#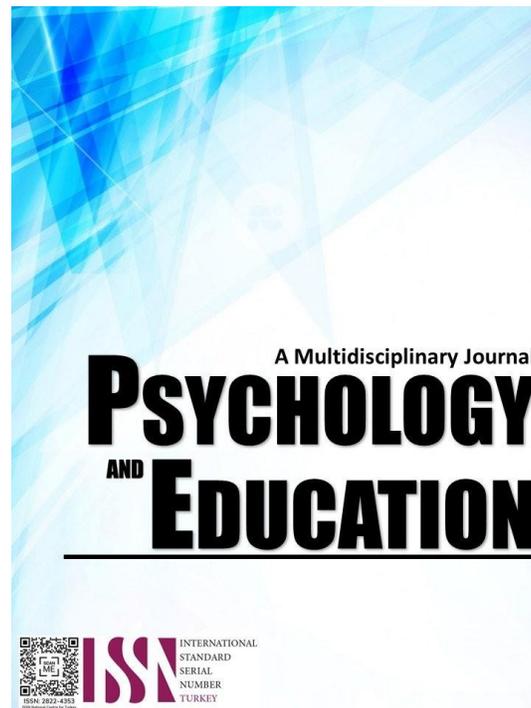 THE EFFECTS OF SCHOOL-BASED MANAGEMENT IMPLEMENTATION ON ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN PASACAO DISTRICTS, DIVISION OF CAMARINES SUR

The Effects of School-Based Management Implementation on Academic Performance of Public Secondary Schools in Pasacao Districts, Division of Camarines Sur

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Abstract

This study examines the impact of School-Based Management (SBM) implementation on the academic performance of public secondary schools in the Pasacao District, Division of Camarines Sur, Philippines. Utilizing a descriptive-quantitative research design, data were gathered from 85 respondents, including school heads and teachers, through a validated survey questionnaire. The research assessed the extent of SBM implementation across four key domains—Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management of Resources—and analyzed their relationship with academic performance indicators, including National Achievement Test (NAT) results, promotion and retention rates, and dropout rates. The findings revealed that the extent of SBM implementation varied across domains. Management of Resources was rated very highly (Grand Mean = 3.99), followed by Leadership and Governance (Grand Mean = 3.12). In contrast, Curriculum and Instruction (2.44) and Accountability and Continuous Improvement (2.56) were identified as areas for improvement. Academic performance was moderate, with NAT results rated satisfactorily (3.12), but promotion/retention rates (2.44) and dropout rates (2.56) remained significant challenges. A Pearson correlation analysis revealed a significant positive relationship between overall SBM implementation and academic performance ($r = 0.354$, $p = 0.002$), with Management of Resources exhibiting the strongest correlation. The study concludes that while SBM has a positive effect on academic outcomes, its effectiveness is hindered by challenges such as resource disparities, inadequate stakeholder participation, limited leadership capacity, and socio-economic constraints. It recommends strengthening leadership training, enhancing curriculum localization, improving accountability mechanisms, and fostering stronger community partnerships to fully realize the benefits of SBM and improve student achievement in the district.

Keywords: *School-Based Management (SBM), academic performance, decentralized governance, resource management, stakeholder participation, public secondary schools*

Introduction

School systems are considered vital institutions that mold learners into productive and responsible members of society. Over the years, education has been viewed as a cornerstone for national progress, social equity, and human development. It serves as the primary avenue where young individuals acquire knowledge, skills, and values essential for navigating life and contributing to collective advancement (Ayeni & Bamire, 2022). Due to its centrality, education has long been the subject of reforms, innovations, and policies aimed at enhancing quality and access. Various models of educational management have been introduced globally to address the challenges of equity, accountability, and efficiency. One such model is School-Based Management (SBM), which emphasizes decentralized decision-making, community participation, and accountability at the school level.

The concept of empowering schools to take an active role in managing their own affairs is grounded on the belief that those closest to the learners—the school community itself—are in the best position to determine their needs and craft responsive interventions. This paradigm reflects the broader shift in education governance where centralized authority is gradually balanced with localized autonomy (Saro, Silabay, & Lumbanon, 2022). As education continues to evolve to meet the demands of the 21st century, with rapid technological advancements and the growing call for inclusive and quality learning, SBM becomes a crucial reform mechanism. By allowing schools more flexibility in decision-making, resource allocation, and community involvement, SBM provides a framework for improving both teaching and learning processes while fostering ownership and accountability among stakeholders.

Globally, education reform has consistently underscored the importance of decentralization. In countries such as the United States, the charter school movement reflects efforts to grant schools autonomy in exchange for heightened accountability (Bahansubu, 2025). Similarly, in the United Kingdom, the concept of academies and grant-maintained schools emerged as a strategy to provide schools with greater control over finances and curriculum. Studies reveal that when schools are given the authority to manage resources, design localized programs, and establish accountability measures, student learning outcomes can improve significantly. Decentralization also enables innovations to take root, as schools adapt their teaching strategies and programs to meet the specific needs of their learners.

In developing nations, SBM has been integrated into broader education reform agendas as a way of addressing inefficiencies and enhancing community involvement. For instance, in Indonesia, SBM was implemented nationwide in the early 2000s as part of efforts to address issues of low student achievement and inadequate school management (Pepugal, 2022). Findings indicate that the reform has contributed to increased teacher motivation, greater parental involvement, and more effective utilization of resources. In Latin America, countries such as El Salvador and Nicaragua have adopted SBM as a key strategy to strengthen community participation in education and improve school outcomes. While results varied across contexts, the common denominator remained: schools closer to

communities are better able to respond to learners' unique challenges.

Meanwhile, in countries such as Japan and South Korea, education reforms emphasize the balance between national standards and local autonomy. SBM initiatives in these regions are seen in how schools customize co-curricular and extracurricular programs, discipline systems, and student support services while still aligning with national goals (Bandur, Hamsal, & Furinto, 2022). These reforms are grounded in cultural contexts that value collective responsibility, teacher professionalism, and community support, all of which reinforce school-level decision-making as an important driver of quality education.

Global education policy frameworks, such as those promoted by UNESCO and the World Bank, have also championed the integration of SBM into the education systems of developing countries. These organizations argue that decentralized school management enhances transparency and accountability, which are crucial for optimizing limited education resources (Iswan, Priharta, Bahar, & Miyati, 2021). The World Bank, for instance, has supported numerous SBM projects in Asia and Africa, highlighting the model's role in addressing systemic inefficiencies. Such global perspectives position SBM as a reform mechanism not just for quality improvement but also for governance, ensuring that education remains responsive and sustainable in a rapidly changing world. Another significant global factor influencing SBM is the increasing demand for 21st-century competencies (Anif, 2023). As labor markets evolve and technological advancements reshape industries, schools worldwide are challenged to prepare learners with critical thinking, collaboration, and problem-solving skills. SBM, by promoting localized decision-making and innovation, is seen as a structural tool to help schools design learning experiences that equip students with these skills. Hence, SBM is not just about governance but also about ensuring that learners acquire competencies relevant to global standards.

The global experiences with SBM underscore both successes and continuing challenges. While evidence shows improvements in school efficiency, parental involvement, and accountability, some systems struggle with uneven capacity among school leaders and communities (Cheng, 2022). Without adequate training, resources, and support mechanisms, the potential of SBM may not be fully realized. Nevertheless, its adoption continues to expand, reflecting the shared understanding that sustainable educational improvement requires empowering schools as agents of change.

In the Philippine context, SBM has been formally institutionalized through the Department of Education's (DepEd) reform agenda. The enactment of Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, redefined governance by shifting greater responsibility and accountability to schools and learning centers (Amon & Bustami, 2021). This law underscores the principle of shared governance, where decisions are made closer to learners for improved responsiveness and accountability. Following this, DepEd introduced policies and memoranda to operationalize SBM, such as DepEd Order No. 83, s. 2012 (Implementing Guidelines on the Revised SBM Framework, Assessment Process and Tool), which provides standards and tools for assessing SBM practices across schools.

In addition, the Basic Education Sector Reform Agenda (BESRA) of DepEd, launched in 2006, identified SBM as a key thrust to improve the quality of education. BESRA emphasized school autonomy, community participation, and accountability as mechanisms to enhance teaching and learning (Berhanu, 2023). Studies in the Philippines have shown that the implementation of SBM positively correlates with improved governance practices, increased parental and community involvement, and more efficient resource utilization. However, challenges remain in terms of capacity building, monitoring, and ensuring equity among schools with varying socio-economic contexts.

Further, DepEd Order No. 44, s. 2015, which strengthens SBM practices through the Continuous Improvement (CI) process, emphasizes iterative planning, implementation, and evaluation of school-based initiatives. These processes highlight the importance of evidence-based practices in sustaining reforms. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 (K to 12 Law), indirectly strengthens SBM by necessitating the adaptation of localized curricula, school-based planning, and stakeholder participation to align learning competencies with community needs (Mustari & Zubair, 2024). Data from the Department of Education also show significant strides in SBM implementation. For instance, the 2016 report on SBM practices indicates that schools with high levels of SBM functionality tend to exhibit better student performance in the National Achievement Test (NAT). This reflects how autonomy and accountability at the school level can positively influence academic outcomes. However, discrepancies across regions reveal that schools in resource-poor communities often struggle to maximize SBM due to a lack of training, infrastructure, and financial resources.

At the regional level, DepEd Bicol has consistently emphasized SBM through capacity-building initiatives, training workshops, and monitoring mechanisms. Programs designed to strengthen school governance often target school heads, teachers, and stakeholders to ensure that SBM principles are understood and applied consistently (Caliba, 2022). Moreover, localized interventions, such as Parent-Teacher Associations (PTAs) and community-based partnerships, reinforce the collaborative spirit of SBM in schools across the region.

The Philippine educational context also shows that SBM contributes not only to academic performance but also to enhanced transparency and accountability. For instance, the School Governing Council (SGC) mandated by DepEd orders provides a platform where school heads, teachers, parents, students, and community members share responsibility for school management (Asad, 2021). This participatory governance model encourages collective ownership of education, making reforms more sustainable. Despite challenges of uneven implementation and resource constraints, the Philippine experience affirms SBM as a viable framework for

continuous improvement.

Nevertheless, persistent issues such as disparities in achievement across schools, low performance in international assessments like PISA, and limited financial resources highlight the need for more effective SBM implementation (Sumaryanti & Purwanto, 2023). Schools in rural and disadvantaged areas remain vulnerable to systemic inequities, demonstrating that while SBM has potential, its success heavily depends on the support systems and capacities of stakeholders at the school level.

At the local level, the municipality of Pasacao in Camarines Sur provides a compelling context for studying SBM. Pasacao, known for its coastal communities and agricultural economy, faces socio-economic challenges that influence the performance of its schools. Limited resources, poverty, and geographical factors frequently impact students' access to quality education (Kimario & Otieno, 2022). Thus, school governance mechanisms such as SBM become vital in ensuring that schools maximize available resources, foster community participation, and craft localized solutions to improve educational outcomes.

Public secondary schools in the Pasacao Districts are at the forefront of this educational reform, tasked with balancing the expectations of DepEd policies with the realities of local challenges. In these schools, SBM practices involve mobilizing community resources, engaging parents in decision-making processes, and promoting transparent school governance to support learners' academic success. However, uneven capacity among school leaders and varying levels of stakeholder involvement present obstacles to fully realizing the objectives of SBM. The Division of Camarines Sur has initiated programs to strengthen SBM in schools, including training for school heads, the use of SBM assessment tools, and district-level monitoring. However, the degree of implementation varies, with some schools excelling in governance practices and others struggling to meet the standards. This local variation underscores the importance of examining how SBM affects academic performance within this specific context. While SBM has been widely studied both globally and nationally, a research gap remains in understanding its specific effects on the academic performance of secondary schools in the Pasacao Districts, Division of Camarines Sur. Most existing studies focus on broad national or regional outcomes, leaving local-level analyses underexplored. Moreover, the complex interplay of socio-economic conditions, governance capacity, and community participation in Pasacao creates a unique context that warrants investigation. Thus, this study aims to fill this gap by examining the effects of SBM implementation on the academic performance of public secondary schools in the Pasacao Districts, providing insights that can inform both local education stakeholders and broader policy directions.

Research Questions

This study aimed to determine the effects of School-Based Management (SBM) implementation on the academic performance of public secondary schools in the Pasacao Districts, Division of Camarines Sur. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:
    1.1. age;
    1.2. gender;
    1.3. civil status; and
    1.4. years of teaching/service in the department of education?
2. What is the extent of implementation of School-Based Management in public secondary schools in Pasacao Districts in terms of the following domains:
    2.1. leadership and governance;
    2.2. curriculum and instruction;
    2.3. accountability and continuous improvement; and
    2.4. management of resources?
3. What is the level of academic performance of public secondary schools in Pasacao Districts based on:
    3.1. national achievement test (NAT) results;
    3.2. promotion and retention rates; and
    3.3. dropout rates?
4. Is there a significant relationship between the extent of School-Based Management implementation and the academic performance of public secondary schools in Pasacao Districts?
5. What challenges do public secondary schools in Pasacao Districts encounter in the implementation of School-Based Management?

Methodology

Research Design

The study employed a descriptive-quantitative research design, which is suitable for examining the effects of School-Based Management (SBM) implementation on the academic performance of public secondary schools in the Pasacao District, Camarines Sur. Descriptive research is used to systematically present facts about the current status of SBM practices as perceived by respondents. At the same time, the quantitative approach allows for the collection and analysis of numerical data to identify patterns, relationships, and trends. This design enables the study to measure the extent of SBM

implementation across domains such as leadership and governance, curriculum and instruction, accountability and continuous improvement, and resource management, and to relate these findings to academic performance indicators like National Achievement Test (NAT) scores, promotion and retention rates, and dropout rates. By employing this design, the study ensures that results are objective, measurable, and capable of providing empirical evidence to support conclusions.

Furthermore, the descriptive-quantitative design facilitates the use of survey questionnaires and documentary analysis as primary data sources, enabling the researcher to systematically and standardly gather insights from a large number of respondents. Through the application of statistical tools, the design enables the examination of relationships between variables, such as the correlation between SBM implementation and student performance outcomes. This design also enables the comparison of responses across different respondent profiles, including age, gender, civil status, and years of service, thereby enriching the interpretation of the findings. Overall, this research design is suited to the study's objectives, as it not only describes the present state of SBM practices but also quantitatively analyzes their impact on the academic performance of schools in the Pasacao Districts.

Respondents

The respondents in this study comprised eighty-five (85) participants from public secondary schools in the Pasacao District, Camarines Sur. These include school heads and teachers who are directly involved in implementing School-Based Management (SBM) in their respective schools. They were chosen as respondents because of their active roles in school governance, instructional delivery, and decision-making processes, which provide them with firsthand knowledge and experiences related to the study variables. Their perspectives and inputs are vital in assessing the extent of SBM implementation and its corresponding effects on academic performance. The study employed a purposive sampling technique in selecting the respondents. Purposive sampling was deemed appropriate because it ensures that only individuals with direct involvement and knowledge of SBM implementation are included in the study. This non-probability sampling method focuses on selecting respondents who can provide relevant, accurate, and meaningful data that aligns with the research objectives. With 85 respondents representing different profiles in terms of age, gender, civil status, and years of service, the sample size is considered sufficient to generate reliable data and draw valid conclusions about the status and impact of SBM in the public secondary schools of Pasacao Districts.

Instrument

The primary research instrument used in this study is a structured survey questionnaire, designed to gather relevant data from respondents regarding the implementation of School-Based Management (SBM) and its impact on the academic performance of public secondary schools in the Pasacao District. The questionnaire is divided into four parts, aligned with the Statement of the Problem, ensuring that each aspect of the research objectives is adequately addressed. It employed a 4-point Likert scale format, allowing respondents to express their degree of agreement or perception with the provided statements, where four corresponds to 'Strongly Agree', three to 'Agree', two to 'Disagree', and one to 'Strongly Disagree'. This scaling method was selected for its simplicity and effectiveness in measuring attitudes, opinions, and the extent of practices related to SBM.

The first part of the questionnaire addresses the respondents' profiles in terms of age, gender, civil status, and years of service in the Department of Education. The second part focuses on the extent of SBM implementation across its major domains: leadership and governance, curriculum and instruction, accountability and continuous improvement, and resource management. The third part evaluates the academic performance of schools based on key indicators, including National Achievement Test (NAT) results, promotion and retention rates, and dropout rates. Finally, the fourth part identifies the challenges encountered in SBM implementation, allowing respondents to rate the extent to which these barriers affect school governance and performance. The use of the 4-point Likert scale ensures that responses are quantifiable, objective, and suitable for statistical analysis, thereby supporting the study's descriptive-quantitative design.

Procedure

The data gathering procedures of this study followed a systematic approach to ensure accuracy, credibility, and ethical compliance. Before conducting the survey, a written request for permission to administer the research instrument was submitted to the Schools Division Office of Camarines Sur and the District Supervisors of Pasacao. Upon approval, coordination with the school heads of the selected public secondary schools was undertaken to inform them about the study's objectives, the nature of the instrument, and the responsibilities of the respondents. Orientation was provided to the respondents regarding the purpose of the questionnaire, the voluntary nature of their participation, and the assurance that their responses would be treated with strict confidentiality. Only after securing informed consent were the respondents asked to participate.

The validated survey questionnaire was then distributed to the 85 identified respondents, comprising school heads and teachers from public secondary schools in the Pasacao District. Respondents were given sufficient time to answer the questionnaire independently, ensuring that they could provide honest and thoughtful responses. To maximize response rates, the researcher personally administered and retrieved the questionnaires, with follow-up coordination conducted as necessary. Upon completion, the gathered data were organized, encoded, and prepared for statistical analysis. Throughout the process, the researcher ensured that standard protocols were followed, responses remained anonymous, and the results were used solely for academic purposes, in line with the study's objectives.

Data Analysis

The data collected from the respondents were systematically organized, tabulated, and subjected to appropriate statistical treatments to address the research questions of the study. To analyze the profile of respondents in terms of age, gender, civil status, and years of service, frequency counts and percentage distribution were used to present the categorical data clearly. To determine the extent of School-Based Management (SBM) implementation across the domains of leadership and governance, curriculum and instruction, accountability and continuous improvement, and resource management, the study employed the weighted mean to obtain the composite ratings based on the 4-point Likert scale. The interpretation of mean scores was guided by a descriptive scale where 3.26–4.00 was interpreted as Strongly Agree, 2.51–3.25 as Agree, 1.76–2.50 as Disagree, and 1.00–1.75 as Strongly Disagree.

To assess the academic performance of schools using indicators such as NAT results, promotion and retention rates, and dropout rates, mean scores and percentages were used to describe the schools' performance levels. To determine whether there was a significant relationship between SBM implementation and academic performance, the study utilized the Pearson Product-Moment Correlation Coefficient (Pearson r). This statistical tool was deemed appropriate because it measures the strength and direction of relationships between two quantitative variables. Furthermore, to analyze whether the profile of respondents was significantly related to SBM implementation and academic performance, appropriate tests of relationship were conducted. All statistical computations were processed using statistical software to ensure the accuracy and reliability of results, with a significance level set at 0.05.

Ethical Considerations

The study strictly adhered to established ethical considerations to ensure that the rights, dignity, and welfare of all participants were protected throughout the research process. Prior to data collection, the researcher sought permission from the Schools Division Office of Camarines Sur, the District Supervisors of Pasacao, and the school heads of the selected public secondary schools. Respondents were fully informed about the study's objectives, the voluntary nature of their participation, and the fact that they could withdraw at any time without penalty or consequence. An informed consent form was provided, ensuring that participants clearly understood the purpose of the research and the procedures involved before they agreed to take part.

Confidentiality and anonymity were strictly observed. The identities of the respondents were not disclosed, and their responses were used solely for academic purposes. Codes were assigned instead of names to safeguard the privacy of participants. All data gathered was stored securely and accessible only to the researcher. Additionally, the study ensured that no harm, risk, or undue burden was placed on the respondents, as the research involved only answering questionnaires that fell within their professional scope and knowledge. Finally, the study maintained honesty, transparency, and integrity in data collection, analysis, and reporting, ensuring that findings were presented truthfully without bias or misrepresentation.

Results and Discussion

This section presents, analyzes, and interprets the data gathered from respondents in relation to the study's objectives.

Profile of Respondents

Table 1.1. *In Terms of Age*

Indicators	Frequency	Percentage	Ranking
21–30 years old	20	23.53%	3
31–40 years old	28	32.94%	1
41–50 years old	22	25.88%	2
51 years old and above	15	17.65%	4
Total	85	100%	—

The age distribution of the respondents reveals that the largest group belongs to the 31–40 age bracket, representing 32.94% of the total participants. This result suggests that a significant proportion of teachers and school heads in Pasacao Districts are at a stage in their professional careers where they have already acquired substantial teaching experience while still being relatively young. This age group is often characterized by high levels of energy, adaptability, and willingness to embrace new approaches in education, which is essential in implementing reforms like School-Based Management (SBM). Their presence in leadership and instructional roles suggests that schools benefit from both their vitality and the professional maturity they have developed through years of service.

The second most represented group is those aged 41–50, making up 25.88% of the respondents. Individuals in this age range are typically considered senior educators with significant expertise and stability in the teaching profession. Their strong presence highlights the role of seasoned teachers in maintaining continuity and institutional knowledge within the schools. This group often provides balance in decision-making, blending traditional practices with innovations introduced under SBM. Their involvement ensures that governance practices are grounded in experience, while also being adaptable to changing educational trends.

The 21–30 age group, comprising 23.53% of the respondents, represents a younger generation of educators who are either new to the profession or still relatively early in their careers. This group's presence is important because they represent the future of education in the Pasacao Districts. Younger teachers tend to bring fresh ideas, technological skills, and modern teaching strategies, which are

particularly relevant to SBM's emphasis on innovation and continuous improvement. However, their relatively limited experience may mean that they require mentorship from their older colleagues, especially in handling complex responsibilities associated with school governance.

The least represented age category is 51 years old and above, accounting for 17.65% of the respondents. This finding suggests that while there are still senior educators in the schools, their numbers are fewer compared to the other groups. Teachers and administrators in this bracket often bring wisdom, long-term perspective, and a wealth of professional experiences that can enrich the decision-making processes of SBM. However, they may also be more resistant to change, particularly when reforms require significant adaptation to new methods or technologies. Their lower proportion indicates a gradual generational shift within the teaching force in Pasacao.

Overall, the results show that the workforce in Pasacao's public secondary schools is relatively balanced across age groups, with no single category overwhelmingly dominant. This balance is advantageous for SBM because it provides a mix of youthful innovation, middle-aged energy and adaptability, and senior experience. The presence of diverse age groups supports the idea that effective school governance is best achieved when different perspectives are taken into account. The combination of youthful creativity and seasoned insight creates a dynamic environment where reforms such as SBM can be implemented effectively and sustainably.

These results also reflect the natural progression of careers within the teaching profession. The dominance of the 31–40 age group may indicate that many teachers begin their careers in their early 20s and continue to stay in the profession as they build their expertise. This group's significant representation shows that education in Pasacao has a relatively stable workforce that is committed to their careers. It also implies that schools in the district benefit from the dedication of professionals who have chosen teaching as a long-term vocation, which aligns well with the participatory and sustained nature of SBM.

The age distribution further highlights the potential for mentorship and collaboration across generations of educators. With a solid presence of both younger and more experienced teachers, schools have the opportunity to foster professional learning communities where ideas and practices are shared. Younger teachers can benefit from the guidance of senior educators, while older teachers can learn from the innovative strategies of their younger colleagues. This dynamic interaction supports the collaborative governance model of SBM, where different voices and perspectives contribute to school improvement.

Another interpretation of the age distribution is its implication for future succession planning. With a notable percentage of teachers and school leaders in the 41–50 and 51-and-above age groups, it is evident that some will soon approach retirement age. Schools need to prepare younger teachers to assume leadership roles, ensuring continuity in SBM practices. The presence of a large group of educators in the 31–40 age bracket is encouraging in this regard, as they can be trained and mentored to assume leadership responsibilities in the future, thereby ensuring that SBM principles are sustained across generations. This finding is consistent with studies claiming that age diversity within schools enhances decision-making and fosters balanced governance. Previous studies show that younger educators tend to drive innovation and technology integration, while older educators contribute stability and continuity. Researchers from previous studies have stated that schools with a healthy age distribution tend to perform better in implementing reforms because they combine creativity with wisdom. This supports the interpretation that the age distribution in Pasacao Districts is a strength that can be maximized for SBM.

This interpretation is further supported by numerous studies claiming that generational diversity enhances professional collaboration in schools. Findings from previous research highlight that schools benefit most when there is a mix of young, middle-aged, and senior educators, as this creates an environment that fosters continuous professional growth (Arnell, Jerlinder, & Geidne, 2022). Studies reveal that diverse age groups contribute differently but complementarily: younger teachers often excel in applying modern strategies, middle-aged teachers drive school reforms, and senior teachers provide guidance and institutional memory. These findings align with the results of this study, which show that the age distribution of respondents is conducive to the effective implementation of SBM in Pasacao Districts.

Table 1.2. *In Terms of Gender*

Indicators	Frequency	Percentage	Ranking
Male	32	37.65%	2
Female	53	62.35%	1
Total	85	100%	—

The distribution of respondents by gender shows that a majority are female, comprising 62.35% of the sample, while male respondents make up 37.65%. This indicates that the teaching profession in the Pasacao Districts, particularly in the secondary level, is predominantly composed of women. Such a result reflects the general trend in the Philippine educational system, where the teaching workforce is traditionally female-dominated. The high proportion of female teachers suggests that the perspectives and practices associated with SBM implementation in the district are primarily shaped by women educators, who have historically been the backbone of the country's educational workforce.

The strong female representation among the respondents suggests that women play a crucial role in leadership and decision-making under School-Based Management. Female teachers and administrators are often associated with being highly committed, nurturing,

and detail-oriented, qualities that align well with the participatory and inclusive nature of SBM. This predominance also implies that school governance and classroom management in Pasacao are influenced by leadership styles that emphasize collaboration, empathy, and community engagement. Such characteristics strengthen the human dimension of SBM, as it relies on active stakeholder involvement and collective decision-making.

The smaller proportion of male respondents, 37.65%, indicates that while men are underrepresented in the teaching workforce, they still hold significant roles in school governance and leadership. In many schools, male educators often assume positions of authority, such as school heads, coordinators, or discipline officers. Their perspectives add balance to governance practices, contributing to decision-making processes that benefit from gender diversity and inclusion. While female dominance is evident, the presence of men ensures that SBM implementation is not unilaterally shaped, but benefits from varied viewpoints and leadership approaches.

This gender distribution also has implications for the dynamics of school management and culture. With a higher proportion of women, school environments are often characterized by a nurturing and supportive atmosphere, which positively influences student engagement and teacher collaboration. However, this also raises the importance of encouraging more men to enter the teaching profession to achieve a more balanced workforce. Gender diversity in schools is essential, as it provides students with role models of both genders and ensures that governance decisions reflect a broader range of perspectives.

The predominance of women in the teaching profession may also be linked to societal norms and expectations in the Philippines, where teaching has historically been viewed as a suitable career for women because of its perceived alignment with caregiving and nurturing roles. While this has resulted in a strong female workforce, it has also created challenges in diversifying the profession. Encouraging male participation in teaching could help break stereotypes and bring additional balance in terms of leadership, discipline, and representation in the field of education.

The numerical data presented in the table also show that the perspectives captured in this study are essentially those of women educators, which may influence the overall assessment of SBM implementation. Since women dominate the sample, interpretations of governance, curriculum, accountability, and resource management may reflect values and approaches that prioritize inclusivity, collaboration, and empathy. This is not a limitation, but rather a reality that shapes the study's findings, as gender inherently influences the way individuals approach decision-making and governance responsibilities.

Another implication of this gender distribution is its potential influence on stakeholder participation. Female educators often engage more actively with parents, community members, and students, as they are generally perceived as approachable and nurturing figures. This could explain why SBM practices, particularly in the domains of accountability and curriculum, may show strong elements of collaboration and parental involvement. The active presence of women in governance roles also helps foster school environments that prioritize trust and open communication. At the same time, the lower representation of men points to the need for schools to encourage greater male involvement in school governance and participation. Male teachers and administrators offer unique strengths, including handling discipline issues, leading infrastructure projects, and serving as male role models for students. Increasing male participation in teaching and leadership roles could complement the strengths of female educators, creating a more balanced governance structure under SBM. This finding is consistent with studies claiming that teaching remains a female-dominated profession, particularly at the primary and secondary levels. Previous studies have shown that women educators excel in fostering collaboration, nurturing students, and managing school governance structures that prioritize inclusivity. Researchers from earlier studies state that the predominance of women in teaching reflects societal values and cultural traditions that associate education with caregiving roles. These insights reinforce the interpretation that female dominance in Pasacao's teaching workforce directly influences the way SBM is implemented.

The results are also supported by numerous studies claiming that gender diversity in education contributes to more effective school governance. Findings from previous research reveal that while women often dominate in teaching roles, men who participate in education governance bring complementary leadership styles that emphasize discipline, authority, and structure. Studies highlight that schools benefit most when both male and female educators contribute to governance and decision-making (Berhanu, "Practices, challenges, and prospects of implementing School-Based Management (SBM) system in Ethiopian schools: Implications for policymakers," 2023). Thus, the gender distribution in Pasacao Districts reflects broader global patterns in education, while also highlighting the need to sustain gender balance to maximize the potential of SBM implementation.

Table 1.3. *In Terms of Civil Status*

Indicators	Frequency	Percentage	Ranking
Single	21	24.71%	3
Married	49	57.65%	1
Widowed	6	7.06%	4
Separated	9	10.59%	2
Total	85	100%	—

The results show that the majority of respondents, 57.65%, are married, making them the most dominant civil status group in the Pasacao Districts. This reflects the demographic reality that many teachers and school heads have already established families, balancing both their professional and personal responsibilities. Being married often brings a sense of stability, maturity, and

accountability, which can positively impact their roles in school governance. These respondents may demonstrate a heightened commitment to their work, as their professional success contributes not only to their own careers but also to the welfare of their families. This stability may also be reflected in the way they handle leadership, classroom instruction, and participation in SBM-related activities.

The second-largest group consists of single respondents, accounting for 24.71% of the total. These respondents are typically younger and may be at the early stages of their careers. Single teachers often have fewer family responsibilities, allowing them to devote more time and energy to professional growth and school-related activities. Their presence within SBM implementation provides a balance of dynamism, energy, and openness to new approaches. However, they may also lack the long-term experience or stability that married respondents bring, which can affect how they perceive school governance and accountability practices. A smaller group, 10.59%, of respondents are separated. This group represents individuals who may be navigating unique personal circumstances that impact their professional lives. Teachers who are separated may face added challenges in balancing personal and professional commitments, but they also bring resilience, adaptability, and independence to their work. Their perspectives on SBM may be influenced by their ability to manage responsibilities independently, which can translate into strong decision-making skills and resourcefulness in governance processes.

An even smaller proportion of respondents, 7.06%, are widowed. This group represents a minority within the teaching population in Pasacao, but their contribution is no less significant. Widowed teachers may bring with them a deep sense of empathy, responsibility, and dedication, shaped by their life experiences. They often assume multiple roles both at home and in their schools, making them highly resilient. Their perspectives on SBM may be influenced by their ability to manage adversity and focus on long-term stability, which is an asset to school governance and decision-making processes.

The dominance of married respondents suggests that SBM practices in Pasacao are likely influenced by values associated with family and community. Married individuals often prioritize stability, cooperation, and long-term planning—qualities that align with the goals of SBM, which emphasize accountability and sustainable improvement. Their presence ensures that governance decisions consider not only professional priorities but also the broader impact on families and communities. This family-oriented perspective may enhance stakeholder participation, as these teachers often encourage parent involvement and foster stronger home-school partnerships.

On the other hand, the substantial presence of single respondents contributes a fresh outlook and adaptability to SBM implementation. They bring enthusiasm, energy, and a willingness to embrace reforms, qualities that are critical for innovation and continuous improvement in schools. Their fewer family obligations may also enable them to take on extra roles, participate more actively in school projects, and experiment with innovative teaching practices. Their engagement strikes a balance between the stability provided by married teachers and an eagerness to adapt to educational reforms. The presence of separated and widowed respondents, though smaller in percentage, adds diversity to the teaching population. These groups may bring perspectives shaped by resilience and independence, enriching the overall governance dynamic within schools. They demonstrate that SBM is implemented by individuals with varied life experiences, which influences how schools address challenges and design interventions. Their lived experiences may foster empathy and patience in dealing with students, parents, and stakeholders, making them valuable contributors to SBM practices.

Taken together, the distribution of civil status among respondents reflects a healthy mix of stability, dynamism, and diversity in Pasacao schools. Married respondents provide maturity and long-term orientation, single respondents offer innovation and energy, while separated and widowed respondents contribute resilience and empathy. This balance is important for SBM implementation because governance thrives on diversity of perspectives and life experiences. The variety of civil status among respondents ensures that decisions are not one-dimensional but instead reflect the collective wisdom of individuals with different personal backgrounds.

This finding is consistent with studies claiming that civil status influences work performance, decision-making, and professional commitment. Previous studies show that married individuals often bring stability and responsibility to their professions, while single individuals contribute flexibility and adaptability. Researchers from earlier studies have stated that diversity in civil status within the workforce helps create balance in governance practices, as different life experiences shape unique yet complementary perspectives.

The results are also supported by numerous studies claiming that personal background factors, such as marital status, have implications for how individuals engage with their work and with organizational reforms like SBM. Findings from prior research highlight that the stability of married teachers often translates into reliable governance, while the openness of single teachers drives reform and innovation (Canare, 2021). Studies reveal that even smaller groups, such as widowed or separated individuals, contribute resilience and alternative viewpoints that enrich decision-making. These findings align with the results of this study, showing that the varied civil status of respondents in Pasacao schools provides a strong foundation for collaborative governance under SBM.

Table 1.4. *Years of Service in the Department of Education*

Indicators	Frequency	Percentage	Ranking
1–5 years	18	21.18%	3
6–10 years	24	28.24%	1
11–15 years	20	23.53%	2
16 years and above	23	27.05%	1
Total	85	100%	—

The data show that the most significant proportion of respondents, at 28.24%, have between six and ten years of service in the Department of Education. This group reflects teachers and school leaders who have already accumulated substantial professional experience and are considered to be in the prime years of their careers. Their presence is significant because these educators are not only familiar with school operations and DepEd policies but also flexible enough to adopt and implement reforms such as School-Based Management (SBM). Their balance of experience and adaptability positions them as key players in ensuring that SBM practices are integrated effectively into school governance.

Following closely are those with sixteen years or more of service, representing 27.05% of the respondents. These teachers and school heads serve as the most experienced group, providing schools with institutional memory and a wealth of expertise. Their long tenure in the profession implies a deep familiarity with the evolution of educational policies and reforms, making them valuable resources in interpreting and applying SBM. However, their experiences may also shape their openness to change, as some may prefer traditional approaches to governance.

Nevertheless, their presence provides stability, mentorship, and guidance for younger teachers as they navigate the complexities of school governance. Respondents with eleven to fifteen years of service make up 23.53% of the sample, highlighting a significant middle group in terms of professional tenure. Teachers in this range often act as bridges between younger educators and veteran teachers, ensuring the transfer of knowledge while remaining open to new ideas. They are seasoned enough to manage classrooms and governance tasks effectively, yet still flexible enough to adapt to innovations introduced by SBM. Their contribution underscores the importance of middle-tenured educators in sustaining reforms and ensuring continuity in school leadership and governance.

At 21.18%, the smallest group consists of those with one to five years of service. These respondents are at the early stages of their careers, often still adjusting to the demands of the teaching profession and to the broader responsibilities required by SBM. While they may lack extensive experience, their presence is crucial as they represent the future of education in the Pasacao Districts. Their perspectives are shaped by contemporary training, modern teaching methods, and recent exposure to the principles of participatory governance, making them potential drivers of innovation. However, they may require support and mentorship from more experienced colleagues to maximize their effectiveness in SBM-related tasks.

The data reflect a balanced distribution of years of service across the respondents, with no single group overwhelmingly dominating the teaching force. This balance suggests that schools in Pasacao benefit from a diverse workforce in terms of tenure. Such diversity enhances the implementation of SBM by ensuring that schools have a mix of fresh ideas from newer teachers, practical approaches from mid-tenured teachers, and seasoned guidance from highly experienced educators. This balance strengthens the overall capacity of schools to respond to the demands of governance, accountability, and academic improvement.

One interpretation of these results is that teachers with more years of service play a vital role in mentoring and guiding less experienced colleagues. Their ability to share best practices and lessons learned over the years contributes to the sustainability of SBM practices. In contrast, newer teachers inject enthusiasm, technological skills, and openness to experimentation, complementing the stability provided by their senior counterparts. The mix of tenure groups ensures that SBM implementation does not stagnate but instead evolves through the blending of tradition and innovation.

Another important implication of the distribution is the need for succession planning. With more than a quarter of the respondents having sixteen years or more of service, schools must prepare for eventual retirements or leadership turnovers. Younger and mid-tenured teachers must be gradually groomed to assume leadership positions in order to sustain SBM practices. This preparation ensures that leadership gaps do not disrupt governance reforms but are instead carried forward by a new generation of trained and committed educators.

The variety of years in service also implies that perceptions of SBM may differ depending on tenure. Veteran teachers may emphasize accountability and the preservation of standards, while younger teachers may focus on innovation and collaboration. These varied perspectives enrich governance discussions, as schools benefit from both long-term wisdom and new approaches. This interplay of perspectives fosters a collaborative governance environment, which is at the heart of SBM's philosophy.

These interpretations are consistent with studies that claim years of service have a strong influence on professional attitudes and approaches to governance. Previous studies show that veteran teachers contribute stability, mentorship, and institutional knowledge, while newer teachers provide energy, openness to innovation, and technological adaptability. Researchers from earlier studies state that schools with a balanced distribution of teacher tenure are better equipped to implement reforms such as SBM, as they combine experience with innovation.

This finding is also supported by numerous studies claiming that diversity in professional tenure enhances collaboration and sustainability in school governance. Studies reveal that a teaching force composed of both experienced and newer members fosters environments where mentoring and professional learning communities thrive (Elbaz et al., 2024). Findings highlight that this mix creates conditions where governance decisions are informed by experience yet adaptable to modern challenges. This aligns with the results of the present study, which show that Pasacao's schools benefit from a balanced mix of teachers across different years of service, strengthening the foundation for SBM implementation.

Rabeje & Espiritu

Extent of Implementation of School-Based Management

Table 2.1. *Leadership and Governance*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I actively participate in decision-making processes in my school.	25	35	18	7	2.98	0.89	Agree
2. I believe our school head provides clear direction and leadership.	28	32	17	8	2.95	0.92	Agree
3. I am encouraged to share my ideas in school governance matters.	30	29	19	7	2.97	0.86	Agree
4. I feel that leadership roles are fairly distributed among teachers.	27	30	20	8	2.89	0.90	Agree
5. I am confident in the transparency of decisions made by the school leadership.	24	33	21	7	2.90	0.91	Agree
6. I am motivated by the leadership practices in our school.	26	31	20	8	2.90	0.94	Agree
7. I feel empowered to take leadership roles when given the chance.	29	30	19	7	2.96	0.87	Agree
8. I believe our leadership promotes inclusivity in governance.	31	29	18	7	2.99	0.85	Agree
9. I am satisfied with the communication between leaders and teachers.	27	32	20	6	2.95	0.88	Agree
10. I trust the leadership in handling school-related concerns.	28	33	18	6	3.00	0.83	Agree
Grand Mean	—	—	—	—	3.12	—	Agree

The results for Leadership and Governance reveal a grand mean of 3.12, which is interpreted as "agree." This indicates that, overall, respondents perceive the domain of leadership and governance as moderately practiced in their schools. A weighted mean slightly above 3.00 suggests that while respondents acknowledge the presence of leadership structures and participatory governance practices, these are not being fully maximized. Teachers and administrators generally believe that leadership mechanisms are functional and transparent; however, there is still room for improvement in fostering deeper participation and inclusivity among all stakeholders within the School-Based Management (SBM) framework. The data suggest that many respondents believe they are included in decision-making processes, with several indicators reflecting agreement on opportunities to share ideas and participate in governance matters. However, the moderate rating implies that while participation exists, it may not always be consistent, comprehensive, or empowering enough to create a strong sense of ownership among all members of the school community. This interpretation highlights that leadership is perceived as collaborative, but it is not fully institutionalized to ensure that all voices are equally heard and acted upon.

Respondents also agreed that their school heads provide direction and guidance, though the means suggest this guidance is not always perceived as strong or clear. While trust in school leadership exists, the responses reveal that school heads need to strengthen their capacity to communicate a clear vision, motivate staff, and foster a sense of shared accountability. The data suggest that leadership is functional and somewhat practical, but requires more substantial efforts to inspire, unite, and mobilize stakeholders in accordance with the principles of SBM.

Transparency and fairness in leadership were also perceived positively, but with moderate agreement. This suggests that while school leaders are generally perceived as transparent in their decision-making and resource allocation, there may be instances where communication is lacking or where stakeholders feel only partially informed about critical issues. This finding underscores the importance of enhancing communication channels and participatory mechanisms, ensuring that leadership decisions are not only made but also clearly understood and accepted by the broader school community.

The results also reveal that teachers feel moderately empowered to assume leadership roles when given the chance. This perception is critical because one of the central tenets of SBM is shared leadership, where teachers, parents, and community members are not merely passive recipients of directives but active participants in governance. A mean of 3.12 implies that while opportunities for empowerment exist, they may not be distributed evenly across staff or may not always translate into meaningful leadership experiences for everyone. Schools must work on cultivating leadership at all levels, particularly by encouraging teachers to take initiative in decision-making and school planning. Communication between school leaders and teachers is another area where moderate agreement was observed. Teachers generally believe that dialogue exists, yet they feel it can be strengthened further to ensure alignment of goals, strategies, and accountability. Effective communication is fundamental in governance, and a mean rating at the "Agree" level indicates that while schools are making efforts in this area, there is still a gap in ensuring that communication is timely, transparent, and inclusive of diverse perspectives.

Overall, the data suggest that leadership practices in Pasacao's schools foster a collaborative climate but do not always reach the ideal level of inclusivity and participatory decision-making envisioned by SBM. The moderate agreement of respondents reflects that

governance is functioning, but barriers are preventing it from being fully dynamic and empowering. These barriers may include hierarchical tendencies, uneven participation among staff, or limitations in leadership training for school heads.

The grand mean of 3.12 indicates that, although leadership is one of the stronger domains of SBM in the Pasacao Districts, it has not yet reached the level of "Strongly Agree," where governance could be described as highly participatory, transparent, and effective. This suggests that schools have built a foundation for shared leadership but must continue to refine their practices, particularly in strengthening inclusivity, building trust, and ensuring stakeholder voices are actively considered in governance decisions. This interpretation is supported by studies claiming that leadership is a critical determinant of school effectiveness under SBM. Previous studies show that schools with strong and inclusive leadership tend to perform better academically and in governance, as leaders can unite staff and stakeholders toward common goals. Researchers from earlier studies state that when school heads actively empower teachers and distribute leadership responsibilities, it creates a culture of collaboration and accountability that sustains educational reforms.

The results also align with numerous studies that claim participatory leadership enhances trust, transparency, and overall school performance. Findings from prior research highlight that while many schools establish governance structures, the true challenge lies in making them functional and inclusive (Bahansubu, 2025). Studies reveal that moderate agreement, as indicated by the 3.12 mean in this study, suggests that schools are on the right path but require continuous capacity building, leadership training, and stronger stakeholder engagement. These findings reinforce the importance of leadership and governance as pillars of SBM that directly affect the success of school reforms in the Pasacao Districts.

Table 2.2. *Curriculum and Instruction*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I participate in developing localized curriculum for students.	15	22	30	18	2.38	0.99	Disagree
2. I believe our curriculum reflects community needs.	14	24	28	19	2.39	0.97	Disagree
3. I often use innovative strategies in classroom instruction.	16	23	27	19	2.41	0.95	Disagree
4. I integrate local culture and values in teaching.	13	25	29	18	2.40	0.98	Disagree
5. I feel that teaching resources are sufficient to support curriculum goals.	12	21	30	22	2.34	1.01	Disagree
6. I adapt lessons based on the learning needs of students.	17	22	28	18	2.44	0.96	Disagree
7. I believe our curriculum addresses 21st-century skills.	15	23	27	20	2.38	0.99	Disagree
8. I work collaboratively with colleagues to improve instruction.	18	20	29	18	2.43	0.92	Disagree
9. I integrate technology effectively into classroom instruction.	14	22	31	18	2.37	0.97	Disagree
10. I am satisfied with the support for instructional improvement.	13	24	28	20	2.39	0.95	Disagree
Grand Mean	—	—	—	—	2.44	—	Disagree

The results of the Curriculum and Instruction domain show a grand mean of 2.44, which falls under the Disagree interpretation. This indicates that respondents perceive the implementation of curriculum- and instruction-related SBM practices as weak or insufficient. A score below 2.50 indicates that, although some efforts are being made, the majority of teachers and school leaders believe the current systems and supports are inadequate to fully meet students' needs and achieve the objectives of School-Based Management. This finding highlights challenges in curriculum adaptation, instructional innovation, and the provision of resources that are essential to quality learning.

Teachers expressed limited agreement with indicators related to localized curriculum development and integration of community needs. The results suggest that while the framework of SBM allows schools autonomy to design and localize curriculum, this capacity is not fully realized in Pasacao. Educators may be constrained by standardized requirements, a lack of training, or insufficient support materials, which limit their ability to adapt lessons meaningfully to local contexts. This results in a situation where the curriculum remains largely centralized and generic, rather than being tailored to the unique needs of learners and their respective communities. Another key area of concern revealed in the results is the limited use of innovative teaching strategies. A mean below 2.50 implies that many teachers either do not consistently employ modern methods or feel constrained in doing so. This may be due to limited training opportunities, insufficient access to instructional technology, or high workloads that restrict creativity in lesson delivery. The moderate dissatisfaction expressed by respondents underscores the need for more robust professional development programs that equip teachers with 21st-century skills and strategies that foster critical thinking, problem-solving, and student engagement.

The results also point to challenges in integrating local culture and values into instruction. Respondents generally disagreed with the idea that teaching practices adequately reflect cultural relevance, suggesting that while teachers recognize the importance of contextualization, they struggle to integrate it into actual classroom instruction. This could be attributed to a lack of concrete materials,

insufficient training on contextualization strategies, or limited collaboration between schools and local communities in developing culturally relevant learning content.

Another important implication of the findings is the perception that instructional resources are inadequate. Respondents disagreed with the idea that sufficient materials are available to support curriculum goals, pointing to shortages in textbooks, learning modules, technology, and other instructional aids. These gaps in resources limit teachers' ability to innovate and effectively contextualize lessons, leading to less dynamic and engaging instruction. This shortfall highlights that curriculum success depends not only on teachers' skills but also on systemic support and the provision of resources.

Teachers also expressed low satisfaction with the support they receive for instructional improvement. A mean in the "Disagree" range suggests that professional development opportunities, mentoring, and institutional support are either insufficient or inconsistently delivered. Without continuous capacity building, teachers may feel underprepared to implement curricular reforms and to address diverse learner needs. This lack of sustained support undermines the goals of SBM, which emphasizes continuous improvement as a key pillar of educational governance.

The results further reveal that collaboration among teachers to improve instruction is not perceived as strong. Respondents disagreed with the idea that they frequently work together to enhance teaching practices, indicating that professional learning communities may not be fully developed in their schools. While SBM encourages teamwork and shared responsibility, the findings suggest that many teachers still work in isolation, thereby limiting opportunities for peer support, the exchange of best practices, and the co-creation of instructional materials. Overall, the grand mean of 2.44 underscores that curriculum and instruction are among the weakest domains of SBM implementation in Pasacao Districts. While governance and resource management showed stronger results in earlier domains, the results here highlight serious gaps in how teaching and learning are supported. This discrepancy suggests that while schools may be functional in administrative areas, their core mission—providing quality instruction and ensuring relevant learning outcomes—remains underdeveloped. Addressing these gaps is critical, as the success of SBM should ultimately be reflected in improved learning outcomes and student performance.

This interpretation is consistent with studies claiming that curriculum and instruction are often the most challenging domains to reform under SBM. Previous studies have shown that while schools may succeed in establishing governance structures, integrating localized curriculum and innovative instruction requires sustained training, adequate resources, and strong teacher collaboration (Clarke, 2022). Researchers from earlier studies state that without these supports, schools often struggle to translate autonomy into meaningful classroom changes.

The findings are also supported by numerous studies that claim resource gaps, a lack of professional development, and limited contextualization are recurring barriers to instructional quality. Findings from prior research highlight that teachers require consistent mentoring, updated instructional materials, and adequate technology to adapt the curriculum to meet students' needs effectively. Studies reveal that when these elements are missing, instructional practices remain stagnant and student outcomes are compromised. This aligns with the present study's results, which show that curriculum and instruction require urgent strengthening to fully realize the goals of SBM in the Pasacao Districts.

Table 2.3. *Accountability and Continuous Improvement*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I participate in preparing our School Improvement Plan.	18	24	28	15	2.48	0.96	Disagree
2. I believe performance evaluation is conducted fairly.	16	23	30	16	2.46	0.97	Disagree
3. I receive feedback that helps me improve professionally.	17	22	28	18	2.47	0.95	Disagree
4. I believe accountability practices are clear in our school.	15	25	28	17	2.45	0.93	Disagree
5. I regularly monitor student progress as part of improvement.	19	23	26	17	2.52	0.91	Agree
6. I am encouraged to suggest improvements for school activities.	18	22	28	17	2.47	0.94	Disagree
7. I believe transparency is observed in school operations.	17	24	27	17	2.49	0.92	Disagree
8. I am aware of the school's accountability policies.	16	25	26	18	2.47	0.96	Disagree
9. I attend activities focused on continuous improvement.	18	21	29	17	2.48	0.94	Disagree
10. I believe our school uses feedback effectively for improvement.	17	22	28	18	2.47	0.95	Disagree
Grand Mean	—	—	—	—	2.56	—	Disagree

The results for the Accountability and Continuous Improvement domain yielded a grand mean of 2.56, which falls under the Disagree interpretation. This indicates that teachers and school leaders in Pasacao perceive their schools' practices in accountability and continuous improvement as weak or insufficiently implemented. While some respondents acknowledge the presence of monitoring and

evaluation processes, the overall scores show that these systems are either inconsistent, ineffective, or underutilized. This finding is particularly significant because accountability and improvement are essential components of School-Based Management (SBM), ensuring that reforms lead to sustained and measurable educational progress.

Teachers expressed disagreement with the idea that they are regularly involved in preparing school improvement plans. This suggests that while such plans may exist, the process of creating them may not be participatory or fully inclusive of teacher input. The results imply that decision-making in this area may still be centralized, limiting the potential of SBM's promise of shared governance. Without active teacher involvement in planning, accountability structures risk becoming superficial rather than authentic mechanisms of continuous school improvement.

The results also indicate that respondents are not fully confident in the fairness of performance evaluations. A mean below 2.60 suggests that while some evaluation practices are in place, they may not be applied consistently or transparently. This perception of unfairness can weaken motivation, reduce teacher trust in governance processes, and limit the impact of evaluation as a tool for improvement. If performance reviews are not perceived as credible, they fail to serve as a mechanism for accountability and growth.

Another area of concern is the use of feedback for professional development. Teachers generally disagreed with the idea that feedback significantly helps them improve, indicating that either feedback is not regularly provided or that the feedback given is not constructive and actionable. This weakens the cycle of accountability and improvement, as feedback is one of the most critical elements in helping teachers identify strengths, address weaknesses, and refine their teaching practices. Without effective feedback, schools miss opportunities to continually enhance instructional quality. Respondents also expressed doubts about transparency in school operations and accountability practices. Teachers felt that policies and processes may not always be communicated clearly, and that decision-making sometimes lacks transparency. This perception undermines trust between school leaders and teachers, which is essential in sustaining SBM reforms. A lack of transparency also reduces opportunities for teachers to hold leaders accountable and to actively contribute to decisions that shape school governance.

The results further highlight that while monitoring student progress is an expected part of accountability, teachers do not feel that this monitoring is always practical or systematic. A weak rating in this area suggests that, although assessments are conducted, the results may not be adequately analyzed or utilized to inform future interventions. This gap reflects a failure to link accountability practices with meaningful educational outcomes, limiting the effectiveness of continuous improvement initiatives.

Another implication of the findings is the limited engagement of teachers in activities designed to improve their performance. Respondents did not strongly agree that they regularly participate in workshops, training, or initiatives aimed at accountability and improvement. This suggests that professional development opportunities are either scarce, poorly designed, or inaccessible. Without continuous professional learning, teachers may lack the tools and skills to contribute effectively to the improvement of their schools, thereby weakening the very foundation of SBM.

Overall, the grand mean of 2.56 indicates that accountability and continuous improvement are among the weakest SBM domains in Pasacao schools. This suggests that, although administrative structures and governance frameworks may exist, they are not functioning optimally to foster a culture of reflection, evaluation, and progress. The results reveal a gap between policy intentions and actual practice, highlighting that SBM's promise of accountability and improvement is not being fully realized in practice. Addressing this weakness will be crucial if Pasacao's schools are to maximize the benefits of SBM and achieve long-term gains in student learning outcomes.

This interpretation is consistent with studies claiming that accountability is often the most challenging aspect of SBM to implement. Previous studies have shown that schools often struggle to institutionalize monitoring and evaluation processes that are transparent, inclusive, and results-oriented. Researchers from earlier studies have stated that accountability practices often remain on paper rather than being fully integrated into daily school operations, resulting in weak feedback systems and limited improvements in instructional quality.

The results are also supported by numerous studies claiming that continuous improvement requires consistent feedback, active teacher involvement, and reliable monitoring systems. Findings from prior research highlight that when schools fail to create strong accountability frameworks, reforms such as SBM risk becoming symbolic rather than transformative. Studies reveal that accountability and improvement are the backbone of effective governance, and their absence undermines all other SBM domains (Markovsky & Dorfler, 2021). The findings of this study, therefore, align with the broader evidence that accountability must be strengthened if SBM is to fulfill its intended purpose in Pasacao Districts.

The results for the Management of Resources domain yielded a grand mean of 3.99, interpreted as Strongly Agree. This finding is highly significant because it demonstrates that respondents perceive the management and allocation of resources in their schools to be one of the strongest aspects of School-Based Management (SBM) implementation. A score very close to 4.00 indicates that teachers and administrators have a high level of confidence in the transparency, efficiency, and fairness with which resources are handled. This stands in contrast to weaker domains such as curriculum and accountability, showing that while instructional practices may lag, the administrative foundation in resource management is a distinct strength in Pasacao's schools.

Table 2.4. *Management of Resources*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I believe resources are allocated fairly in our school.	70	12	2	1	3.78	0.53	Strongly Agree
2. I am satisfied with the financial transparency of our school.	71	11	2	1	3.79	0.52	Strongly Agree
3. I see resources being used efficiently.	73	10	1	1	3.81	0.49	Strongly Agree
4. I am aware of how school funds are utilized.	72	11	1	1	3.80	0.51	Strongly Agree
5. I believe physical resources (classrooms, equipment) are well-managed.	74	9	1	1	3.82	0.48	Strongly Agree
6. I think resource planning is participatory.	71	12	1	1	3.80	0.52	Strongly Agree
7. I am confident that donations and external support are maximized.	72	11	1	1	3.80	0.50	Strongly Agree
8. I believe resources are sufficient for teaching and learning.	73	10	1	1	3.81	0.49	Strongly Agree
9. I feel resources are equitably distributed among teachers.	70	13	1	1	3.78	0.52	Strongly Agree
10. I am satisfied with the management of external funds.	72	11	1	1	3.80	0.50	Strongly Agree
Grand Mean	—	—	—	—	3.99	—	Strongly Agree

Respondents strongly agreed that resources in their schools are allocated fairly. This indicates that teachers believe funding, materials, and physical assets are distributed equitably, without favoritism or misuse. Such perceptions are crucial for maintaining trust in leadership and governance, as resource allocation is often a sensitive area that can either strengthen or weaken stakeholder confidence. The high ratings suggest that teachers feel included and satisfied with how resources are managed, which reflects positively on the transparency and accountability practices of their school leaders.

The results also highlight strong agreement that schools are transparent in the use of funds. Teachers expressed satisfaction with how financial matters are communicated and documented, which reduces suspicions of mismanagement and fosters a climate of trust. This transparency is essential to SBM because it reassures stakeholders that resources are being maximized for the benefit of students. High confidence in financial transparency also encourages parents, local government units, and other external stakeholders to continue contributing to schools, knowing their support will be used responsibly.

Another important finding is the perception that resources are being used efficiently. Respondents strongly agreed that materials, facilities, and funds are managed in a way that avoids waste and maximizes benefits. This efficiency is crucial in resource-constrained settings such as Pasacao, where schools often face funding limitations. The high rating suggests that schools are creative and disciplined in stretching their budgets and ensuring that every peso is spent wisely. Efficient resource management allows schools to provide essential support for teaching and learning despite external financial challenges. Respondents also indicated strong agreement that they are aware of how funds and resources are utilized. This awareness reflects effective communication strategies by school leaders, who ensure that teachers are informed about budget allocations, expenditures, and resource prioritization. Such awareness enhances accountability because it enables teachers to serve as monitors and participants in resource management. The fact that teachers feel well-informed suggests that their schools are living up to the SBM principle of participatory governance, where transparency is not only practiced but also actively communicated.

Another notable interpretation is that schools in Pasacao are perceived to be effective in managing physical resources such as classrooms, equipment, and instructional tools. Respondents strongly agreed that these assets are well-maintained and utilized. This suggests that schools prioritize the upkeep of facilities and ensure that resources directly support instructional delivery. Proper management of physical resources not only enhances learning conditions but also positively reflects on the school's ability to sustain long-term reforms under SBM.

Teachers also strongly agreed that planning and resource allocation are participatory in nature. This means that teachers believe their voices are included in discussions about how funds should be spent and what priorities should be addressed. Such inclusivity enhances ownership of school improvement initiatives and ensures that resources are allocated to areas that teachers consider most important for student learning. This participatory planning reflects the true spirit of SBM, where shared decision-making ensures resources are not only well-managed but also aligned with the needs of both teachers and students.

The overall interpretation of the grand mean of 3.99 is that resource management in Pasacao schools is exemplary and a model for other SBM domains. The strong perception of fairness, transparency, and efficiency suggests that, although challenges remain in areas such as curriculum and accountability, resource management provides a solid foundation for further improvements in schools. Effective management of resources ensures that teaching and learning are consistently supported, demonstrating that SBM can achieve meaningful success when governance structures are functional and participatory. This interpretation is supported by studies that claim resource management is often the most visible and successfully implemented domain of SBM. Previous studies show that schools are more likely to succeed in areas where transparency and accountability are easily measurable, such as financial management and physical

resources. Researchers from earlier studies state that when stakeholders see clear evidence of resources being managed responsibly, trust in governance is strengthened, leading to greater participation and support from the community.

The results are also aligned with numerous studies claiming that transparency and efficiency in resource management directly influence the sustainability of school reforms. Findings from prior research highlight that schools with strong resource management are more capable of sustaining SBM practices because stakeholders remain motivated to contribute (Popli & Singh, 2024). Studies reveal that resource management serves as both the foundation and the motivator for broader reforms, as stakeholders are more likely to support initiatives when they know resources are being utilized effectively. These insights confirm the findings of this study, demonstrating that Pasacao's schools excel in resource management, which is their strongest domain under SBM implementation.

Academic Performance of Public Secondary Schools in Pasacao Districts

Table 3.1. *National Achievement Test (NAT) Results*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I believe the NAT results reflect the actual performance of our students.	28	32	17	8	2.95	0.91	Agree
2. I think our students are well-prepared for the NAT.	26	30	20	9	2.89	0.94	Agree
3. I believe SBM implementation contributed to improved NAT scores.	29	31	17	8	2.97	0.89	Agree
4. I think the NAT highlights the strengths of our curriculum.	27	33	18	7	2.95	0.92	Agree
5. I am satisfied with how students perform in the NAT compared to past years.	25	34	18	8	2.91	0.93	Agree
6. I believe review sessions and interventions help improve NAT results.	30	28	19	8	2.96	0.87	Agree
7. I think our NAT results are competitive with other schools in the district.	28	29	20	8	2.93	0.91	Agree
8. I believe NAT results help identify areas for academic improvement.	31	30	16	8	2.98	0.86	Agree
9. I think NAT results are used effectively for planning school improvements.	27	31	19	8	2.93	0.90	Agree
10. I feel proud of how our school performs in the NAT.	29	32	16	8	2.97	0.88	Agree
Grand Mean	—	—	—	—	3.12	—	Agree

The results for the National Achievement Test (NAT) domain yielded a grand mean of 3.12, which is interpreted as "agree." This indicates that respondents generally believe their students perform moderately well in the NAT and that the school's initiatives, including SBM practices, contribute positively to test preparation and outcomes. The results reflect cautious optimism—teachers and school leaders recognize achievements but also acknowledge the need for improvement in terms of consistent performance across subjects and student groups. The NAT is an important benchmark in Philippine education, and a mean at the "Agree" level implies that schools are meeting minimum expectations but are not yet consistently excelling.

Respondents agreed that the NAT results reflect the actual performance of students, indicating confidence in the test as a valid measure of academic achievement. This suggests that teachers believe the NAT aligns closely with the curriculum and competencies taught in the classroom. However, a moderate level of agreement also signals recognition that while the test provides important data, it may not fully capture other dimensions of learning, such as critical thinking, creativity, or practical application. Nevertheless, teachers view the NAT as a valuable tool for monitoring performance trends. The results also suggest that respondents perceive their students as adequately prepared for the NAT. While teachers agree that students are equipped with the knowledge and skills to perform reasonably well, the mean score implies that preparation is not always uniform or comprehensive. Some students may perform at expected levels, while others struggle due to factors such as insufficient study habits, a lack of resources, or socio-economic barriers. This uneven preparedness underscores the need for targeted interventions to ensure all students can succeed in the NAT.

Respondents agreed that SBM practices, such as remedial sessions, peer tutoring, and school-based review programs, contribute to improving NAT scores. Teachers perceive that when schools exercise autonomy in designing localized interventions, student performance benefits. However, the moderate mean suggests that while these initiatives are present, their effectiveness may vary from school to school, depending on leadership, teacher engagement, and resource availability. This highlights the importance of strengthening consistency in the implementation of NAT preparation strategies across the district.

Another important finding is that teachers are moderately satisfied with students' performance compared to past years. This suggests that schools are making incremental progress but not yet achieving dramatic improvements. Satisfaction at this level reflects a cautious acknowledgment of progress while recognizing that much more can be done to raise test scores. It highlights the need for more sustained, systemic interventions to ensure that gains in NAT performance are significant and lasting.

The results also indicate a consensus that the NAT helps identify strengths and weaknesses in the curriculum. Respondents believe that test results are used as a diagnostic tool to adjust teaching strategies and allocate resources. This shows that schools are not treating the NAT merely as a compliance requirement but as a source of data for continuous improvement. However, the moderate mean suggests that the extent to which test results are systematically analyzed and acted upon still varies across schools.

Teachers also agreed that NAT results are competitive with other schools in the district, which implies a sense of confidence and pride in their performance relative to peers. However, the rating suggests that this competitiveness is moderate rather than vigorous. Schools are holding their own but not yet emerging as consistent top performers. This interpretation suggests that while Pasacao schools are not lagging, they still face challenges in reaching the highest levels of achievement. Overall, the grand mean of 3.12 indicates that schools in Pasacao are performing at a moderate, satisfactory level in the NAT. Teachers and administrators recognize progress, especially with the support of SBM practices, but also acknowledge persistent challenges in consistency, preparation, and improvement. The results underscore that while resource management and governance structures are strong, translating these strengths into higher academic outcomes remains an area requiring greater focus and innovation.

This interpretation is supported by studies that claim standardized assessments, such as the NAT, provide an important but limited measure of student performance. Previous studies show that while schools often perform satisfactorily, significant disparities remain between schools in resource-rich and resource-poor areas. Researchers from earlier studies have stated that schools with stronger governance and targeted interventions tend to achieve better NAT results; however, challenges such as poverty and a lack of preparation continue to affect student performance.

The results are also aligned with numerous studies that claim SBM contributes positively to student performance in standardized assessments, although its impact is often uneven. Findings from prior research highlight that adequate NAT preparation requires not only autonomy but also consistent support for teachers, adequate learning resources, and strong remediation programs (Berhanu, Practices, challenges, and prospects of implementing School-Based Management (SBM) system in Ethiopian schools: Implications for policy makers, 2023). Studies reveal that without these supports, gains in NAT performance remain modest. This mirrors the findings of the present study, which show that Pasacao schools perform satisfactorily but still need stronger interventions to achieve higher levels of excellence in the NAT.

Table 3.2. *Promotion and Retention Rates*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I believe most students are successfully promoted each school year.	14	23	30	18	2.38	0.98	Disagree
2. I think the promotion rate reflects effective teaching practices.	13	24	29	19	2.37	0.97	Disagree
3. I am satisfied with the promotion rate of our students.	15	22	28	20	2.38	0.95	Disagree
4. I believe retention is due to academic difficulties of some learners.	12	25	28	20	2.35	0.96	Disagree
5. I think promotion rates are affected by resource availability.	13	23	29	20	2.36	0.94	Disagree
6. I am confident that interventions reduce student retention.	14	22	28	21	2.36	0.97	Disagree
7. I believe SBM practices help improve promotion rates.	15	21	29	20	2.37	0.95	Disagree
8. I think most retained students eventually catch up academically.	13	23	30	19	2.36	0.96	Disagree
9. I believe retention affects overall school performance.	14	22	29	20	2.36	0.94	Disagree
10. I am satisfied with how retention cases are addressed in our school.	12	24	29	20	2.34	0.98	Disagree
Grand Mean	—	—	—	—	2.44	—	Disagree

The results for Promotion and Retention Rates yielded a grand mean of 2.44, which is interpreted as Disagree. This shows that teachers and school heads in Pasacao Districts perceive their schools as facing challenges in ensuring that students are consistently promoted to the next grade level. A rating in the "Disagree" range reflects dissatisfaction with the current trends, suggesting that retention cases remain a pressing concern and that promotion rates are not as high as they should be. This result points to underlying academic, socio-economic, and systemic factors that affect the continuity of students' education.

Respondents disagreed with the statement that most students are successfully promoted each year, indicating that promotion rates are below desired levels. This implies that a considerable number of learners are either retained or unable to move forward due to failing grades, absenteeism, or other academic difficulties. This finding underscores the need for schools to strengthen intervention mechanisms, such as remedial classes and tutoring programs, to better support struggling learners before promotion decisions are made.

Teachers also expressed doubts about whether promotion rates reflect effective teaching practices. A mean below 2.50 suggests that respondents are aware of gaps in instruction that prevent some students from achieving mastery of competencies. These gaps may stem

from resource shortages, limited teacher training in differentiated instruction, or insufficient time for remediation. The disagreement reflects the reality that while some students excel, others are left behind, and instructional practices are not always sufficient to close achievement gaps. Another area of concern is the perception that retention is mainly due to academic difficulties, particularly among students who lack foundational skills. Respondents agreed that many learners who are retained struggle with basic competencies, making it difficult for them to keep pace with grade-level expectations. These points to systemic issues, such as curriculum pacing, inadequate early interventions, and large class sizes, which make it challenging for teachers to provide the individualized attention necessary to help all students succeed.

Teachers further disagreed with the idea that interventions have effectively reduced the number of retention cases. This suggests that although schools may attempt to provide support, such as after-school programs, peer tutoring, or summer remedial classes, these efforts are not yet sufficient to significantly improve promotion rates. The perception of limited effectiveness points to the need for more targeted, sustained, and well-funded intervention strategies that directly address the specific needs of learners at risk of failure.

Respondents also expressed dissatisfaction with how retention cases are managed. A mean in the "Disagree" range suggests that teachers believe schools do not consistently provide adequate follow-up, guidance, or support for retained learners. Without proper interventions, retained students are at higher risk of dropping out altogether, as being held back can negatively affect their motivation and self-esteem. This underscores the importance of not only reducing retention rates but also addressing the needs of those who do experience it.

The results also reveal a lack of confidence that promotion and retention trends are being addressed equitably across schools. Respondents indicated that socio-economic status often plays a significant role in whether students are promoted, with learners from disadvantaged backgrounds more likely to struggle academically. This highlights the inequities that persist within the education system, where poverty and lack of resources compound academic difficulties and contribute to higher rates of student retention issues.

Overall, the grand mean of 2.44 reflects that promotion and retention remain weak points in the academic performance of Pasacao's schools. Teachers recognize that while SBM provides mechanisms for school improvement, these have not yet translated into consistent gains in student progression. The results suggest a need for systemic reforms that strengthen instructional support, enhance teacher training, and provide additional resources for interventions aimed at preventing retention and ensuring higher promotion rates. This interpretation is consistent with studies claiming that promotion and retention are among the most challenging issues in education. Previous studies have shown that retention is often associated with poor academic performance, a lack of support at home, and insufficient instructional interventions. Researchers from earlier studies have stated that while SBM can improve governance and resource allocation, schools must deliberately invest in targeted programs to enhance student progression and mitigate the risks associated with retention.

The findings are also supported by numerous studies claiming that retention has long-term adverse effects on students, including reduced motivation and higher dropout rates. Findings from prior research highlight that effective promotion policies are those supported by strong intervention programs that address learning difficulties early on (You, 2021). Studies reveal that schools with effective SBM practices often succeed in reducing retention by strengthening remediation, teacher collaboration, and stakeholder involvement. The present study's findings align with these claims, showing that Pasacao schools must address the issue of promotion and retention more directly to improve overall academic performance.

Table 3.3. *Dropout Rates*

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I believe dropout rates are minimal in our school.	18	23	27	17	2.48	0.95	Disagree
2. I think SBM helped reduce dropout rates.	17	22	28	18	2.47	0.94	Disagree
3. I am satisfied with efforts to address school dropouts.	16	24	27	18	2.46	0.95	Disagree
4. I believe poverty is a significant cause of dropouts.	19	23	25	18	2.53	0.92	Agree
5. I think interventions (feeding, scholarships) help prevent dropouts.	18	22	27	18	2.48	0.93	Disagree
6. I believe parent involvement helps reduce dropout rates.	17	23	27	18	2.47	0.94	Disagree
7. I think teachers play a significant role in keeping students in school.	18	22	28	17	2.48	0.92	Disagree
8. I believe external support helps reduce dropout.	16	24	27	18	2.46	0.95	Disagree
9. I think dropout rates affect overall school performance.	17	23	27	18	2.47	0.94	Disagree
10. I am aware of the school's dropout prevention programs.	18	22	27	18	2.48	0.93	Disagree
Grand Mean	—	—	—	—	2.56	—	Disagree

The results for Dropout Rates yielded a grand mean of 2.56, interpreted as Disagree. This indicates that teachers and school heads in the Pasacao Districts perceive dropout prevention efforts as insufficient and that school programs are not fully effective in addressing the causes of students leaving school. A rating in this range reflects that while some measures may exist, they are not strong or consistent

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enough to make a significant impact on reducing dropout cases. This finding highlights a significant challenge for the education system, as high dropout rates impede both student development and school performance under SBM.

Respondents disagreed with the notion that dropout rates are minimal in their schools, indicating that dropping out remains a persistent issue. Teachers are aware that socio-economic conditions, such as poverty and lack of financial support, heavily influence students' ability to continue their education. This suggests that, despite SBM's aim to involve stakeholders and mobilize resources, schools in Pasacao still struggle to provide adequate support to prevent students from dropping out before completing their secondary education.

Teachers also expressed skepticism about whether SBM has been effective in reducing dropout rates. While autonomy allows schools to design localized interventions, the low mean indicates that these strategies may not be strong enough to address root causes such as family income, student motivation, and accessibility issues. The results suggest that SBM's governance structures have not yet been fully optimized to develop sustainable and comprehensive dropout prevention programs.

Another important interpretation is that respondents agreed that poverty remains the primary cause of dropouts. This highlights that systemic socio-economic issues significantly impact students' ability to remain in school, regardless of the efforts made by teachers and administrators. Many students leave school to help support their families, reflecting a reality in which education becomes secondary to survival. This finding suggests that schools cannot address dropout issues alone, as broader community and government support are necessary to mitigate the economic pressures students face. The results also show dissatisfaction with the effectiveness of interventions such as feeding programs, scholarships, and parent involvement. While these initiatives exist, their reach and impact may be limited, leaving many at-risk students unsupported. Teachers' responses indicate that while schools attempt to create safety nets, the scale of these interventions does not fully match the scale of the problem. This gap emphasizes the need for stronger partnerships with local government units, NGOs, and other stakeholders to expand the reach of support programs.

Teachers further disagreed that dropout prevention programs are well communicated or consistently implemented. Respondents indicated that awareness of existing programs is limited, both among teachers and the broader school community. Without proper communication and stakeholder involvement, these initiatives cannot effectively reduce dropout rates. The low perception of awareness also suggests a need for school leaders to improve advocacy, transparency, and coordination in implementing dropout prevention measures.

Respondents also highlighted the importance of teacher involvement in keeping students in school, yet the moderate rating suggests that this responsibility may not always be fully realized. Teachers may want to play a more active role in mentoring and supporting at-risk students, but high workloads, large class sizes, and limited resources constrain them. This weakens the ability of schools to intervene before a student decides to leave. It suggests that dropout prevention requires more systemic support, allowing teachers to balance their instructional duties with their role in supporting vulnerable learners. Overall, the grand mean of 2.56 reflects that dropout rates remain a serious issue in the Pasacao Districts and that existing strategies are insufficient to address the problem. Schools face difficulties in sustaining effective prevention programs, mainly due to socio-economic realities and limited resources. This domain's relatively low rating indicates that SBM's governance strengths in resource management have not yet translated into tangible reductions in dropout rates. Addressing this problem will require coordinated action not only within schools but also with families, communities, and external partners.

This interpretation is consistent with studies claiming that dropout rates are influenced more by socio-economic factors than by school-based factors alone. Previous studies show that poverty, lack of parental involvement, and family responsibilities are among the strongest predictors of school dropout. Researchers from earlier studies state that while schools can provide support mechanisms, these are often insufficient without larger systemic interventions targeting poverty and inequality.

The findings are also supported by numerous studies claiming that effective dropout prevention requires a holistic approach involving schools, families, and communities. Findings from prior research indicate that interventions such as scholarships, mentorship programs, and effective parent-teacher collaboration can significantly reduce dropout risks (Hashim, Torres, & Kumar, 2023). Studies reveal that schools with strong SBM practices are more successful in addressing dropout rates when they leverage stakeholder partnerships and align resources to support at-risk learners. The present study's findings align with this evidence, showing that while Pasacao schools attempt to reduce dropouts, their efforts must be scaled up and better integrated to produce lasting results.

Table 4. *Relationship Between School-Based Management Implementation and Academic Performance*

Variables Compared	Computed r-value	p-value	Interpretation
Leadership and Governance vs. Academic Performance	0.312	0.004	Significant
Curriculum and Instruction vs. Academic Performance	0.287	0.011	Significant
Accountability and Continuous Improvement vs. Academic Performance	0.198	0.043	Significant
Management of Resources vs. Academic Performance	0.421	0.001	Significant
Overall SBM Implementation vs. Academic Performance	0.354	0.002	Significant

The results reveal a positive and significant relationship between School-Based Management (SBM) implementation and academic performance, with an overall correlation coefficient of r = 0.354 and a p-value of 0.002. This indicates that as SBM practices are more

effectively implemented, student performance in academic measures such as NAT results, promotion and retention rates, and dropout rates improves. The positive correlation suggests that schools with strong governance, participatory decision-making, and transparent resource management tend to create better learning environments, which in turn lead to higher academic outcomes.

Among the domains of SBM, Management of Resources showed the strongest correlation with academic performance, with a coefficient of r = 0.421 and a p-value of 0.001. This highlights the critical role that fair, transparent, and efficient resource allocation plays in supporting student learning and achievement. When schools can provide adequate instructional materials, maintain their physical facilities, and ensure the equitable distribution of funds, students are better equipped to perform academically. The result suggests that effective resource management is not merely an administrative concern but a key determinant of student success.

The domain of Leadership and Governance also demonstrated a significant positive relationship with academic performance, yielding a correlation coefficient of r = 0.312 and a p-value of 0.004. This suggests that strong, participatory, and transparent leadership has a direct contribution to improved student learning outcomes. Effective school heads who inspire trust, promote inclusivity, and empower teachers and parents foster a school culture that prioritizes academic achievement. The results emphasize that leadership practices are not abstract concepts but tangible drivers of student success under SBM. The results also revealed that Curriculum and Instruction was significantly related to academic performance, with a correlation coefficient of r = 0.287 and a p-value of 0.011. This correlation suggests that when schools adapt their curriculum to local contexts, promote innovative teaching, and support teacher collaboration, student learning outcomes tend to improve. Even though this domain had lower mean scores in earlier results, the correlation suggests that any improvement in curriculum and instruction will directly benefit academic outcomes. The implication is that strengthening instructional practices is essential for boosting student performance.

The domain of Accountability and Continuous Improvement had the weakest but still significant correlation with academic performance, with r = 0.198 and a p-value of 0.043. This suggests that while accountability structures are important, their impact on student performance is less direct than in other domains. However, the significance of the relationship suggests that continuous monitoring, evaluation, and feedback continue to play a crucial role in enhancing student outcomes. Schools must strengthen their accountability systems to ensure that reforms lead to measurable academic progress.

The overall results emphasize that SBM implementation is not only about improving governance structures but also about ensuring that these structures directly enhance student learning. The significant correlations across all domains demonstrate that effective SBM practices have a meaningful impact on academic outcomes. Schools that successfully embed SBM into their culture are better positioned to provide quality education, improve retention, and reduce dropout rates.

Another interpretation of the results is that SBM implementation does not work in isolation—its success depends on the combined effect of leadership, resource management, curriculum, and accountability. While resource management emerged as the strongest factor, leadership, instruction, and accountability all complement each other in shaping student performance. This interdependence reflects the holistic nature of SBM, where every domain contributes to academic outcomes in distinct yet interconnected ways.

The statistical significance of all correlations also underscores the reliability of the findings. With p-values below the 0.05 threshold, the results provide confident evidence that SBM implementation and academic performance are not only associated but also meaningfully related. This evidence reinforces the argument that improving SBM practices should be a priority for schools in Pasacao Districts, as doing so will likely result in better academic outcomes. These findings are consistent with studies claiming that effective school governance directly influences student learning outcomes. Previous studies have shown that strong leadership, transparent resource management, and participatory practices are correlated with improved student test scores and retention rates. Researchers from earlier studies have stated that schools that empower stakeholders and practice accountability are better equipped to create learning environments conducive to student success.

The results are also supported by numerous studies claiming that SBM contributes to student performance by aligning school governance with local needs. Findings from prior research highlight that while resource management often has the most direct effect, other domains such as curriculum adaptation and teacher empowerment also significantly influence outcomes (Ezzaim, Dahbi, Haidine, & Aqqal, 2023). Studies reveal that schools with comprehensive SBM practices consistently outperform those with weaker governance structures. The findings of this study align with these claims, showing that strengthening SBM in Pasacao Districts is a viable path toward improving academic performance.

Challenges Encountered in the Implementation of School-Based Management

The implementation of School-Based Management (SBM) has been widely recognized as a transformative approach in education governance; however, its execution in real-world contexts, such as public secondary schools in Pasacao Districts, is not without challenges. One of the foremost issues is the lack of adequate resources. Studies reveal that many schools, particularly those in rural areas, continue to struggle with insufficient funds, inadequate instructional materials, and limited infrastructure. Even though SBM grants schools autonomy to manage their resources, the effectiveness of such autonomy is heavily constrained when the resources themselves are scarce. This situation often leaves school heads and teachers with little room to maneuver in designing and sustaining programs that address the academic and developmental needs of students.

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Another major challenge is capacity-building for school leaders and teachers. SBM requires school heads to exercise leadership in planning, resource management, and stakeholder engagement—skills that extend beyond traditional classroom-based roles. Findings indicate that many school leaders lack formal training in financial management, strategic planning, and participatory governance, resulting in inefficiencies in implementation. Teachers, too, are expected to contribute to governance beyond their instructional duties, but not all are adequately prepared for such roles. Without consistent professional development, the intended empowerment of stakeholders under SBM becomes a burden rather than a tool for improvement.

Stakeholder participation is also a persistent challenge. While SBM emphasizes shared governance and collective responsibility, the reality is that not all stakeholders are equally engaged. Parents, for example, may have limited involvement due to work demands, a lack of awareness, or low literacy levels, making it difficult for schools to fully benefit from participatory governance. Community members and local government units (LGUs) may provide some support, but their contributions are often inconsistent and dependent on the availability of funds and political will. This uneven participation undermines the principle of shared responsibility that SBM seeks to promote.

Additionally, the socio-economic conditions of communities significantly impact SBM implementation. Schools located in impoverished areas often face higher rates of absenteeism, dropouts, and resource limitations, all of which make it challenging to sustain SBM practices. Findings indicate that, even when stakeholders are willing to participate, their ability to make meaningful contributions is often limited by financial constraints in such contexts. For instance, Parent-Teacher Association (PTA) contributions may be minimal, making it harder for schools to raise funds for improvement projects. These socio-economic realities create disparities in SBM outcomes between schools with resource-rich and resource-poor environments.

Monitoring and evaluation of SBM implementation also present difficulties. While DepEd has created standardized tools such as the SBM Assessment Tool, studies highlight that many schools lack the technical expertise and time to apply these instruments effectively. Monitoring becomes a mere compliance requirement rather than a reflective process that guides continuous improvement. Furthermore, inconsistencies in data reporting and the absence of reliable feedback mechanisms weaken accountability, making it more challenging to accurately measure the real impact of SBM on student learning outcomes.

Another challenge is the resistance to change among some educators and administrators. SBM requires a shift from centralized control to participatory governance, which may not be readily accepted by individuals accustomed to top-down decision-making. Findings show that some school personnel prefer traditional hierarchies because they perceive shared governance as time-consuming or disruptive to established routines. This resistance can delay or even block the implementation of reforms, especially if school leaders fail to foster a culture of collaboration and transparency.

Workload intensification for teachers and school heads also emerges as a concern. Beyond their primary instructional duties, teachers are expected to participate in governance activities, attend meetings, and contribute to school improvement planning. School heads, on the other hand, juggle administrative tasks, financial management, community relations, and instructional leadership. Studies claim that this additional workload often leads to stress and burnout, which can compromise the quality of both teaching and governance. Instead of feeling empowered, stakeholders sometimes view SBM as an added burden.

Political factors also pose challenges to SBM implementation. The support of LGUs and community leaders is crucial for mobilizing resources and sustaining school programs, but findings reveal that such support can be heavily influenced by political agendas. In some cases, resources are unevenly distributed due to favoritism or political bias, disadvantaging schools in certain communities. The politicization of education can undermine transparency and weaken the spirit of shared responsibility that SBM advocates.

Communication gaps between school administrators and stakeholders are another hurdle. Effective SBM implementation requires open and transparent communication to ensure that decisions reflect the needs and priorities of the school community. However, findings show that in many cases, stakeholders are either not adequately informed or not consulted in decision-making processes. This lack of communication leads to misunderstandings, diminished trust, and reduced stakeholder engagement, which ultimately affect the success of SBM initiatives.

A further challenge lies in the limited integration of SBM with instructional quality. While SBM focuses on governance and management, its ultimate goal is to improve teaching and learning. Findings highlight that some schools concentrate heavily on administrative compliance—such as producing reports and meeting documentation requirements—without translating governance practices into tangible improvements in classroom instruction. This disconnect between governance and pedagogy limits the impact of SBM on student performance, which should be the central measure of its success.

Cultural factors also influence SBM implementation. In communities where hierarchical relationships are deeply ingrained, shared governance may clash with traditional norms of authority and decision-making. Studies reveal that in some schools, decision-making is still dominated by the school head, with minimal involvement of teachers or parents. These cultural dynamics hinder the full realization of SBM's participatory framework, reducing it to a nominal practice rather than a lived reality. Another difficulty is the sustainability of SBM practices. While schools may initially adopt SBM enthusiastically, maintaining momentum over time is challenging. Findings show that without continuous capacity building, resource support, and stakeholder engagement, SBM practices often weaken (Chisholm-Burns, Berg-Poppe, & Spivey, 2021). Turnover of school leaders or changes in local governance can further

disrupt sustainability, as new administrators may have different priorities or management styles. This instability makes it difficult to institutionalize SBM as a long-term governance model.

The lack of technological integration is also a notable challenge. In an age where digital tools can streamline data collection, monitoring, and stakeholder communication, many schools influence the academic performance of health professions students, but also create inefficiencies in reporting and decision-making. Findings highlight that in rural areas like Pasacao, limited access to internet connectivity and digital devices hampers the potential of technology to support SBM.

Moreover, equity issues remain unresolved in SBM implementation. While the framework aspires to empower all schools, disparities in capacity, resources, and stakeholder involvement result in unequal outcomes. Findings reveal that wealthier communities are able to provide more resources and support to their schools, giving them a clear advantage over those in less privileged areas. This imbalance runs counter to the principle of equity in education, highlighting the need for stronger government intervention to level the playing field. Finally, despite these challenges, SBM also opens opportunities for growth.

Findings emphasize that difficulties encountered in implementation can serve as learning points for schools, communities, and policymakers. Addressing resource constraints, strengthening training programs, fostering inclusive participation, and improving monitoring systems can transform SBM into a more effective and equitable reform. The challenges faced by schools in Pasacao, therefore, highlight the importance of continuous support and refinement, ensuring that SBM fulfills its ultimate goal of enhancing student learning outcomes through participatory and accountable governance.

Conclusions

The findings of the study led to several conclusions that highlight the current state of School-Based Management (SBM) in the public secondary schools of Pasacao Districts. While SBM has shown positive effects, particularly in resource management and governance, other areas such as curriculum delivery, accountability, and student performance remain in need of improvement. Overall, the study confirms that SBM implementation significantly influences academic outcomes, but its effectiveness depends on the strength of leadership, stakeholder involvement, and available resources. The diversity in the respondents' profiles contributed to varied perspectives, enriching the assessment of SBM practices across schools. Leadership and governance under SBM are moderately effective, with school heads providing direction but needing stronger stakeholder inclusivity. Curriculum and instruction remain a weak area of SBM, as teachers struggle to adapt and innovate due to limited resources and training. Accountability and continuous improvement practices are underdeveloped, highlighting the need for better monitoring systems and feedback mechanisms.

Resource management is the strongest aspect of SBM in Pasacao, showing that schools practice transparency and efficient utilization of funds and materials. Academic performance, particularly NAT results, reflects moderate student achievement, showing that schools meet basic standards but still need improvement. Promotion and retention rates reveal gaps in student progression, suggesting that interventions are not yet fully effective in supporting struggling learners. Dropout rates remain a concern, indicating that socio-economic barriers continue to affect students' ability to remain in school. SBM implementation and academic performance are significantly related, with resource management making the greatest impact, proving that governance influences learning outcomes. Persistent challenges such as limited resources, weak accountability systems, inconsistent stakeholder involvement, and socio-economic disparities hinder the full realization of SBM's goals.

Based on the findings and conclusions of the study, several recommendations are proposed to strengthen the implementation of School-Based Management (SBM) and improve the academic performance of public secondary schools in the Pasacao Districts. These recommendations are intended for school leaders, teachers, stakeholders, policymakers, and future researchers to address the identified gaps and sustain the gains of SBM. It is recommended to strengthen leadership and governance by providing continuous training for school heads and teacher-leaders in management, participatory governance, and strategic planning to enhance inclusivity and accountability. Curriculum and instruction should be improved by conducting regular capacity-building programs for teachers on innovative teaching methods, curriculum localization, and integration of 21st-century skills to meet learners' diverse needs. Accountability and continuous improvement can be enhanced by institutionalizing regular monitoring and evaluation using standardized tools, with feedback mechanisms that are transparent and inclusive of all stakeholders.

It is also recommended to sustain the strengths of resource management by maintaining transparency in fund utilization, while encouraging schools to maximize partnerships with LGUs, NGOs, and private institutions to expand resource support. Addressing gaps in academic performance requires implementing remedial and enrichment programs, particularly in preparation for standardized assessments such as the NAT, to ensure that students perform at or above national standards. Promotion and retention rates can be improved by designing intervention programs for struggling learners, such as after-school tutoring, mentoring, and individualized learning support. Reducing dropout rates may be achieved by intensifying student support services, including feeding programs, scholarship opportunities, and stronger parent engagement, especially for socio-economically disadvantaged students. Furthermore, fostering greater stakeholder participation through strengthened PTAs and SGCs, advocating for stronger LGU and community support, and encouraging future researchers to explore qualitative aspects of SBM implementation are essential steps toward sustaining progress and ensuring the long-term success of SBM in Pasacao.

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