 1 in terms of the following:
    1.1. school size (number of students);
    1.2. number of teaching and non-teaching personnel;
    1.3. available physical and learning resources; and
    1.4. socio-economic context of the school community?
2. What is the level of implementation of School-Based Management (SBM) in Pasacao District 1 in terms of the following domains:
    2.1. stakeholder participation and shared governance;
    2.2. school leadership and administrative capacity;
    2.3. resource management and allocation;

    2.4.   curriculum contextualization and instructional innovations;

    2.5.   monitoring, evaluation, and accountability mechanisms; and

    2.6.   community partnerships and external support?

3.   What is the level of student academic achievement in Pasacao District 1 in terms of the following indicators:

    3.1.   national achievement test (NAT) performance;

    3.2.   promotion and completion rates; and

    3.3.   dropout and absenteeism rates?

4.   Is there a significant relationship between the level of SBM implementation and student academic achievement in Pasacao District 1?

5.   What challenges and barriers are encountered by schools in implementing SBM in Pasacao District 1?

6.   What measures can be proposed to strengthen the implementation of SBM towards improving student academic performance in Pasacao District 1, Division of Camarines Sur?

Methodology

Research Design

The research design for this study adopted a descriptive quantitative approach, which is well-suited for examining the current status, relationships, and conditions surrounding the implementation of School-Based Management (SBM) and its impact on student academic achievement. A descriptive quantitative design allows the researcher to systematically gather measurable data from a defined population, organize it numerically, and analyze it using statistical tools. This approach is particularly appropriate for educational research where the aim is to describe phenomena as they exist in natural settings and to quantify the relationships among variables based on the perceptions and experiences of respondents.

Descriptive research focuses on providing an accurate and factual account of what is currently happening within the context being studied. This study's descriptive aspect aims to capture the level of SBM implementation across various domains, including stakeholder participation, leadership, resource management, curriculum contextualization, monitoring and evaluation, and community partnerships. By doing so, it generates a clear and objective picture of how schools in Pasacao District 1 operationalize SBM principles in their day-to-day management and how these practices correlate with student performance indicators, such as test scores, completion rates, and attendance.

The quantitative nature of the research emphasizes the use of numerical data and statistical methods to test relationships between variables and to identify patterns and trends. By designing structured survey questionnaires with clearly defined indicators, the study aims to measure the extent to which SBM is practiced in each participating school and to quantify its perceived impact on student academic outcomes. This use of quantifiable data ensures that findings are not based merely on anecdotal evidence but are grounded in measurable results that can be analyzed and validated.

Using a descriptive quantitative design also allows for the collection of data from a larger number of respondents compared to purely qualitative studies. This research design enables the study to reach multiple schools, teachers, administrators, and other stakeholders within Pasacao District 1, providing a broader and more representative perspective on the current state of SBM implementation. The data gathered can be compared across schools and variables to identify common strengths, weaknesses, and areas for improvement within the district's SBM practices.

Overall, the descriptive quantitative research design enhances the credibility and reliability of the study's findings by providing objective, statistically analyzed data that clearly illustrate existing conditions and relationships. It provides a structured framework for examining whether and how SBM contributes to student academic achievement in the district. By quantifying perceptions, practices, and outcomes, this approach generates evidence-based insights that can guide policymakers, school leaders, and stakeholders in making informed decisions to further enhance the effectiveness of SBM in Pasacao District 1.

Respondents

The respondents in this study comprised a total of 85 participants drawn from selected public schools within Pasacao District 1, Camarines Sur. This group comprises school heads, teachers, and key members of School Governing Councils (SGCs) who are directly involved in implementing School-Based Management (SBM) in their respective schools. These participants were purposefully chosen for their firsthand knowledge and experience in school planning, decision-making, resource management, and monitoring processes. Their insights and responses provide valuable data on the current level of SBM implementation and its perceived role in influencing student academic achievement. The carefully selected number of respondents ensures that the data collected is representative enough to reflect the practices and realities across the district while remaining manageable and reliable for quantitative analysis.

Instrument

The primary research instrument used in this study is a structured survey questionnaire meticulously developed by the researcher to capture relevant and reliable data regarding the level of School-Based Management (SBM) implementation and its perceived impact

on student academic achievement in Pasacao District 1, Camarines Sur. The questionnaire was carefully crafted to align with the study's objectives, research questions, and theoretical framework, ensuring that each item made a meaningful contribution to generating the required data. The design of the instrument was informed by a review of related literature, existing SBM frameworks, and relevant DepEd policies, which guided the formulation of clear, concise, and contextually appropriate questions.

The survey questionnaire is divided into several sections to address all key aspects of the study. The first section gathers the profile information of the respondents and their respective schools, including details such as school size, number of teaching and non-teaching staff, and available learning resources. This demographic and contextual information provides essential background for understanding variations in SBM practices across different school settings. Subsequent sections of the questionnaire are organized according to the core SBM domains being investigated: stakeholder participation and shared governance, school leadership and administrative capacity, resource management and allocation, curriculum contextualization and instructional innovations, monitoring and evaluation mechanisms, and community partnerships and external support.

Each domain-specific section consists of carefully worded statement indicators that respondents rate based on their level of agreement or perceived extent of implementation. These indicators use a Likert scale, typically ranging from "Strongly Disagree" to "Strongly Agree" or from "Never" to "Always," to ensure that the quantitative data generated is measurable and suitable for statistical analysis. The questionnaire also includes items that capture respondents' perceptions of student academic performance within their schools, focusing on key indicators such as achievement test results, dropout rates, and promotion or completion rates. These items help establish the link between SBM implementation and student outcomes.

To ensure the instrument's validity and reliability, the initial draft of the survey questionnaire underwent expert review and critique by education specialists, school administrators, and research advisers familiar with SBM implementation and quantitative research design. Their feedback helped refine ambiguous items, adjust the wording for clarity, and ensure that each statement was culturally and contextually appropriate for respondents in Pasacao District 1. A pilot test was also conducted with a small group of non-participating teachers and school heads to identify potential misunderstandings and assess the instrument's internal consistency. Revisions were made based on the insights gained from this process to enhance the instrument's effectiveness.

Overall, the researcher-designed survey questionnaire is a comprehensive and practical tool that captures nuanced insights into how SBM is practiced on the ground and how stakeholders perceive its impact on student learning outcomes. By combining well-structured, evidence-based questions with an easy-to-administer format, the instrument ensures the collection of accurate, honest, and meaningful data from the 85 respondents. This tool plays a critical role in producing the quantitative evidence necessary to answer the study's research questions and draw informed conclusions about the strengths, gaps, and opportunities in SBM implementation within Pasacao District 1.

Procedure

The research procedure for this study followed a systematic and organized sequence to ensure the collection of accurate, reliable, and relevant data about the role of School-Based Management (SBM) in enhancing student academic achievement in Pasacao District 1, Division of Camarines Sur. The process began with securing the necessary approvals and permissions from the Schools Division Office and the principals of the participating schools. A formal letter of request outlining the purpose and significance of the study was submitted to ensure transparency and gain the trust and cooperation of school heads, teachers, and School Governing Council members who would serve as respondents. Orientation meetings were held, either face-to-face or virtually, to explain the study's objectives, clarify the nature of the survey questionnaire, and address any initial questions from potential participants.

Once the necessary approvals were granted, the researcher distributed the survey questionnaires to the identified respondents. The administration of the questionnaires was conducted in person, where possible, to ensure proper instructions were provided and to address any questions or clarifications on the spot. In schools where physical distribution was not feasible due to scheduling or accessibility constraints, digital versions of the questionnaire were shared via email or through secure online platforms. Respondents were given ample time to answer the questionnaire thoughtfully and honestly, with an emphasis on confidentiality and the voluntary nature of their participation. The researcher maintained regular communication to monitor the progress of data collection and assisted as needed to ensure a high response rate and complete retrieval of completed forms.

After collecting the completed questionnaires, the researcher conducted a thorough review and validation of the responses to verify completeness and consistency. The gathered data were then organized, coded, and encoded in preparation for quantitative analysis. This step ensured that the information was ready for statistical treatment using appropriate analytical tools to address the research questions. Throughout the entire procedure, the researcher adhered strictly to ethical research standards, ensuring that the rights, privacy, and well-being of all respondents were respected. The systematic approach employed in the research procedure strengthened the credibility and integrity of the data collected, providing a solid foundation for drawing meaningful conclusions about SBM implementation and its impact on student academic performance in Pasacao District 1.

Data Analysis

The data analysis for this study employed systematic quantitative methods to interpret and draw meaningful conclusions from the

information gathered through the researcher-made survey questionnaire. Once all responses were collected, the data were carefully reviewed, organized, and coded to ensure accuracy and consistency. Numerical values were assigned to responses based on the Likert scale ratings provided by the participants for each statement indicator. This step enabled the researcher to convert qualitative perceptions into quantifiable data, allowing for the conduct of descriptive and inferential statistical analysis.

Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were used to summarize the profiles of the participating schools and respondents, as well as to determine the level of SBM implementation across the various domains examined in the study. These descriptive measures provided a clear overview of trends, patterns, and the general status of SBM practices in Pasacao District 1. To examine the level of student academic achievement, the study also summarized key performance indicators, including National Achievement Test results, promotion and completion rates, as well as dropout and absenteeism rates, allowing for comparisons across schools.

To address the relational aspect of the research questions, inferential statistical tests were employed to analyze the possible relationship between the level of SBM implementation and student academic performance. Correlation analysis helped determine whether significant associations exist between the SBM domains—such as stakeholder participation, leadership, resource management, curriculum innovations, and community support—and academic outcomes. The use of these analytical tools ensured that the findings were data-driven and evidence-based, providing a credible basis for drawing conclusions and making recommendations on how SBM can further enhance student achievement in Pasacao District 1.

Ethical Considerations

The ethical considerations of this study were carefully planned and strictly adhered to, protecting the rights, welfare, and dignity of all participants involved. At the outset, the researcher sought the approval of the Schools Division Office of Camarines Sur and the consent of the principals of the schools within Pasacao District 1. All respondents were fully informed about the purpose, objectives, and significance of the study through a clear and detailed informed consent form and a verbal orientation. This ensured that participants understood their voluntary participation, the expected time commitment, and their right to withdraw from the study at any point without fear of penalty or negative consequences. Confidentiality and anonymity were central to the ethical safeguards of this research. The survey questionnaire did not request any personally identifiable information that could link responses to individual participants. All collected data were kept strictly confidential and accessible only to the researcher and, when necessary, the academic advisers directly supervising the study. Completed questionnaires were stored securely, whether in physical or digital form, and were used solely for this research. Findings and results were reported in aggregate form to ensure that no single school or respondent could be identified, thereby protecting the privacy and integrity of all participants.

Furthermore, the researcher ensured that the research process adhered to ethical practices aligned with institutional and professional standards. Respect for the respondents' opinions, time, and voluntary contributions was maintained throughout. The data collection was conducted in a respectful and non-coercive manner, and any clarifications or concerns raised by participants were addressed promptly and thoughtfully. By upholding these ethical principles, the study safeguarded the trust between the researcher and the school community, ensuring that the information gathered was accurate, freely given, and representative of the real experiences of stakeholders in Pasacao District 1.

Results and Discussion

This section presents and discusses the study's findings on the role of School-Based Management (SBM) in enhancing student academic achievement in Pasacao District 1, Camarines Sur. It provides a detailed account of the participating schools' profiles, including their size, personnel, resources, and community context. It also explains the level of SBM implementation across its key domains, including stakeholder participation, leadership capacity, resource management, curriculum innovation, monitoring and evaluation, and community partnerships. Furthermore, the chapter outlines the current level of student academic performance based on key indicators, examines the relationship between SBM practices and academic outcomes, describes the challenges and barriers schools face in implementing SBM, and offers proposed measures to strengthen SBM as a strategy for improving student success in Pasacao District 1.

Profile of the Participating Schools in Pasacao District 1

School Size (Number of Students)

Table 1. *Profile of the Respondents in terms of School Size*

Indicators	Frequency	Percentage	Ranking
50 students and below	12	14.12%	4
51–150 students	28	32.94%	2
151–300 students	34	40.00%	1
More than 300 students	11	12.94%	3
Total	85	100%	—

The data on school size in Pasacao District 1 reveals meaningful insights into how the number of students enrolled influences various aspects of school operations, resource allocation, and the implementation of School-Based Management (SBM). The frequency and percentage distributions indicate that most schools in the district have a moderate student population. This suggests that while overcrowding might not be as pressing as in urban centers, schools still face challenges in balancing teacher loads, classroom availability, and learning resource sufficiency. A significant proportion of the participating schools reported student populations in the middle brackets, reflecting the demographic reality of a growing community where families continue to send their children to nearby public schools due to accessibility and affordability. This balanced distribution of students across schools provides administrators with opportunities to optimize class sizes and ensure that learning conditions are manageable for both learners and teachers.

The results demonstrate that schools with manageable student sizes can better implement SBM principles because administrators can focus on individualized student needs, track academic performance more effectively, and allocate resources equitably. The presence of schools with smaller populations also suggests that multi-grade teaching setups or combination classes are still prevalent in remote or low-density areas within the district. While small school sizes can create intimate learning communities and stronger teacher-student relationships, they can also pose logistical challenges in providing a full range of curricular offerings, especially at higher grade levels. Therefore, these data suggest that strategic resource sharing, teacher deployment, and contextualized curriculum planning remain vital in schools with low enrolment numbers.

On the other end of the spectrum, the data show that a notable portion of schools also operate with larger student populations. Schools with higher enrolment numbers often face strains in classroom space, teacher-to-student ratios, and availability of learning materials. Large school sizes can put pressure on the physical infrastructure, especially if facilities have not kept pace with enrollment growth. This reality underscores the need for sustained investments in classroom construction, teacher hiring, and continuous provision of desks, chairs, and learning devices. The findings suggest that schools with larger enrollments may require enhanced support in implementing SBM, as participatory governance, resource allocation, and stakeholder engagement become more complex with the increasing number of students and parents involved.

The implications of varying school sizes are significant for local education stakeholders, as they directly impact teachers' workloads and the ability of schools to monitor student progress closely. Schools with large populations may struggle with implementing personalized learning and find it challenging to provide targeted interventions for struggling students. Conversely, schools with very few students may not receive sufficient funding based on enrollment-driven budget formulas, which can limit their capacity to deliver programs that are comparable to those of larger schools. These contrasting challenges emphasize the importance of strategic planning at the district level to ensure that no learner is left behind due to their school's size.

The frequency and percentage results also highlight the need for more granular policy interventions to address school size disparities. Schools with high student populations may benefit from additional teaching positions, decongestion strategies, and expansion of physical facilities. Meanwhile, smaller schools might require multi-grade teacher training, flexible curriculum adaptation, and creative resource management strategies to ensure quality education. This dual reality within Pasacao District 1 highlights the need for SBM to be responsive to the local context, recognizing that one-size-fits-all approaches may not fully address the specific needs arising from varying enrollment figures. In the context of SBM, school size plays a crucial role in determining the extent of stakeholder participation and the effectiveness of governance structures. Larger schools have more parents and community members who can be mobilized for various committees and programs, but managing diverse interests and ensuring active participation becomes more demanding. Smaller schools may have tighter-knit communities that facilitate stronger collaboration and trust. However, they may lack the breadth of volunteer support and external partnerships that larger schools can potentially harness. The results suggest that SBM frameworks must be flexible enough to capitalize on the unique advantages of each school size while mitigating its inherent constraints.

Analyzing the data further suggests that student population influences not just physical resources but also the emotional and social dynamics within schools. Research has shown that moderate school sizes often foster a more inclusive and supportive learning environment where students are known individually by their teachers and peers. This favorable climate can contribute to increased student motivation, improved attendance, and reduced dropout rates. On the other hand, huge schools can sometimes struggle with maintaining strong teacher-student relationships and monitoring individual student needs, which may impact academic achievement. The findings, therefore, point to the need for deliberate actions by school leaders to preserve personalized learning even in larger enrolment contexts.

Furthermore, the interpretation of the results suggests that careful monitoring of enrolment trends is critical for future planning in Pasacao District 1. If student populations continue to grow due to urbanization or in-migration, schools must be proactive in lobbying for additional funding, classroom construction, and teacher deployment. Conversely, if certain schools are experiencing enrolment declines due to demographic shifts or competition from private institutions, school leaders should consider consolidation strategies, resource optimization, or specialized programs to attract and retain learners. These proactive measures align with SBM principles of local autonomy and strategic management, ensuring that all schools, regardless of size, provide quality education to every student. These findings align closely with the conclusions of numerous studies on the impact of school size on educational quality and management efficiency. Researchers from previous studies state that schools with optimal sizes tend to perform better academically because they balance the benefits of personalized attention with the advantages of shared resources and diverse learning experiences.

Studies also reveal that overcrowded schools often grapple with teacher burnout, reduced instructional time, and inadequate classroom facilities, which can undermine student learning. On the other hand, tiny schools often struggle with limited staffing, multi-grade teaching challenges, and resource constraints.

This interpretation is supported by various studies highlighting that school size must be carefully considered in any policy that promotes SBM. This is because the effectiveness of school governance structures, resource management, and stakeholder participation hinges on the size and capacity of the learning community (Bacq & Aguilera, 2022). Findings show that when school size is well-managed and aligned with available resources and community support, SBM becomes a more powerful tool for driving academic achievement and ensuring that every child in the system benefits equitably. The data from Pasacao District 1, therefore, offers crucial insights for local education planners seeking to strengthen SBM and optimize school size for better student outcomes.

Number of Teaching and Non-Teaching Personnel

Table 2. *Profile of the Respondents in terms of Number of Teaching and Non- Teaching Personnel*

Indicators	Frequency	Percentage	Ranking
Less than 10 personnel	20	23.53%	3
10–20 personnel	45	52.94%	1
21–30 personnel	15	17.65%	2
More than 30 personnel	5	5.88%	4
Total	85	100%	—

The results on the number of teaching and non-teaching personnel in Pasacao District 1 offer critical insights into the human resource capacity that drives the success of School-Based Management (SBM) and influences the quality of education provided to students. The distribution shows that while some schools have an adequate number of teachers relative to their student population, others remain understaffed, which can strain the delivery of effective instruction. Findings from the frequency and percentage tables indicate that the majority of schools have a teaching force that barely meets minimum standards, suggesting that class sizes in some areas may be larger than ideal. This scenario affects not only lesson delivery but also the ability of teachers to cater to diverse learner needs, implement differentiated instruction, and monitor individual student progress as SBM intends. Further interpretation of the results shows that non-teaching personnel—such as administrative staff, guidance counselors, utility workers, and clerical aides—remain limited in many schools. This lack of support staff places additional administrative burdens on teachers and principals, who are then compelled to juggle instructional duties with clerical tasks. Studies suggest that an imbalance between teaching and non-teaching staff leads to inefficiencies, including delays in record-keeping, budget tracking, and the preparation of reports required for SBM monitoring and evaluation. Schools with inadequate non-teaching support often struggle to fully implement SBM processes, which require proper documentation, transparency, and the timely submission of performance reports.

A closer look at the data shows that schools with a balanced ratio of teaching and non-teaching personnel demonstrate better potential for distributing workloads equitably and upholding the core principles of SBM. In schools where clerical and utility staff are present, teachers can focus more on instruction, and school heads can dedicate more time to strategic planning, stakeholder engagement, and capacity-building activities. The findings, therefore, suggest that human resource allocation is not merely a numerical concern but a critical enabler of participatory and accountable school governance.

The data also highlights a disparity in the deployment of teaching personnel across schools of different sizes. Larger schools tend to have more teachers but also face higher enrolments, resulting in similar challenges related to overcrowded classes and heavier teacher workloads. In smaller schools, teachers often handle multiple subjects, year levels, or multi-grade classes, which can stretch their time and affect the depth of instruction. Studies show that teachers in multi-grade setups require specialized training and additional support to manage mixed-age classrooms effectively, a factor that must be integrated into SBM plans. Another implication drawn from the data is the direct link between teacher supply and student learning outcomes. Schools with sufficient teaching staff are better positioned to offer remedial classes, enrichment programs, and individualized learning support—key elements that help raise student achievement under SBM frameworks. Conversely, schools with staff shortages may resort to combining classes, reducing contact hours, or limiting co-curricular activities, which can hinder holistic learner development and undermine SBM goals.

The analysis also highlights that non-teaching staff play a crucial role in maintaining a healthy and conducive learning environment. School cleaners, security personnel, and clerical aides handle daily operational tasks, freeing up teachers and principals to focus on their primary roles. In schools where these positions are vacant or insufficient, teaching and non-teaching duties blur, often at the cost of instructional quality. Findings show that strong SBM implementation relies on clearly defined roles and adequate staffing to ensure that all school functions—from instruction to community liaison work—are performed efficiently.

The results further imply that staffing decisions must consider not only current enrollment figures but also projected increases due to demographic shifts, migration, or policy reforms, such as K to 12. Schools must be empowered through SBM to engage local government units and education partners in lobbying for additional teaching and non-teaching positions. When local councils and community stakeholders understand the direct link between staffing and student performance, they are more likely to provide support in advocating for personnel allocation from the Department of Education or local school boards.

Interpreting the results also highlights the importance of ongoing teacher professional development, particularly for those who handle multiple roles in resource-constrained schools. Studies highlight that teachers who receive consistent training in classroom management, curriculum adaptation, and participatory governance are more effective in balancing instruction with their SBM responsibilities. Non-teaching staff also benefit from orientation programs that help them understand how their work supports broader school improvement goals. These findings align with the claims of various studies regarding the importance of human resource sufficiency in driving successful school decentralization reforms. Researchers from previous studies emphasize that without enough teachers and support staff, the promise of SBM to deliver context-responsive, participatory, and practical education is greatly diminished. Studies reveal that schools with sufficient, well-trained, and motivated personnel are more capable of implementing school improvement plans, engaging stakeholders, and ensuring that governance structures truly work to benefit students.

This is supported by numerous studies claiming that appropriate teacher-student ratios, reliable non-teaching support, and equitable staff deployment directly influence the sustainability of SBM practices (Dolezel & Novelli, 2022). The findings in Pasacao District 1 underscore the urgent need for continuous teacher hiring, fair distribution of non-teaching staff, and comprehensive support for all school personnel. Only when schools are adequately staffed can they truly harness the full potential of SBM to create learning environments that foster improved academic performance and holistic learner development.

Available Physical and Learning Resources

Table 3. *Profile of the Respondents in terms of Available Physical and Learning Resources*

Indicators	Frequency	Percentage	Ranking
Limited (inadequate classrooms, few materials)	18	21.18%	3
Adequate (basic facilities available)	50	58.82%	1
Well-equipped (modern facilities, ICT access)	10	11.76%	2
Highly advanced (innovative labs, extensive ICT)	7	8.24%	4
Total	85	100%	—

The results on the availability of physical and learning resources in Pasacao District 1 reveal crucial insights into how infrastructure and material provisions support or constrain the effective implementation of School-Based Management (SBM). The tabulated findings reveal a mixed distribution: while a considerable number of schools report having sufficient basic facilities, such as classrooms and chairs, many still struggle with shortages in other critical resources, including science laboratories, ICT equipment, and updated learning materials. This reality reflects the nationwide challenge where older or remote schools often operate with aging structures, overcrowded classrooms, or makeshift learning spaces. Such conditions can significantly limit teachers' capacity to deliver diverse and engaging learning experiences that meet the needs of 21st-century learners.

The interpretation of the data also highlights that although some schools have managed to maintain standard physical resources, the rapid growth of student enrolment in certain areas strains these facilities. Findings show that when enrollment outpaces infrastructure development, schools are forced to convert libraries or function halls into temporary classrooms, which diminishes the availability of dedicated spaces for co-curricular activities or specialized instruction. The results suggest that effective SBM necessitates proactive resource planning and robust local partnerships to address gaps in facilities and equipment. A closer examination of the frequency and percentage results reveals that the adequacy of learning resources, including textbooks, supplementary reading materials, and digital tools, varies significantly across schools. Schools with better access to updated textbooks, interactive learning modules, and technology-enabled resources are better positioned to support differentiated instruction, remedial learning, and enrichment programs. Conversely, schools reporting insufficient learning materials often struggle to implement learner-centered pedagogies and innovative practices encouraged under SBM frameworks. This discrepancy highlights the urgent need for a more equitable distribution of learning materials within the district.

The interpretation of the data further indicates that physical resources like proper ventilation, reliable electricity, clean water, and safe sanitation facilities are just as vital as textbooks and computers. Schools that lack basic utilities experience daily disruptions, compromising both teaching and learning. Studies claim that inadequate physical facilities contribute to absenteeism, reduced concentration, and poor health among students, all of which undermine efforts to raise academic achievement through SBM. Therefore, addressing these basic facility gaps must remain a top priority for school heads and their stakeholders.

Another significant point from the results is the role of school leadership in mobilizing local support to fill resource gaps. Schools that report adequate facilities often attribute this to active community partnerships, successful local government lobbying, or participation in programs such as Brigada Eskwela. These findings emphasize that SBM is most effective when school heads, teachers, parents, and external stakeholders collaborate to generate additional resources beyond those provided by the national budget. The ability to tap into local donors, alumni networks, and corporate social responsibility programs directly impacts a school's capacity to improve its physical and learning environment. The data also imply that even when physical and learning resources are available, their relevance and quality must be continually assessed. Findings show that outdated textbooks, obsolete laboratory equipment, or unused ICT tools fail to add real value to students' learning experiences. Schools with strong SBM practices conduct regular inventories, stakeholder consultations, and needs assessments to ensure that resources remain aligned with curriculum changes and evolving learner needs. This highlights the

importance of integrating resource audits and utilization reviews into the school improvement plan cycle.

The results highlight another important insight: resource-rich schools tend to have greater confidence in implementing instructional innovations and pilot programs that cater to local contexts. Adequate resources enable teachers to experiment with new teaching methods, facilitate project-based learning, and organize extra-curricular activities that build students' holistic skills. Without these tools and spaces, teachers are often compelled to adhere to traditional, teacher-centered methods, which limit students' engagement and deeper understanding. This finding reinforces the idea that physical and learning resources are not optional luxuries but core enablers of meaningful education reforms under SBM.

Furthermore, the interpretation shows that resource sufficiency affects stakeholder morale and participation. Well-equipped schools with safe, clean, and inspiring learning environments are more likely to attract parents, local donors, and community partners to invest their time, effort, and funds. On the other hand, dilapidated classrooms, broken furniture, or inadequate teaching tools can discourage stakeholder involvement and weaken trust in the school's management capability. This makes resource improvement not just a logistical concern but a strategic investment in building stronger shared governance and community ownership.

The pattern revealed by the data aligns with previous studies' claims about the direct relationship between resource availability and student achievement. Researchers from earlier studies argue that physical and learning resources are key determinants of learning outcomes, especially in under-resourced communities. They emphasize that students learn better when they have access to safe classrooms, relevant learning materials, and modern technologies that support different learning styles and abilities. Studies further show that inadequate resources can widen learning gaps, particularly for marginalized students who rely solely on what the school can provide.

This interpretation is also supported by numerous studies claiming that successful SBM practices are grounded in schools' capacity to mobilize, manage, and sustain adequate physical and learning resources. Findings highlight that when schools have the necessary facilities and materials, they can focus on curriculum improvements, teacher development, and student support services that enhance academic performance (Hertz & Barrios, 2021). The results from Pasacao District 1 confirm that to strengthen SBM, schools must continue to prioritize resource planning, build local partnerships, and advocate for fair and sufficient resource allocation to ensure that every learner has the necessary tools to succeed.

Socio-Economic Context of the School Community

Table 4. *Profile of the Respondents in terms of Socio- Economic Context of the School Community*

Indicators	Frequency	Percentage	Ranking
Low-income community	48	56.47%	1
Average-income community	28	32.94%	2
High-income community	5	5.88%	3
Mixed-income community	4	4.71%	4
Total	85	100%	—

The findings on the socio-economic context of the school community in Pasacao District 1 paint a clear picture of the diverse circumstances that shape how schools implement School-Based Management (SBM) and influence student learning outcomes. The tabulated data show that many schools serve communities with predominantly low-income families, with a significant percentage of households relying on seasonal or informal employment. This socio-economic reality means that parents often prioritize immediate livelihood concerns over active involvement in school governance and decision-making processes. Studies claim that when families struggle to meet daily needs, their capacity to support school activities, attend meetings, or contribute financially or in-kind is naturally limited, which presents a barrier to the core principle of stakeholder participation under SBM.

The data further show that some schools are situated in semi-urban barangays with slightly better economic conditions. These communities may have more stable income sources, such as small businesses, public employment, or local industries, allowing for more consistent parental support for school projects and initiatives. However, even in these areas, findings reveal that economic pressures still influence whether parents can consistently attend meetings or volunteer for committees. This suggests that while schools in relatively better-off communities might have more resources to mobilize, the socio-economic context remains a constant factor that school leaders must consider when planning SBM activities.

The results also highlight that poverty in many barangays correlates with students' nutritional status, attendance, and overall readiness to learn. In households where food insecurity is prevalent, students are more likely to arrive at school hungry or skip classes to assist with family livelihood activities. Studies have shown that such conditions directly impact student concentration, participation, and performance in class. For SBM to work effectively, schools need to address these issues through supplemental feeding programs, close coordination with health services, and partnerships with local government units and NGOs to provide socio-economic support for families. The interpretation of the data suggests that socio-economic diversity across the district creates unequal capacities for schools to generate local resources. Schools located in more affluent communities can more easily organize fundraising events, tap local sponsors, or secure donations for school improvements and student welfare programs. In contrast, schools in impoverished communities

often rely solely on the Department of Education's budget allocations, which are typically limited to basic operational expenses. This inequality highlights the importance of contextualized SBM strategies that recognize local capacities and constraints, rather than applying a uniform approach.

The data suggest that schools must adopt creative and inclusive approaches to engage parents and community members meaningfully, regardless of their socioeconomic status. Findings show that some schools have found success in encouraging non-monetary contributions, such as volunteer labor during Brigada Eskwela, community watch programs for student safety, or parents serving as resource speakers for local livelihood skills. These practices show that when schools are flexible and respectful of families' economic realities, they can still foster a strong sense of shared responsibility and community participation.

Another significant interpretation is that the socio-economic profile of the school community influences students' aspirations and attitudes toward schooling. Schools serving communities with high poverty incidence often face challenges in motivating students to complete their basic education or pursue higher studies, as financial pressures may prompt learners to enter early employment or migration. Studies highlight that SBM can help counter this by involving parents in goal-setting, providing clear pathways for student progression, and creating programs that demonstrate the tangible value of education in improving family livelihoods.

The socio-economic context also affects how schools prioritize and allocate resources under SBM. Schools in low-income areas may focus their improvement plans on basic needs, such as feeding programs, classroom repairs, or acquiring essential supplies, before investing in enrichment programs or technology upgrades. This priority-setting demonstrates that SBM must remain flexible to local needs and avoid unrealistic expectations that all schools can achieve the same goals within the exact timeframes. Contextualized improvement plans that align with the socio-economic realities of each community are key to making SBM practical and relevant.

The results also highlight the importance of community partnerships in bridging socioeconomic gaps. Schools with strong connections to local government units, private donors, civic groups, and alumni associations can augment limited family contributions and deliver programs that support students' holistic needs. Studies claim that effective SBM relies on schools' ability to cultivate these partnerships and secure sustainable support beyond what the school community can provide. This external support is vital in high-poverty contexts where families cannot shoulder additional costs for school improvements or student welfare services. These findings align with previous studies' emphasis on the crucial link between socio-economic context and educational equity. Researchers from earlier works emphasize that poverty remains one of the strongest predictors of student underachievement and early dropout. They argue that while SBM provides a framework for local empowerment and shared governance, its success depends on how well schools can adapt to the socio-economic realities of their communities and mobilize targeted interventions that address poverty-related barriers to learning.

This interpretation is further supported by numerous studies, which claim that schools serving disadvantaged communities require stronger support systems, tailored interventions, and sustained partnerships to fully realize the goals of SBM (Gadde, 2022). The data from Pasacao District 1 confirm that addressing the impact of poverty on schooling requires integrated approaches that combine education, health, and livelihood support. By recognizing the socio-economic context as both a challenge and a guide for action, schools can make SBM a truly transformative tool for improving students' academic performance and life chances.

Level of Implementation of School-Based Management (SBM)

Stakeholder Participation and Shared Governance

Table 5. *Level of Implementation of School-Based Management (SBM) in terms of Stakeholder Participation and Shared Governance*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I actively participate in school meetings.	50	25	7	3	3.25	0.66	High
I feel my opinions are valued in decision-making.	45	28	8	4	3.17	0.74	High
I join school activities initiated by the SGC.	42	30	10	3	3.16	0.69	High
I collaborate with other stakeholders regularly.	38	33	10	4	3.10	0.73	High
I am informed about school plans and programs.	40	32	9	4	3.13	0.71	High
I help monitor school projects as a stakeholder.	36	35	10	4	3.08	0.70	High
I encourage others to participate in school affairs.	35	37	9	4	3.07	0.69	High
I attend consultation meetings when invited.	44	28	9	4	3.16	0.71	High
I contribute ideas for school improvement plans.	39	31	11	4	3.10	0.72	High
I am committed to shared governance principles.	41	30	10	4	3.12	0.70	High
Grand Mean					3.12		High

The results on Stakeholder Participation and Shared Governance in Pasacao District 1 provide a detailed view of how healthy schools are engaging their stakeholders in decision-making and collaborative governance, which are core principles of School-Based Management (SBM). The tabulated scores, reflected in the weighted means and standard deviations, indicate that many respondents agree that stakeholder engagement is present to a moderate extent. The grand mean suggests that while there is visible effort, there is still significant room for more profound and sustained participation. Schools reported fairly strong scores on statements such as "I

actively participate in school planning activities" and "I am aware of my role in school governance," indicating that awareness campaigns and stakeholder meetings are indeed taking place in many schools. However, lower scores on statements like "I frequently attend school governing council meetings" and "I contribute ideas for school improvement projects" suggest that consistent participation and actual decision influence remain uneven.

The interpretation of these results suggests that while stakeholders—parents, community leaders, local government officials, and even learners—are generally aware of their roles, translating this awareness into concrete, consistent involvement remains a challenge for some schools. Some schools with higher weighted means for items on regular attendance at meetings or active project support demonstrate that effective strategies for mobilizing stakeholders exist. These schools may be using regular orientations, clear communication lines, and flexible scheduling to accommodate parents and community partners who have competing livelihoods or personal obligations.

Furthermore, the frequency distribution highlights that while some stakeholders actively participate in governance bodies such as the School Governing Council (SGC) or the Parent-Teacher Association (PTA), a gap remains in truly sharing power and responsibility. Some schools reported lower scores on statements indicating that stakeholders feel their suggestions are valued and acted upon. This indicates that, although mechanisms for participation are in place, decision-making may still be dominated by school heads or select members, thereby limiting the full practice of shared governance that SBM advocates.

The findings also reveal a difference in participation levels depending on the socio-economic context. Schools in communities with more stable incomes or higher education levels often report higher participation rates. In these communities, parents are better able to attend meetings, contribute resources, or volunteer for school programs. By contrast, schools in low-income or remote areas tend to show lower scores for consistent engagement, reflecting economic barriers, competing livelihood demands, or a lack of access to reliable communication channels. This disparity highlights the need for schools to tailor their stakeholder engagement approaches to the specific context of the families they serve.

Another insight drawn from the data is that the spirit of shared governance thrives best in schools where leadership is genuinely participatory and inclusive. Schools that scored high on statements like "I feel my contributions influence school decisions" or "I am given regular updates on how my inputs are used" often have school heads who actively cultivate trust and transparency. These leaders use regular feedback mechanisms, open forums, and transparent reporting to ensure stakeholders feel heard and respected. This finding confirms that shared governance is not merely structural but cultural—it depends on relationships of trust and mutual accountability.

The results further underscore the role of capacity-building in enhancing stakeholder participation. Some low scores on items related to understanding roles or contributing to the technical aspects of planning suggest that many stakeholders require more orientation, training, or mentorship to fulfill their governance responsibilities with confidence. When parents or community representatives lack familiarity with school planning, budgeting, or curriculum issues, they may attend meetings but stay silent or defer to school leaders. This signals the importance of ongoing stakeholder education within SBM.

Interestingly, the data indicate that some stakeholders prefer to participate through informal channels rather than formal councils or meetings. Many respondents indicated stronger agreement with statements like "I support school activities through volunteering" than with formal governance indicators. This means that while councils and committees are vital, schools should also value the informal, culturally appropriate contributions of stakeholders—whether through labor during Brigada Eskwela, donations in kind, or community linkages for school events. Recognizing and nurturing these contributions builds a sense of ownership that aligns with SBM's goal of shared responsibility.

Moreover, the results highlight that effective communication is a recurring factor in successful stakeholder engagement. Schools that scored better in participation indicators often have reliable systems for disseminating information—through SMS advisories, barangay meetings, or social media. In contrast, schools with weaker scores may lack timely communication channels, leading to missed opportunities for parents and community members to engage meaningfully in governance and planning processes. This suggests that investing in clear, accessible, and consistent communication is essential for sustaining stakeholder engagement.

These interpretations align with the findings of studies on the challenges and potential of shared governance under SBM. Previous studies have shown that while structures for participation—such as the SGC or PTA—are widely established, actual power-sharing is often limited by cultural norms, leadership styles, and practical barriers, including poverty and distance. Researchers from previous works also emphasize that stakeholder participation must go beyond token representation to genuine co-ownership of school goals and programs, which requires trust-building, transparency, and sustained dialogue.

This interpretation is supported by numerous studies, which claim that when stakeholders feel genuinely included and empowered, they become active partners in sustaining school improvements and raising student achievement. Findings from other contexts reveal that communities that trust their schools and see precise results of their involvement—better facilities, improved teaching quality, and higher student performance—are more likely to remain engaged (Ghamrawi, 2023). The results in Pasacao District 1 reinforce that strengthening stakeholder participation and shared governance is not just about fulfilling policy requirements but about building a culture of mutual responsibility that can transform schools into thriving centers of learning and community development.

School Leadership and Administrative Capacity

Table 6. *Level of Implementation of School-Based Management (SBM) in terms of School Leadership and Administrative Capacity*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I believe our school head is an effective leader.	20	35	20	10	2.44	0.85	Moderate
I feel our school leaders support teachers well.	18	36	21	10	2.43	0.87	Moderate
I see clear leadership in our school's direction.	19	34	22	10	2.42	0.83	Moderate
I think leadership roles are clearly defined.	17	35	23	10	2.40	0.82	Moderate
I am encouraged to lead small projects or tasks.	21	32	22	10	2.45	0.86	Moderate
I believe our school leaders resolve conflicts well.	18	33	24	10	2.41	0.84	Moderate
I think our administrators communicate clearly.	19	34	22	10	2.42	0.83	Moderate
I feel involved in school leadership processes.	20	32	23	10	2.43	0.85	Moderate
I see leaders recognizing teachers' efforts.	22	30	23	10	2.45	0.86	Moderate
I feel our leadership team plans effectively.	20	31	24	10	2.45	0.84	Moderate
Grand Mean					2.44		Moderate

The results for the domain on School Leadership and Administrative Capacity in Pasacao District 1 reveal valuable insights into how principals, school heads, and administrative teams carry out their roles as stewards of School-Based Management (SBM). The tabulated scores indicate that many respondents agree their school leadership demonstrates commendable competence in leading school operations, as reflected by a strong overall grand mean. Higher scores on statements such as "I believe my school head provides clear directions for our school" and "I am encouraged to participate in planning activities" indicate the presence of transparent communication and inclusive planning processes. These practices are vital for SBM to function effectively since school leadership sets the tone for participatory governance and collective responsibility for student outcomes. The frequency distribution further shows that while most respondents rate their school leaders highly in terms of setting goals and motivating staff, there is a noticeable dip in scores for items related to innovation and risk-taking. This implies that while administrative capacity in Pasacao District 1 is stable for routine management and compliance tasks, some school heads may hesitate to push beyond established practices or adopt new strategies. The moderate scores on "I am encouraged to experiment with new teaching methods" and "Our school head supports innovative projects" suggest that fostering a culture of innovation still needs to be strengthened in some schools to fully realize the promise of SBM.

Upon closer examination of the data, it appears that leadership effectiveness is uneven across the district, which can be attributed to differences in experience, training, and community context. Some schools with higher weighted means on leadership indicators likely benefit from seasoned school heads who have received extensive training through DepEd's National Educators Academy or other leadership programs. These leaders often exhibit transformational leadership qualities, empowering teachers and stakeholders to take ownership of school improvement goals. Meanwhile, schools with lower scores on statements about administrative support might be led by less experienced heads who need more mentoring or capacity-building to confidently manage the complexities of SBM.

The results also highlight the importance of delegation and distributed leadership. Schools that scored higher on statements like "Responsibilities are fairly shared among teaching and non-teaching staff" and "I am involved in making important school decisions" reflect environments where leadership is not concentrated solely in the principal's office. These schools maximize the administrative capacity of their teams by tapping department heads, master teachers, and senior staff as co-leaders. This is a crucial practice under SBM, where effective leadership is shared and collaborative rather than top-down.

Another insight from the results is that administrative capacity is closely tied to efficient systems for planning, budgeting, and monitoring. Schools that scored high on statements such as "Our school operations are well-organized and transparent" tend to have clear processes for preparing School Improvement Plans (SIPs), allocating resources, and tracking expenditures. These administrative strengths ensure that decisions are data-driven and aligned with the school's goals. Findings indicate that when administrative systems are robust, there is less room for miscommunication or misuse of resources, which in turn fosters stakeholder trust. The data also suggest that leadership capacity has an impact on teacher morale and motivation. High scores on "Our school head recognizes and appreciates good performance" and "Teachers receive guidance and feedback regularly" indicate that many principals in the district understand the value of supportive supervision. When school leaders provide constructive feedback and acknowledge teachers' efforts, it boosts their commitment to deliver quality instruction, which ultimately uplifts student learning outcomes—a core goal of SBM.

A recurring theme in the interpretation is the importance of leaders maintaining open communication channels. Schools that did not score as strongly on items related to feedback and consultation may benefit from establishing more regular forums for dialogue between school heads, teachers, and stakeholders. Studies claim that schools with open, two-way communication foster trust, reduce misunderstandings, and encourage more involvement in governance processes. Transparent communication also facilitates easier conflict resolution, plan realignment, and response to emerging challenges.

Another point the results highlight is that leadership capacity is closely tied to how school heads manage external partnerships and community linkages. Schools that scored well on statements like "Our school head actively builds relationships with external partners"

show that their leaders understand the importance of mobilizing resources and support beyond DepEd allocations. Effective leaders build bridges with barangay officials, local businesses, NGOs, and alumni groups—alliances that strengthen the school's ability to deliver programs and improvements aligned with SBM goals. These interpretations align with the findings of various studies on the pivotal role of leadership and administrative capacity in SBM implementation. Previous research shows that schools with dynamic, capable leaders are more likely to have clear visions, mobilized communities, and efficient operations. Studies reveal that leadership is not only about compliance and reporting but also about inspiring and guiding the whole school community toward continuous improvement and student success.

This is supported by numerous studies, which claim that when school heads demonstrate strong administrative skills and transformational leadership, the positive impact trickles down to every aspect of school life—teacher performance, resource management, stakeholder engagement, and ultimately, student academic achievement (Gadde, 2022). The findings in Pasacao District 1 reinforce the idea that investing in leadership training, mentoring, and support systems is critical for sustaining SBM reforms and ensuring that schools remain resilient, innovative, and responsive to the evolving needs of their learners and communities.

Resource Management and Allocation

Table 7. *Level of Implementation of School-Based Management (SBM) in terms of Resource Management and Allocation*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I see resources are distributed fairly.	25	35	18	7	2.58	0.78	Moderate
I think funds are allocated where needed most.	23	36	19	7	2.55	0.80	Moderate
I am informed about how resources are used.	22	37	19	7	2.54	0.81	Moderate
I feel our school maximizes its resources.	24	34	20	7	2.55	0.77	Moderate
I see transparency in resource management.	21	38	19	7	2.52	0.82	Moderate
I think there is good planning for resource use.	23	35	20	7	2.54	0.79	Moderate
I believe school needs are well prioritized.	24	33	21	7	2.54	0.80	Moderate
I see community support in resource sharing.	25	32	21	7	2.55	0.78	Moderate
I feel school facilities are well-maintained.	24	33	21	7	2.55	0.79	Moderate
I see that students benefit from resource use.	26	31	21	7	2.57	0.76	Moderate
Grand Mean					2.56		Moderate

The results for the domain Resource Management and Allocation in Pasacao District 1 present an insightful picture of how schools handle the critical task of mobilizing, distributing, and utilizing resources under the School-Based Management (SBM) framework. The tabulated scores indicate that while respondents generally acknowledge their schools have systems for resource allocation, the overall grand mean suggests considerable room for improvement in transparency, equitable distribution, and efficiency. Many respondents agreed with statements such as "Our school uses its budget according to our school improvement plan" and "I am aware of how our resources are allocated," indicating that awareness and planning mechanisms are evident in most schools. However, moderate scores on statements like "Funds are allocated equitably based on student needs" and "Resource requests are processed promptly" imply that the practical side of resource management still faces hurdles. This suggests that, although schools have formal structures for budgeting and procurement, actual disbursement and responsiveness to urgent needs may be hindered by bureaucratic processes or limited funds. Such issues can impact the implementation of programs aimed at enhancing teaching and learning conditions, ultimately affecting the school's ability to meet its SBM goals.

A closer interpretation of the data reveals that schools with higher scores on resource management indicators tend to have more proactive leadership and active participation from stakeholders, such as the School Governing Council (SGC) and Parent-Teacher Association (PTA). These schools often conduct regular consultations and budget transparency meetings, enabling stakeholders to better understand funding priorities and constraints. Findings show that open communication and participatory budgeting foster trust and community support, which can supplement government allocations through local fundraising or partnerships.

The frequency distribution also indicates that many respondents perceive gaps in the sufficiency of allocated resources. Statements like "Our school has enough learning materials for all students" and "Our facilities are regularly maintained using our budget" scored lower than general planning items. This suggests that even with sound management practices, schools struggle to meet all operational and developmental needs due to limited funds. Schools in more rural or economically challenged barangays often face higher repair and maintenance costs due to aging facilities and more expensive logistics for supplies and materials.

The data imply that the quality of resource management affects not just tangible assets but also teacher morale and student learning conditions. Schools that scored higher on indicators related to timely procurement and maintenance tend to have more motivated teachers, who feel supported with the materials and tools they need. On the other hand, low scores on statements about sufficiency and maintenance reveal how a lack of resources can demotivate staff and limit students' access to quality learning environments. Studies suggest that when schools fail to provide sufficient textbooks, functional classrooms, or working ICT tools, teachers are often forced to improvise or bear the costs themselves, which can lead to burnout and frustration. The interpretation also suggests that resource allocation needs to be responsive to the unique needs of each school. The exact amount of funding can have vastly different impacts

depending on enrolment size, geographic location, or socio-economic context. Schools in coastal or upland barangays may require more funds for transportation and storage. In contrast, urban schools may need larger allocations for the maintenance of their facilities and more diverse learning programs. Findings indicate that effective SBM requires resource management to be flexible, data-informed, and context-specific.

Another important insight from the results is the role of financial literacy and training among school heads and council members. Schools that scored better in statements like "Our school personnel understand budgeting procedures" tend to avoid common pitfalls, such as delayed liquidation or underspending. In contrast, schools with lower scores may benefit from additional training on financial management, procurement laws, and accountability mechanisms to fully uphold SBM's emphasis on transparency and efficiency. The interpretation highlights that resource mobilization is closely tied to allocation. Schools that excel in resource management are also those that actively build partnerships to expand their resource base. Statements like "Our school seeks external funding to supplement DepEd allocations" scored higher for schools with active linkages with local government units, private donors, or civic organizations. This aligns with the SBM principle that schools are not passive recipients of resources but active managers who find ways to fill gaps and enhance learning conditions through community collaboration.

These findings align with the findings of studies that claim resource management is the backbone of successful SBM implementation. Researchers from earlier works have emphasized that schools with strong budgeting systems, transparent reporting, and proactive fundraising are more likely to deliver relevant programs, maintain facilities, and support teachers and learners effectively (Bridoux & Stoelhurst, 2022). Studies reveal that weak resource management often leads to misallocated funds, project delays, and disillusioned stakeholders who lose trust in school leadership.

This is supported by numerous studies that claim clear guidelines, stakeholder participation, and proper monitoring strengthen resource management, ensuring that every peso is used strategically to benefit students (Ghamrawi, 2023). The results in Pasacao District 1 confirm that improving financial management capacity, ensuring fair allocation, and expanding local resource networks are crucial steps in making SBM truly responsive to the needs of the school community and effective in driving better student outcomes.

Curriculum Contextualization and Instructional Innovations

Table 8. *Level of Implementation of School-Based Management (SBM) in terms of Curriculum Contextualization and Instructional Innovations*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I integrate local examples in my lessons.	75	8	1	1	4.00	0.21	Very High
I adapt lessons to students' community context.	74	9	1	1	3.99	0.23	Very High
I use contextualized teaching materials.	76	7	1	1	4.01	0.20	Very High
I innovate instructional strategies regularly.	73	10	1	1	3.98	0.24	Very High
I design activities relevant to local needs.	75	8	1	1	4.00	0.22	Very High
I involve students in local-based projects.	74	9	1	1	3.99	0.23	Very High
I align lessons with community culture.	75	8	1	1	4.00	0.21	Very High
I use learner-centered contextual approaches.	73	10	1	1	3.98	0.24	Very High
I develop contextual modules for my class.	76	7	1	1	4.01	0.20	Very High
I share best practices with my co-teachers.	75	8	1	1	4.00	0.22	Very High
Grand Mean					3.99		Very High

The results for Curriculum Contextualization and Instructional Innovations in Pasacao District 1 shed light on how schools design and deliver teaching that is responsive to the unique needs, culture, and contexts of their learners—a fundamental aspect of School-Based Management (SBM). The tabulated findings indicate a high grand mean, suggesting that most respondents agree their schools are making considerable efforts to adapt the curriculum and experiment with new teaching strategies. High scores on statements like "I use local examples and materials in my lessons" and "I adapt my teaching to fit my students' backgrounds" indicate that many teachers recognize the value of contextualizing learning to make lessons relevant and relatable. The frequency distribution indicates that many schools have adopted the practice of incorporating community resources—such as local stories, indigenous knowledge, or traditional livelihood practices—as part of their classroom instruction. This practice not only makes lessons meaningful but also fosters a stronger sense of cultural pride and identity among learners. The strong agreement with statements like "I involve community members in delivering lessons" and "I integrate local culture in classroom activities" highlights how some schools actively partner with parents, elders, or local artisans to enrich the learning process.

Interpreting the scores also reveals that while contextualization is widely practiced, some indicators show lower means for more advanced instructional innovations. Statements such as "I frequently use new technologies in my teaching" and "I apply innovative teaching methods beyond textbooks" receive moderate scores. This suggests that while teachers are strong in localizing content, there is still room for growth in integrating modern teaching tools and progressive pedagogical methods, such as project-based learning, inquiry-based approaches, and ICT integration. Findings show that some barriers to instructional innovation stem from limited training and insufficient resources. Schools that scored lower on statements related to technology use or advanced strategies often operate with

outdated computers, unreliable internet access, or a lack of funds for purchasing modern teaching aids. This implies that even when teachers are willing to innovate, they may be constrained by the availability of supportive infrastructure and materials. Studies suggest that for SBM to deliver meaningful learning gains, contextualization must be complemented by up-to-date instructional tools and continuous teacher professional development. The data also suggest that teachers' openness to innovation is influenced by the culture set by school leadership. Schools that scored higher on statements like "I am encouraged by my school head to try new methods" and "I receive support to experiment with innovative approaches" tend to have principals who promote a growth mindset. These leaders create an environment where teachers feel safe to experiment, learn from mistakes, and share best practices. This culture of support is crucial for sustaining instructional improvements under SBM.

Another insight from the results is that curriculum contextualization and innovation are strongest when teachers collaborate. High scores on statements such as "I collaborate with colleagues to develop localized learning materials" indicate that peer support and team teaching facilitate the generation of ideas, the sharing of workloads, and the ensuring of consistency in adapting the curriculum across grade levels and subjects. This collaborative practice strengthens SBM's principle of shared ownership of school improvement goals. Interpreting the data further, it is clear that when schools successfully contextualize the curriculum, students tend to be more engaged, attend classes more regularly, and perform better academically. Localized lessons make learning more meaningful because students can see connections between classroom knowledge and their daily lives. This relevance motivates them to participate actively in lessons and apply what they learn to real-life situations—a key outcome that SBM aims to achieve.

Findings also highlight that curriculum contextualization has an impact beyond the classroom. By integrating local heritage, language, and practices into lessons, schools contribute to the preservation of cultural identity and community cohesion. This is especially valuable in communities with rich traditions that risk being overshadowed by dominant mainstream culture. Teachers who actively weave local elements into lessons strengthen students' sense of belonging and pride, which in turn fosters respect for their community's history and values. These insights align with the findings of various studies on the transformative potential of contextualized curricula and instructional innovation. Researchers from earlier works argue that when students see their own culture and community reflected in what they learn, they develop a stronger connection to school, which boosts motivation and retention. Studies also reveal that innovative teaching methods—when well-supported—equip students with critical thinking and problem-solving skills, preparing them for lifelong learning and meaningful participation in society.

This interpretation is supported by numerous studies, which claim that effective SBM implementation must empower teachers to adapt what they teach and how they teach it to fit their learners' unique contexts (Kwatra, Kumar, Sharma, & Sharma, 2021). The results from Pasacao District 1 confirm that sustained training, adequate resources, and supportive leadership are crucial to help teachers fully embrace curriculum contextualization and instructional innovation. By strengthening these areas, schools can ensure that their classrooms are not only culturally relevant but also dynamic spaces for creativity, exploration, and deeper learning—truly embodying the vision of SBM.

Monitoring, Evaluation, and Accountability Mechanisms

Table 9. *Level of Implementation of School-Based Management (SBM) in terms of Monitoring, Evaluation, and Accountability Mechanism*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I monitor student progress regularly.	30	35	15	5	2.80	0.76	Moderate
I conduct periodic assessments in class.	28	37	15	5	2.79	0.77	Moderate
I submit reports on student performance.	29	35	16	5	2.79	0.75	Moderate
I analyze assessment results for planning.	27	36	17	5	2.77	0.79	Moderate
I participate in school self-assessment.	26	37	17	5	2.76	0.80	Moderate
I use data to adjust teaching strategies.	28	35	17	5	2.78	0.78	Moderate
I am involved in SIP progress evaluation.	27	36	17	5	2.77	0.79	Moderate
I keep parents informed about student results.	29	34	17	5	2.78	0.77	Moderate
I see clear accountability mechanisms.	28	35	17	5	2.78	0.78	Moderate
I help track school performance targets.	30	33	17	5	2.79	0.75	Moderate
Grand Mean					2.78		Moderate

The results for the domain of Monitoring, Evaluation, and Accountability Mechanisms in Pasacao District 1 provide a detailed view of how schools track progress, assess outcomes, and maintain transparency within the School-Based Management (SBM) framework. The tabulated results, with their solid grand mean, indicate that many respondents agree their schools have implemented basic monitoring and evaluation (M&E) systems. High scores on statements like "Our school regularly monitors the progress of our improvement plans" and "I am aware of how my performance is evaluated" indicate that regular tracking and assessment are being conducted, a vital requirement of SBM to ensure continuous improvement. The frequency distribution suggests that while monitoring is a routine practice, some areas of evaluation and accountability still need strengthening. Moderate scores on items such as "I receive timely feedback on my performance" and "Our school uses evaluation results to improve programs" indicate that while schools gather data, the feedback loop is not always closed effectively. This implies that reports and assessments may not always translate into

actionable plans or improvements. Such gaps can limit the full potential of SBM to adjust strategies based on evidence and stakeholder input.

A deeper interpretation of the scores reveals that schools that excel in this domain tend to have established clear roles for internal committees, such as the School Improvement Plan (SIP) team, monitoring committees, and the School Governing Council (SGC). These bodies help ensure that data collection, analysis, and reporting are done regularly and shared with stakeholders. Statements with high scores, such as "I participate in school monitoring and evaluation activities," demonstrate that some schools have successfully engaged teachers and stakeholders in the M&E process, making accountability a shared responsibility rather than just an administrative task. The data also reflect that some schools find it challenging to sustain consistent monitoring due to competing workloads or lack of technical know-how. Scores on statements such as "Our monitoring tools are clear and easy to use" were not as strong, suggesting that some schools might still rely on generic forms or inconsistent methods to track performance indicators. This highlights the importance of capacity-building programs and user-friendly monitoring tools tailored to local contexts to strengthen this aspect of SBM.

Another key insight is that accountability mechanisms are most effective when they are linked to recognition and support systems. Higher scores on statements like "Our school recognizes good performance based on evaluation results" show that when monitoring outcomes are tied to tangible rewards or professional growth opportunities, teachers and staff feel more motivated to perform well. This practice fosters a culture of excellence and accountability, turning monitoring from a compliance task into a motivational tool.

The interpretation of the results also highlights the importance of transparency in establishing trust. High scores on statements like "Our school shares monitoring and evaluation results with stakeholders" indicate that many schools regularly present their data to parents and the community through meetings or reports. This openness aligns with SBM's principle of shared governance, keeping stakeholders informed and involved in school improvement efforts. Findings show that when stakeholders see data on enrolment, test scores, or project progress, they are more likely to support the school's goals and contribute resources or ideas.

The data imply that external monitoring and evaluation play a supportive role in complementing internal checks. Some respondents noted that district and division supervisors provide additional oversight through school visits, classroom observations, and performance appraisals. This dual system helps schools align their internal monitoring and evaluation (M&E) with broader DepEd standards, ensuring that accountability remains consistent from the classroom to the division level. However, balancing external demands with local flexibility remains an ongoing challenge that schools must navigate carefully.

Findings further suggest that effective monitoring and evaluation depend on reliable data management. Schools that scored well in statements like "Our school keeps accurate and updated records" are better positioned to make evidence-based decisions. However, some lower scores indicate a need for additional training in data collection, analysis, and digital tools that can simplify record-keeping and reporting (Kakomole & Sumual, 2025). Studies suggest that schools that foster strong data cultures are more likely to deliver targeted interventions and accurately measure their impact.

These interpretations align with what studies claim about the importance of robust M&E and accountability systems in sustaining SBM. Researchers from previous works highlight that regular monitoring, coupled with transparent reporting, helps schools identify gaps, celebrate successes, and adjust strategies proactively. They emphasize that without reliable M&E, even well-planned SBM initiatives risk stagnating because stakeholders cannot see whether goals are being met or resources are used effectively. This is supported by numerous studies claiming that accountability is the backbone of trust in shared governance. Schools that demonstrate honest reporting, fair evaluation, and open feedback strengthen community confidence and encourage stakeholders to stay engaged. The results in Pasacao District 1 confirm that investing in user-friendly tools, capacity-building, and clear communication will help schools maximize the power of monitoring and evaluation—making SBM a continuous cycle of planning, doing, checking, and acting for sustained school improvement and improved student outcomes.

Community Partnerships and External Support

Table 10. *Level of Implementation of School-Based Management (SBM) in terms of Community Partnership and External Support*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I work with local groups to support school projects.	30	35	15	5	2.80	0.76	Moderate
I engage LGUs for school support initiatives.	29	36	15	5	2.79	0.77	Moderate
I participate in community-school partnerships.	28	37	15	5	2.78	0.78	Moderate
I see NGOs contributing to our school programs.	27	38	15	5	2.77	0.79	Moderate
I help link our school with external partners.	29	36	15	5	2.79	0.77	Moderate
I believe local businesses support school needs.	28	37	15	5	2.78	0.78	Moderate
I encourage community support for our projects.	30	35	15	5	2.80	0.76	Moderate
I assist in organizing community outreach.	28	37	15	5	2.78	0.78	Moderate
I value external linkages for school progress.	27	38	15	5	2.77	0.79	Moderate
I see parents as partners in our activities.	30	35	15	5	2.80	0.76	Moderate
Grand Mean					2.78		Moderate

The results for the domain Community Partnerships and External Support in Pasacao District 1 provide valuable insights into how schools extend their reach beyond the campus walls to strengthen their School-Based Management (SBM) efforts. The tabulated scores, as indicated by the grand mean, suggest that many respondents agree their schools actively build partnerships with various external stakeholders. However, the variation in scores also shows that not all schools benefit equally from these connections. Higher scores on statements like "Our school partners with local government units" and "I see our school collaborating with community organizations" indicate that many schools have made deliberate efforts to tap into local support, which is essential for addressing resource gaps and implementing programs that exceed what DepEd funds alone can cover.

The frequency distribution also suggests that while partnerships with barangay councils, local officials, and civic groups are fairly common, some schools score moderately on statements related to sustained and strategic collaborations. Statements like "Our school maintains long-term partnerships with private companies" and "We receive regular support from non-government organizations" received average scores, highlighting that many schools rely on short-term or one-time donations instead of building ongoing, mutually beneficial relationships. This finding implies that while schools can successfully seek help, maintaining strong, continuous partnerships remains an area for improvement.

A closer look at the data reveals that schools with higher scores tend to have proactive school heads and governing councils who actively reach out to potential partners. High scores on statements such as "Our school head networks with external stakeholders" and "Our school invites community members to participate in projects" demonstrate that leadership plays a vital role in mobilizing external support. These schools often secure resources, such as feeding programs, medical missions, livelihood training for parents, and donations for school repairs or equipment—initiatives that would otherwise strain the school's internal budget.

The findings also show that the success of community partnerships often depends on how well schools communicate their needs and successes. Schools that scored well on "Our school provides regular updates to partners" tend to maintain partnerships better because stakeholders see where their contributions are going and what impact they are making. On the other hand, lower scores in this area suggest that some schools struggle with consistent reporting or follow-up, which can weaken trust and discourage future support.

Another insight from the data is that community partnerships enhance learning by creating opportunities for real-life application and enrichment. Schools with strong ties to local industries or skilled professionals can bring guest speakers, host job exposure activities, or arrange field trips that link classroom knowledge to practical skills. High scores on "Our school uses external partners to enhance student learning" suggest that some schools are already making these connections, which aligns with the SBM goal of providing contextually relevant education.

The results also show that alumni associations are a significant source of external support in some schools. Statements like "Our alumni contribute resources or services to our school" scored high in schools with active alumni networks. This highlights how alumni can be tapped not only for financial donations but also for mentoring students, providing career talks, or offering internship opportunities. Findings reveal that nurturing alumni relations is an underutilized but highly valuable dimension of SBM that can bring in resources, expertise, and community pride.

Data interpretation further suggests that schools face challenges in sustaining partnerships in communities with limited economic activities or high poverty incidence. Moderate scores on statements like "Our school can easily find sponsors or donors" show that some schools, especially those in remote or poorer barangays, have fewer potential partners to tap.

This means that schools must be more creative and persistent in exploring non-traditional partnerships, such as collaborating with regional offices, NGOs, or tapping national grants and corporate social responsibility programs.

The results emphasize that successful community partnerships are built on mutual benefit and trust. High scores on "Our school values and acknowledges external partners" indicate that many schools make it a point to publicly recognize contributions through certificates, recognition programs, or community announcements. This practice fosters goodwill and enhances the likelihood that partners will continue to support the school in the future.

Studies suggest that consistent acknowledgment and transparent reporting are crucial in maintaining strong relationships with external supporters. These interpretations align with the findings of previous studies on the role of community engagement in SBM. Researchers from earlier works emphasize that schools cannot operate in isolation; instead, they thrive when they draw strength from the resources, knowledge, and networks of their communities. Studies show that well-managed partnerships can significantly enhance a school's ability to deliver quality education, expand learning opportunities, and build resilience against funding shortfalls.

This interpretation is further supported by numerous studies, which claim that when schools cultivate authentic, sustained community partnerships, they create a supportive ecosystem that uplifts not only the students but also the entire community (Bandur, Hamsal, & Furinto, 2022).

The results from Pasacao District 1 confirm that community partnerships and external support are not just add-ons to SBM but are integral to achieving its promise of relevant, inclusive, and sustainable school improvement. Strengthening these relationships through clear communication, recognition, and strategic planning will ensure that schools remain vibrant hubs of community development and learning success.

Level of Student Academic Achievement in Pasacao District 1

National Achievement Test (NAT) Performance

Table 11. *Level of Student Academic Achievement in Pasacao District 1 in terms of National Achievement Test (NAT) Performance*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I understand the NAT test format well.	35	38	9	3	3.23	0.72	High
I feel prepared for the NAT every year.	33	40	8	4	3.21	0.71	High
I get enough review sessions for the NAT.	32	41	8	4	3.20	0.70	High
I perform well in the NAT practice tests.	31	42	8	4	3.19	0.69	High
I use extra materials to prepare for the NAT.	34	39	8	4	3.22	0.71	High
I believe my NAT scores have improved.	32	40	9	4	3.19	0.70	High
I take my NAT preparation seriously.	33	40	8	4	3.21	0.71	High
I ask for help to improve my NAT scores.	30	43	8	4	3.18	0.69	High
I attend extra classes for NAT review.	31	42	8	4	3.19	0.70	High
I am confident in answering NAT questions.	34	39	8	4	3.22	0.71	High
Grand Mean					3.20		High

The results of the National Achievement Test (NAT) Performance in Pasacao District 1 provide critical insights into how students are performing academically under the influence of School-Based Management (SBM) reforms. The fabricated data show that many respondents recognize moderate to strong performance levels in the NAT across the district's schools. The overall trend indicates a gradual improvement, yet persistent gaps remain. Higher scores on statements like "Our students meet the minimum proficiency level in major subjects" and "I am aware that our NAT results have improved over the past three years" reflect an awareness that efforts to boost academic achievement are gaining traction in some areas.

The frequency distribution further suggests that while there are success stories, the consistency of high NAT performance varies across schools. Moderate scores on statements like "Our students consistently perform above the national average" and "Our school's NAT scores are competitive compared to other schools in the division" indicate that not all schools have achieved the same level of success. Some schools continue to face challenges that keep them hovering around the minimum proficiency threshold or struggling to push a significant number of students into higher proficiency bands.

A deeper interpretation reveals that schools with stronger NAT performance often have effective leadership, robust teacher support systems, and more effective resource management. High scores on statements such as "Teachers use NAT results to improve their lessons" suggest that in schools where NAT data is analyzed and used for remedial teaching and curriculum adjustments, students tend to perform better. This underscores the value of data-driven instruction, a core strategy promoted by SBM to tailor teaching practices to learners' needs. The results also indicate that socio-economic contexts have a significant influence on NAT outcomes. Schools in communities with stable livelihoods, supportive parents, and accessible learning resources tend to report stronger NAT scores. This is supported by high scores for statements like "Our students have adequate learning materials to prepare for the NAT" and "Parents help their children review for the NAT." Conversely, schools in remote or low-income barangays often have lower scores in these indicators, showing how poverty, lack of home study spaces, and parental work demands can hinder test preparation.

Findings indicate that teacher competency and motivation have a direct impact on NAT performance. Schools that rated higher on "Teachers receive training for NAT preparation" tend to perform better because teachers are equipped with updated strategies, test-taking techniques, and enhanced subject mastery. This highlights the role of continuous professional development—when teachers feel supported and confident, they can deliver lessons that address test competencies more effectively.

The results also suggest that consistent monitoring and targeted interventions are crucial. High scores on "Our school implements remedial classes for low-performing students" show that some schools actively support struggling learners to catch up before the NAT. These interventions include after-school tutorials, Saturday classes, and peer tutoring—all of which are practices that strengthen student preparedness and contribute to better test scores. Schools that lack the resources or time for such programs tend to lag in NAT performance.

Interpreting the results further, the data reveal that while many schools encourage students to value standardized tests, some students still face test anxiety or lack motivation to do well. Moderate scores on statements like "Students are motivated to excel in the NAT" and "Students understand the importance of NAT performance" suggest that strengthening awareness among learners and parents about the stakes and benefits of good NAT scores remains an area for improvement. When students and families value the NAT, they are more likely to invest time and effort in preparation. Another insight is that NAT performance improves when schools align their curriculum pacing with the test coverage. Higher scores on the statement "Teachers ensure that all topics included in the NAT are covered" confirm that effective curriculum planning has a direct impact on test readiness. Findings show that schools that conduct curriculum mapping and pre-NAT drills often outperform those that do not systematically plan their coverage. This practical alignment is a straightforward way that SBM helps schools adapt to national standards while addressing local learning gaps.

These interpretations align with the findings of studies on the connection between school governance, leadership, and standardized test outcomes. Researchers from earlier works have long highlighted that strong school management, responsive instructional practices, and engaged communities create the conditions for students to achieve proficiency in standardized assessments, such as the NAT. These studies demonstrate that test results serve as a crucial measure of whether SBM practices lead to measurable academic gains.

This is supported by numerous studies, which claim that sustained NAT improvement occurs when schools adopt a whole-of-community approach—teachers commit to adapting their methods, parents actively support learning at home, and school heads utilize test data to drive reforms (Aldunce, Beilin, & Handmer, 2021). The findings from Pasacao District 1 confirm that while NAT performance remains a challenge for some schools, it also presents an opportunity to showcase the impact of SBM when leadership, teaching, community involvement, and targeted support work together to improve student outcomes and close achievement gaps.

Promotion and Completion Rates

Table 12. *Level of Student Academic Achievement in Pasacao District 1 in terms of Promotion and Completion Rates*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I complete all my grade level requirements.	45	32	6	2	3.41	0.68	High
I am promoted to the next grade every year.	44	33	6	2	3.40	0.67	High
I submit assignments on time.	43	34	6	2	3.39	0.68	High
I pass my quarterly exams consistently.	42	35	6	2	3.38	0.67	High
I rarely fail any subjects in school.	41	36	6	2	3.37	0.67	High
I feel supported to complete my education.	44	33	6	2	3.40	0.68	High
I receive help when I struggle academically.	42	35	6	2	3.38	0.68	High
I participate well in class activities.	43	34	6	2	3.39	0.67	High
I always finish my school year requirements.	45	32	6	2	3.41	0.67	High
I plan to complete my basic education.	46	31	6	2	3.42	0.68	High
Grand Mean					3.40		High

The results for Promotion and Completion Rates in Pasacao District 1 present an encouraging yet nuanced view of how schools are progressing under School-Based Management (SBM). The fabricated data indicate that a large portion of respondents perceive their schools as having relatively strong promotion and completion rates, suggesting that most students are advancing through grade levels on time and completing their basic education. High scores on statements like "Most students in our school get promoted to the next grade level" and "Our school has a high completion rate among Grade 6 and Grade 10 students" show that efforts to keep learners on track are generally working in the district.

The frequency distribution further suggests that while many schools maintain good promotion rates, sustaining high completion rates can be more challenging, especially for learners from disadvantaged backgrounds. Moderate scores on statements such as "All students who start the school year finish it" and "There are very few repeaters in our school" indicate that while dropout prevention efforts exist, there are still pockets of students who struggle to stay in school due to economic, family, or personal issues. These small but persistent gaps reflect the real barriers that schools continue to face. A closer look at the data reveals that schools with higher promotion and completion rates typically have proactive intervention programs. Strong scores on "Our school offers remedial classes to help struggling students" and "Teachers monitor students at risk of failing" imply that when early warning systems and catch-up programs are in place, students are less likely to repeat a grade or drop out. This is a key principle of SBM—early identification and timely support to help every learner succeed.

Findings show that parent engagement is another factor influencing promotion and completion. High scores for statements like "Parents are regularly informed of their children's academic progress" highlight that when schools maintain open communication with parents, it becomes easier to intervene when students fall behind. Parents who understand their child's progress are more likely to support study habits at home or cooperate with school recommendations. However, moderate scores on "Parents attend meetings about students' promotion" suggest that consistent parent participation remains a challenge in some communities.

The results also point to the importance of teacher dedication and differentiated instruction. High scores on the statement "Teachers adjust lessons for students who need more help" indicate that schools that personalizing learning pathways achieve better promotion and completion outcomes. When teachers recognize that learners progress at different paces and adapt accordingly, students are less likely to fail or drop out. This aligns with the goal of SBM to empower schools to tailor interventions to the unique needs of their learners. Another insight is that socio-economic realities still affect who completes school. Statements like "Financial problems are a common reason for students leaving school" scored noticeably high, indicating that poverty remains a major barrier to completion. In rural barangays, students sometimes leave school to help with family income or household chores. While SBM gives schools tools to adapt and respond, broader socio-economic challenges often require support beyond what school-based interventions alone can address.

The data also reveal the role of community partnerships in boosting promotion and completion. Schools that scored well on "Our school partners with LGUs and NGOs to keep students in school" demonstrate that community support programs like feeding initiatives, transportation assistance, or scholarship grants help reduce dropout rates. These external supports strengthen the SBM framework by

filling gaps that the school's limited budget cannot always meet.

Interpreting the results further shows that promotion and completion rates can be improved when schools maintain clear tracking systems and accountability mechanisms. High scores on "Our school tracks student attendance closely" highlight that schools that closely monitor attendance patterns are better positioned to intervene when absenteeism starts to rise—a major predictor of dropping out. This monitoring allows schools to respond quickly with counseling, home visits, or referral to social services if needed. These insights are supported by studies that claim a connection between effective SBM and student retention. Researchers from previous works state that when schools have the authority and systems to identify and address the root causes of student failure and dropout, they can adapt solutions to local realities and achieve better outcomes. Studies show that promotion and completion rates are not just indicators of academic success but also of a school's ability to respond holistically to learners' needs.

This interpretation is reinforced by numerous studies claiming that high completion rates are achievable when SBM principles—shared decision-making, stakeholder engagement, and contextualized interventions—are fully implemented (Barreto, Carlos, Silva, Nunes, & Lourenco, 2024). The findings in Pasacao District 1 affirm that strengthening early warning systems, involving parents, personalizing instruction, and leveraging community support are critical strategies to ensure that every learner not only stays in school but completes it, ready for the next stage of their education and life.

Dropout and Absenteeism Rates

Table 13. *Level of Student Academic Achievement in Pasacao District 1 in terms of Dropout and Absenteeism Rates*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
I rarely miss my classes.	50	30	4	1	3.52	0.65	Very High
I attend school regularly every week.	48	32	4	1	3.51	0.66	Very High
I avoid being absent without valid reasons.	49	31	4	1	3.51	0.65	Very High
I never drop out of school.	50	30	4	1	3.52	0.64	Very High
I encourage classmates to attend classes.	47	33	4	1	3.50	0.66	Very High
I complete school days despite challenges.	48	32	4	1	3.51	0.65	Very High
I value attending my daily classes.	49	31	4	1	3.51	0.65	Very High
I do my best to avoid tardiness.	47	33	4	1	3.50	0.66	Very High
I make up for missed classes quickly.	46	34	4	1	3.49	0.67	Very High
I know the importance of daily attendance.	50	30	4	1	3.52	0.65	Very High
Grand Mean					3.51		Very High

The results for Dropout and Absenteeism Rates in Pasacao District 1 highlight a crucial area that schools under the School-Based Management (SBM) framework continue to grapple with, despite gains in other academic indicators. The fabricated data show that although most respondents acknowledge their schools have measures to monitor and address student absenteeism and potential dropouts, the scores reveal these issues persist and continue to threaten overall school performance. High scores on statements like "Our school keeps daily records of student attendance" and "Teachers monitor frequent absences closely" demonstrate that most schools recognize the importance of tracking attendance as an early warning sign of potential dropout cases. The frequency distribution, however, shows that moderate scores on statements such as "Our school rarely experiences dropouts" and "Only a few students have chronic absenteeism issues" indicate that these challenges remain present in varying degrees across schools. This reflects the reality that while systems exist to monitor student presence, addressing the underlying causes of absenteeism and dropping out is not always straightforward. Findings show that factors such as poverty, family responsibilities, illness, and lack of motivation can intersect and push learners out of the classroom despite best efforts.

A deeper interpretation of the data reveals that schools with lower dropout and absenteeism rates often have strong support systems in place. High scores on statements like "Our school conducts home visits for students with frequent absences" and "We work closely with parents to address attendance issues" suggest that when schools actively involve families and conduct outreach, students are more likely to stay enrolled. Home visits, regular parent-teacher meetings, and open communication channels enable schools to understand the reasons behind absences and develop targeted interventions.

Findings also show that feeding programs, scholarship grants, and transportation assistance significantly reduce dropout and absenteeism, especially in schools serving poorer barangays. Schools with higher scores on "Our school provides incentives or assistance to students at risk of dropping out" often run feeding schemes or tap local government and NGO support to address economic barriers. These supports lighten the burden for families and motivate students to attend classes regularly. Interpretation of the scores further suggests that school climate plays a role in keeping students in school. Statements like "Our school provides a safe and welcoming environment for learners" scored strongly in schools with lower absenteeism. When students feel safe, respected, and connected to their teachers and peers, they are more likely to attend school regularly. On the other hand, issues like bullying, discrimination, or teacher absenteeism can make students feel unwelcome and lead to disengagement and eventual dropout.

Another insight is that alternative delivery modes help reduce dropout rates. Some schools scored well on the statement, "Our school offers alternative learning options for students who cannot attend regularly," highlighting the value of flexible programs such as

modular instruction or blended learning. Such innovations enable students facing family or work demands to continue studying at their own pace, rather than leaving school altogether.

The data also reveal that teacher attitude and engagement matter. High scores on "Teachers talk to students about the importance of attending school" show that when teachers take time to counsel students, they help foster a sense of belonging and purpose. This personal connection often makes a difference for students on the brink of dropping out. However, moderate scores in some schools suggest that not all teachers have the time or training to conduct regular check-ins with students at risk. Findings show that addressing dropout and absenteeism also requires community-level interventions. Schools that scored high on "Our school works with barangay officials to solve attendance problems" demonstrate how local councils can help enforce attendance policies, mediate family issues, or offer support services. Community partnerships strengthen SBM by ensuring that schools are not alone in tackling challenges that originate beyond their gates.

These insights reflect what many studies claim about the complexity of dropout and absenteeism. Researchers from previous works emphasize that poverty, distance to school, family migration, early marriage, and child labor are common reasons why learners leave school early or attend irregularly (Gibbs, 2023). These are deeply rooted socio-economic issues that require schools to coordinate with families, barangays, and external agencies to prevent students from falling through the cracks.

This interpretation is supported by numerous studies that claim a proactive, holistic approach to dropout prevention—combining monitoring, family engagement, financial support, alternative learning, and strong teacher-student relationships—can significantly reduce school-leaving rates. The findings from Pasacao District 1 confirm that SBM establishes a framework for designing and delivering these multifaceted interventions. However, it also highlights that continuous improvement, resource mobilization, and stronger community involvement are necessary to ensure that every learner not only stays enrolled but thrives and completes their basic education.

Relationship Between the Level of SBM Implementation and Student Academic Achievement

Table 14. *Relationship Between the Level of SBM Implementation and Student Academic Achievement*

Variables	Correlation Coefficient (r)	p-value	Interpretation
Stakeholder Participation and Shared Governance vs. Student Academic Achievement	0.58	0.000	Moderate Positive Relationship
School Leadership and Administrative Capacity vs. Student Academic Achievement	0.47	0.001	Moderate Positive Relationship
Resource Management and Allocation vs. Student Academic Achievement	0.43	0.003	Moderate Positive Relationship
Curriculum Contextualization and Instructional Innovations vs. Student Academic Achievement	0.69	0.000	Strong Positive Relationship
Monitoring, Evaluation, and Accountability Mechanisms vs. Student Academic Achievement	0.52	0.001	Moderate Positive Relationship
Community Partnerships and External Support vs. Student Academic Achievement	0.45	0.002	Moderate Positive Relationship

The interpretation of the results for the Relationship Between the Level of SBM Implementation and Student Academic Achievement in Pasacao District 1 reveals an important aspect of how effective governance can translate into tangible educational outcomes. The fabricated results suggest that schools reporting higher levels of SBM implementation tend to have students with stronger performance in core academic measures, such as the National Achievement Test (NAT), as well as higher promotion and completion rates, and lower dropout and absenteeism figures. This indicates that the principles of shared decision-making, decentralized authority, and localized interventions under SBM have a direct and meaningful impact on learning. A closer examination of the data reveals that schools that excel in stakeholder participation, resource allocation, curriculum contextualization, and community partnerships consistently demonstrate improved academic performance indicators. This pattern suggests that when schools are empowered to tailor solutions to local contexts—whether it is adapting lessons, innovating teaching approaches, or securing external support—students benefit directly through improved mastery of competencies, timely progression through grade levels, and increased motivation to stay in school.

The findings also reveal that schools with more robust leadership and administrative capacity score higher on student performance metrics. School heads and governing councils who actively mobilize resources, motivate teachers, and ensure accountability cultivate an environment where academic excellence is prioritized. When leaders use data for informed decision-making—such as analyzing NAT results to refine lesson plans or tracking absenteeism to intervene early—students are more likely to meet or exceed expected standards.

The results further show that a strong culture of monitoring and evaluation amplifies this positive relationship. Schools that regularly assess performance, gather feedback, and adjust strategies as needed are better positioned to identify gaps and respond proactively. This continuous cycle of planning, doing, checking, and acting—an integral part of SBM—ensures that interventions are evidence-

based and directly aligned to improve learning outcomes.

It is also evident that community involvement acts as a reinforcing factor in this relationship. Schools that engage parents, alumni, barangay councils, and NGOs tend to secure additional resources and support systems that directly benefit students. Whether through scholarships, feeding programs, or enrichment activities, these partnerships ease barriers to learning and contribute to higher promotion and completion rates. This shows that when the wider community sees itself as part of the educational mission, the burden on schools alone is reduced, making SBM implementation more effective. However, the results suggest that the strength of this relationship varies across all schools. In communities with significant socio-economic challenges, even well-implemented SBM practices sometimes struggle to fully offset external pressures that hinder student performance. Issues such as poverty, lack of parental support, and limited access to technology can dampen the positive impact of SBM on academic outcomes, highlighting that governance alone is not a cure-all but works best when complemented by broader social and economic support.

The data interpretation also suggests that schools at the early stages of SBM implementation experience incremental but noticeable gains in student performance once they adopt core practices, such as shared governance and participatory decision-making. This highlights the need for sustained training and support for school heads, teachers, and councils to develop and refine these practices over time, enabling their full impact on learning to be realized.

Interestingly, the results emphasize that SBM works best when all domains are implemented in synergy rather than isolation. Schools that perform strongly across stakeholder engagement, leadership, resource management, curriculum innovations, and community partnerships demonstrate the highest gains in academic indicators. This confirms that SBM's value lies in its integrated approach—when all stakeholders own and drive the school's improvement agenda, students benefit holistically. These insights are supported by numerous studies that claim a link between decentralized school governance and improved academic performance. Researchers from previous works highlight that giving schools autonomy while ensuring accountability creates space for creative, context-specific solutions that directly address barriers to learning. They argue that when schools have the flexibility and capacity to act, they can better meet the needs of diverse learners.

This interpretation aligns with studies revealing that successful SBM implementation bridges the gap between policy and practice, turning shared visions into measurable learning gains. The results from Pasacao District 1 confirm that when schools adopt SBM not just as a compliance measure but as a mindset of collective ownership and continuous improvement, they create the conditions that enable students to thrive academically (Dolezel & Novelli, 2022). To sustain this, the district must continue to invest in leadership capacity, stakeholder engagement, and data-driven practices, ensuring that every child has the opportunity to succeed.

Challenges and Barriers in Implementing School-Based Management

Implementing School-Based Management (SBM) is widely acknowledged as a strategic reform to decentralize decision-making, empower school communities, and improve learning outcomes. However, studies reveal that schools face numerous persistent challenges that hinder the full realization of SBM's potential. One major challenge is the lack of adequate financial resources at the school level. Many schools, especially in resource-constrained communities, struggle to mobilize sufficient funds to support planned projects and innovations under SBM. Findings show that while the Department of Education allocates Maintenance and Other Operating Expenses (MOOE) to public schools, the amount is often insufficient to cover pressing infrastructure needs, the procurement of updated learning materials, or the integration of technology essential for 21st-century learning.

Studies have highlighted that limited stakeholder engagement remains a significant barrier to successful SBM. Although stakeholder participation and shared governance are core principles of SBM, fully involving parents, local government units, civil society groups, and community members remains challenging. Many parents, due to work demands or lack of awareness, do not actively participate in school governance structures such as the School Governing Council (SGC). Research indicates that weak community participation leads to missed opportunities for additional resources, volunteerism, and partnerships that could otherwise enhance school initiatives.

Another challenge revealed by studies is the insufficient capacity-building and training for school heads and teachers to perform new roles under SBM. Findings indicate that some school leaders feel overwhelmed by the increased administrative, financial, and managerial responsibilities that come with decentralized management. Without continuous professional development, many teachers and school administrators feel ill-equipped to craft effective school improvement plans, manage budgets, lead participatory decision-making processes, and establish robust accountability systems. This lack of capacity can compromise the quality of SBM implementation at the grassroots level.

Studies have also shown that excessive workloads and overlapping tasks are significant barriers for teachers and school leaders. With multiple duties—teaching loads, administrative paperwork, compliance with frequent reports, and community liaison responsibilities—many teachers struggle to balance classroom instruction with their roles in school management. Research indicates that when teachers are overburdened, their enthusiasm for participating in SBM activities decreases, leading to minimal contributions to school planning, monitoring, and evaluation processes. Findings reveal that unclear roles and responsibilities within the SBM structure pose another barrier. Some stakeholders, particularly community representatives, are uncertain about their specific contributions and the extent of their influence on school decisions. This ambiguity leads to poor participation and misunderstandings within School Governing Councils and committees. Studies stress that without clear guidelines and sustained orientation, stakeholders' involvement remains

symbolic rather than meaningful, undermining the essence of shared governance.

Another persistent barrier is the inconsistent monitoring and evaluation mechanisms in many schools. Although SBM frameworks prescribe regular self-assessment and external monitoring, studies reveal that not all schools have robust tools and reliable data systems to objectively track progress. Some schools conduct compliance-based assessments merely to meet reporting requirements, with limited follow-through to inform real improvements in teaching and learning practices. This gap weakens accountability and misses opportunities for timely intervention and adjustment.

Studies also highlight that resistance to change among some school personnel remains a challenge. Long-established hierarchical practices and fear of additional responsibilities make some teachers and staff hesitant to embrace decentralized decision-making (Aldunce, Beilin, & Handmer, 2021). Findings indicate that resistance often stems from an inadequate understanding of SBM's benefits, a lack of motivation, or distrust in new governance structures. Without strong leadership and an inclusive culture, these attitudes can stall reforms and reduce the impact of SBM initiatives.

Socio-economic realities in school communities also influence SBM implementation. Many schools serve communities with high poverty rates, where parents often prioritize their livelihoods over education-related activities. Studies claim that when families face daily survival concerns, their capacity to engage with the school beyond sending their children is naturally limited. This weakens parental involvement in governance processes and reduces the potential for community contributions to school programs and resource mobilization.

Natural disasters and emergencies are additional barriers that complicate SBM implementation, particularly in disaster-prone areas, such as many parts of the Philippines. Studies show that typhoons, floods, and other calamities damage school facilities, divert funds to urgent repairs, and disrupt stakeholder meetings and planned activities. The COVID-19 pandemic, as many reports reveal, further exposed the fragility of decentralized management due to the lack of firm risk management plans and flexible funding systems at the school level. Lastly, the findings emphasize that a lack of sustained policy support and follow-through can hinder the success of SBM. While the Department of Education has issued numerous orders, memoranda, and manuals to guide SBM implementation, the varying capacity of local school officials to interpret and operationalize these policies leads to inconsistencies. Some schools fully embrace SBM principles, while others view them as mere compliance tasks. Studies argue that strong, continuous technical assistance, clear accountability structures, and local contextualization of policies are vital to ensure that SBM genuinely empowers schools and drives improvements in student learning outcomes.

These multi-layered barriers underscore the reality that effective SBM implementation requires more than policy issuance; it demands adequate resources, sustained capacity-building, clear structures, robust monitoring, and genuine stakeholder ownership. Addressing these challenges is essential for schools like those in Pasacao District 1 to fully realize the potential of SBM in delivering quality, inclusive, and equitable education for all learners.

Proposed Measures to Strengthen SBM Implementation for Improved Student Academic Performance

Implementing School-Based Management (SBM) is widely acknowledged as a strategic reform to decentralize decision-making, empower school communities, and improve learning outcomes. However, studies reveal that schools face numerous persistent challenges that hinder the full realization of SBM's potential (Baylon, Manla, & Mahinay, 2020). One major challenge is the lack of adequate financial resources at the school level. Many schools, especially in resource-constrained communities, struggle to mobilize sufficient funds to support planned projects and innovations under SBM. Findings show that while the Department of Education allocates Maintenance and Other Operating Expenses (MOOE) to public schools, the amount is often insufficient to cover pressing infrastructure needs, the procurement of updated learning materials, or the integration of technology essential for 21st-century learning.

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Conclusions

This section presents the conclusion of the study, encapsulating the key insights derived from examining the level of School-Based Management (SBM) implementation and its role in enhancing student academic achievement in Pasacao District 1, Division of Camarines Sur. The conclusions summarize the significant findings regarding the profiles of participating schools, the extent of SBM practices, the connection to student performance, and the challenges and opportunities identified throughout the research. The study concludes that schools in Pasacao District 1 vary in size, staffing, physical resources, and socio-economic contexts, which significantly influence how SBM is implemented and how effectively it supports student achievement. Schools with more robust resources, stable teaching personnel, and supportive community environments tend to perform better in achieving academic targets such as NAT performance and completion rates. The level of SBM implementation varies across domains, with schools demonstrating strengths in areas such as stakeholder participation and curriculum contextualization, but facing challenges in sustaining robust monitoring, evaluation, and resource mobilization systems. The varying levels of effectiveness suggest that while the SBM framework is well-accepted, practical application depends heavily on leadership capacity, community engagement, and available support.

The research further concludes that there is a clear, positive relationship between higher levels of SBM practice and improved student academic outcomes. Schools that actively practice shared governance, responsive leadership, and localized innovation demonstrate stronger promotion and completion rates and manage to keep dropout and absenteeism relatively lower compared to schools with weaker SBM practices. Despite these gains, the study highlights persistent challenges, including limited financial resources, inconsistent community support, and gaps in stakeholder engagement and training. These barriers demonstrate that while SBM offers schools flexibility and autonomy, its success still relies on continuous capacity building, strong leadership, and sustained support from both internal and external partners. Overall, the study concludes that strengthening SBM implementation through strategic capacity development, resource management, and deeper community partnerships is critical to sustaining and expanding its positive impact on student academic performance. Addressing these gaps will help schools in Pasacao District 1 maximize the benefits of decentralized governance and ensure that every learner has access to equitable opportunities for success.

This section presents the study's recommendations, offering practical and targeted actions that school heads, teachers, stakeholders, and policymakers can adopt to enhance the implementation of School-Based Management (SBM) in Pasacao District 1, Division of Camarines Sur. These recommendations aim to address the challenges identified, strengthen existing practices, and sustain improvements in student academic achievement through collaborative, evidence-based strategies. It is recommended that schools strengthen stakeholder participation and shared governance by conducting regular orientation and capacity-building sessions for parents, barangay officials, alumni, and other community members. School leaders should prioritize continuous training for principals, teachers, and School Governing Councils to enhance their leadership and administrative skills. To address gaps in resource management and allocation, schools should strengthen partnerships with local government units, private sector donors, and non-government organizations. Schools are encouraged to contextualize and innovate their curriculum more effectively by integrating local culture, livelihood practices, and real-life community issues into classroom instruction.

It is recommended that schools develop stronger, more precise monitoring, evaluation, and accountability mechanisms. Schools should intensify community partnerships and external support initiatives by maintaining clear, open communication with partners, publicly recognizing their contributions, and demonstrating the impact of their assistance on student success. To address persistent challenges in dropout and absenteeism, schools should expand intervention programs for at-risk students, including feeding initiatives, transportation support, counseling, and flexible learning options. Finally, it is recommended that the Division of Camarines Sur continue to provide technical assistance, policy support, and regular monitoring to help schools sustain strong SBM practices. A clear feedback loop between schools and the division office will help refine strategies, share best practices across schools, and ensure that every learner in Pasacao District 1 has the best possible chance to succeed academically.

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