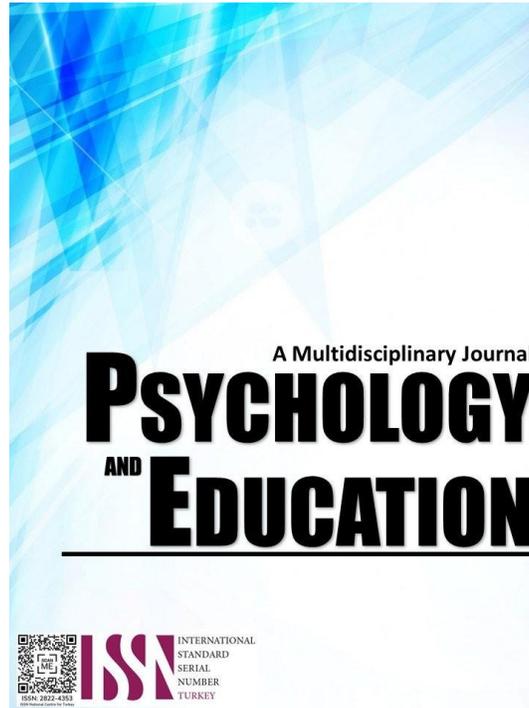


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Barriers and Recommendations of Stakeholders' Engagement in the School-Based Management Programs

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Abstract

School-Based Management (SBM) served as a key strategy for enhancing education governance in the Philippines by promoting participatory decision-making and shared accountability among stakeholders. Despite its promise, its implementation in public secondary schools remained constrained by resource limitations, communication issues, and inconsistent stakeholder participation. This study explored barriers and formulated recommendations to strengthen stakeholder engagement in SBM implementation in public secondary schools in Lucena City. Anchored on Republic Act No. 9155 and DepEd Order No. 007, s. 2024, the study employed a convergent parallel mixed-methods design integrating quantitative and qualitative data to obtain a comprehensive understanding of stakeholder experiences. A total of 360 stakeholders, comprising school heads, teachers, parents, alums, and community representatives, responded to a structured survey, while a purposive sample participated in semi-structured interviews. Quantitative findings revealed significant barriers across the four SBM dimensions: conflicting work schedules (WAM = 3.64), poor communication systems (WAM = 3.03), limited authority in resource allocation (WAM = 3.35), inadequate access to school data (WAM = 3.55), lack of experiential learning tools (WAM = 3.62), and weak monitoring systems (WAM = 3.58), with significant variations in perceptions across demographic profiles. Qualitative analysis reinforced these findings, highlighting limited empowerment, a lack of transparency, and insufficient collaboration. Integration of both data strands confirmed that structural and relational barriers jointly impeded effective stakeholder participation. Based on these insights, the study proposed Enhanced Programs, Projects, and Activities (PPAs) that include leadership capacity-building, curriculum co-creation workshops, transparency initiatives, and resource governance training to promote inclusive, participatory, and sustainable school governance.

Keywords: *barriers, enhanced PPAs for secondary school stakeholders' engagement on school-based management, recommendations, school-based management (SBM), stakeholder engagement*

Introduction

School-Based Management (SBM) has emerged as a cornerstone strategy for improving the quality and governance of education in the Philippines. Protected in Republic Act No. 9155, also known as the "Governance of Basic Education Act of 2001," SBM reflects the law's goal of decentralizing education governance to empower schools and their stakeholders. The act emphasizes the importance of shared governance, where various stakeholders, including teachers, parents, students, and community leaders, play vital roles in school operations. By granting greater autonomy to schools, SBM aligns with the principles of participatory and accountable governance, ensuring that decision-making processes respond to the needs of the school community. As highlighted in DepEd Order No. 45 s. In 2015, SBM aims to improve student outcomes by giving schools control over maintenance and operational budgets, enabling the prioritization of initiatives like curriculum enhancement and fostering transparency through annual plans and school report cards.

Further reinforcing this commitment, DepEd Order No. 007, s. 2024, titled "Institutionalization of the Results-Based Performance Management System (RPMS) as a Key Mechanism in Strengthening SBM Implementation," underscores the integration of performance-based strategies within SBM frameworks. This policy highlights the need to align school goals with measurable outcomes, reinforce accountability, and boost stakeholder engagement. It establishes a performance-based system focused on evidence-based planning, stakeholder consultation, and regular monitoring, further embedding SBM into a culture of continuous improvement. Through collaboration among school heads, teachers, and community members, it aims to use performance standards as a basis for innovation, inclusivity, and school development.

School-Based Management (SBM) empowers schools to implement context-specific projects, enhances accountability through stakeholder involvement, and helps align resources with student needs. Rooted in Republic Act No. 9155, it defines the roles of school heads, teachers, parents, and other community members in improving education. However, challenges such as limited resources, poor communication, resistance to change, and unequal stakeholder involvement persist. While community leaders are often engaged, others feel left out of the decision-making process, underscoring the need for inclusive and equitable stakeholder participation.

SBM in the Philippines reflects global educational trends emphasizing adaptability, collaboration, and participatory governance. By focusing on leadership, curriculum, accountability, and resource management, it aims to address learner needs and foster school success. However, as Davis and Williams (2019) noted, inadequate stakeholder identification and engagement strategies, inconsistent commitment, limited training, and financial constraints continue to hinder implementation. Previous scholars such as Arias (2015), Magsadia (2014), and Marshall (2018) emphasized the crucial, yet often unequal, roles of various stakeholders, which affect the overall impact of SBM.

This study investigates these barriers in a public secondary school in Lucena City, where stakeholder contributions, such as donations, volunteer work, and SIP participation, have played a key role in school improvement. Still, financial limitations, scheduling conflicts, transportation issues, and unclear governance roles often hinder active participation. Weak communication and follow-through further affect engagement. The study aims to develop practical recommendations to address these issues, including flexible scheduling, improved communication channels, stakeholder recognition, and capacity-building initiatives to support a more inclusive and sustainable SBM framework.

The researcher, as a faculty member in a public secondary school, has observed firsthand the contributions and barriers of stakeholder engagement. Donations of materials and equipment significantly enhance the learning environment, reflecting stakeholders' valuable contributions. However, teachers also face common challenges in stakeholder participation, including time constraints, competing priorities, and communication gaps. This study aims to address these issues by incorporating diverse stakeholder perspectives to achieve shared educational goals.

In conclusion, this study aims to provide a thorough understanding of the barriers hindering stakeholder engagement in SBM programs. It proposes actionable solutions by developing an institutional support framework. By promoting collaboration and accountability, the research seeks to support the sustainable enhancement of School-Based Management and the overall quality of education in the Philippines, aligned with Republic Act No. 9155.

Research Questions

The purpose of this study was to determine the barriers and recommendations of stakeholders' engagement in School-Based Management Programs. Specifically, this study answered the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. classification of stakeholders;
 - 1.5. number of years as stakeholder; and
 - 1.6. occupation?
2. What are the barriers of secondary schools' stakeholders' engagement in the School-Based Management in terms of:
 - 2.1. leadership and governance;
 - 2.2. curriculum and instruction;
 - 2.3. accountability and continuous improvement; and
 - 2.4. management of resources?
3. What are the recommendations of secondary schools' stakeholders' engagement on the School-Based Management (SBM) in terms of:
 - 3.1. leadership and governance;
 - 3.2. curriculum and instruction;
 - 3.3. accountability and continuous improvement; and
 - 3.4. management of resources?
4. Is there a significant difference in the barriers of secondary schools' stakeholders' engagement on School-Based Management when they are classified according to demographic profile?
5. Based on the findings of the study, what Enhanced Programs, Projects, and Activities (PPAs) for stakeholders can the researcher develop to enhance the level of engagement in the implementation of the SBM program?

Methodology

Research Design

This study employed a convergent parallel mixed-methods design, integrating quantitative and qualitative methods to comprehensively address the research objectives. In this design, both data types were collected simultaneously, analyzed independently, and then merged to draw integrated conclusions (Creswell & Creswell, 2018). This approach was deemed appropriate because it allowed the researcher to compare and interpret quantitative trends alongside qualitative insights to obtain a holistic understanding of stakeholder engagement in School-Based Management (SBM).

The quantitative phase of the study focused on identifying the demographic profile of stakeholders, determining barriers to engagement, and assessing significant differences based on demographic variables. The qualitative phase, on the other hand, explored stakeholders' recommendations for enhancing engagement in SBM. The rationale for using this mixed-method design was to strengthen the validity and depth of the findings through triangulation, in which numerical data quantified stakeholder perspectives and qualitative narratives contextualized those results (Plano-Clark & Ivankova, 2016).

This design was suitable for the study as it allowed for both the measurement of stakeholder engagement patterns and the exploration

of underlying factors influencing these behaviors. The integration of results yielded a balanced interpretation, contributing to the development of evidence-based recommendations to improve stakeholder collaboration within SBM programs.

Respondents

The study involved 360 respondents selected from a total population of 5,578 stakeholders from a public secondary school in Lucena City, Philippines, during School Year 2024–2025. The respondents represented both internal stakeholders (teachers and learners) and external stakeholders (parents, alumni, local government officials, and community leaders).

A stratified random sampling technique was employed for the quantitative phase to ensure proportional representation of each stakeholder group. Among the 360 respondents, 166 were internal stakeholders (24 teachers and 142 learners), and 194 were external stakeholders (128 parents and 66 other stakeholders). This sampling approach ensured that diverse socio-economic, demographic, and cultural groups were fairly represented, enhancing the generalizability of the results.

For the qualitative phase, 15 key informants were purposively selected from the same population based on their active involvement and expertise in SBM implementation. The participants included the School Principal, SBM Coordinator, PTA President, Guidance Counselor, Senior High School Coordinator, Student Government Adviser, Barangay Official, Student Representative, Non-Teaching Staff Member, Religious Leader, School Board Member, Special Education Coordinator, Alumni Member, Business Sector Representative, and Parent Volunteer. Selection criteria included (a) at least three years of active participation in SBM-related activities, (b) direct engagement in school programs and decision-making, and (c) willingness to provide in-depth insights through interviews or focus group discussions.

The integration of both stratified random and purposive sampling techniques ensured representativeness for the quantitative phase and depth of perspectives for the qualitative phase, enhancing the overall validity and reliability of the findings.

Instrument

Two main research instruments were used in this study: a self-constructed survey questionnaire for the quantitative phase and a semi-structured interview guide for the qualitative phase. Both instruments were developed in line with the study's objectives and validated by experts to ensure content relevance, clarity, and reliability. The survey questionnaire, administered via Google Forms, consisted of three major sections. The first section gathered demographic information, including age, sex, civil status, stakeholder classification, years of involvement, and occupation. The second section focused on barriers to stakeholder engagement, covering domains such as leadership and governance, curriculum and instruction, accountability and continuous improvement, and resource management. The third section assessed recommendations for enhancing engagement by evaluating strategies and perceptions regarding SBM practices. Responses were measured on a 4-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree). To ensure the instrument's reliability, a pilot test was conducted with 30 stakeholders who were not part of the study. The instrument's internal consistency was examined using Cronbach's Alpha, yielding reliability coefficients above 0.70, indicating acceptable reliability (Taber, 2018). Items that demonstrated low correlations were revised or removed prior to the final administration to improve accuracy and coherence.

For the qualitative phase, a semi-structured Key Informant Interview (KII) guide was utilized to obtain in-depth insights into stakeholder perspectives on leadership, governance, curriculum, accountability, and resource management in SBM. The interview guide consisted of open-ended questions designed to explore stakeholder experiences and recommendations for improving engagement. Each interview lasted approximately five to fifteen minutes and was conducted either in person or virtually, depending on the participants' availability. The use of semi-structured interviews provided flexibility, enabling the researcher to probe more deeply into participants' views and to obtain richer qualitative data. Both instruments underwent expert validation by three educational leaders: a Senior High School English Master Teacher I, a Junior High School Mathematics Teacher I who served as SBM Coordinator, and a Filipino Teacher III. Their professional feedback led to refinements that enhanced the instruments' clarity, structure, and alignment with the study's objectives.

Procedure

The data-gathering procedure followed a systematic, sequential approach to ensure transparency, rigor, and replicability. Initially, formal permission was obtained from the school principal to conduct the study. The researcher coordinated with school officials, department heads, and class advisers to arrange survey distribution and interview scheduling. After securing approval, the validated survey questionnaire was distributed to 360 stratified, randomly selected stakeholders through Google Forms. The researcher closely monitored the responses to ensure completeness and accuracy. Once the quantitative data were collected, they were encoded and analyzed using descriptive and inferential statistical tools.

Following the survey phase, the qualitative component was conducted through semi-structured interviews and focus group discussions (FGDs) with 15 purposively selected key informants with extensive knowledge and experience in SBM implementation. The interviews and discussions were recorded and transcribed with the participants' consent to ensure accuracy. Afterward, the qualitative data were thematically analyzed to identify recurring themes and patterns. The insights from both the quantitative and qualitative phases were then compared, contrasted, and integrated to provide a comprehensive understanding of the barriers and recommendations for stakeholder engagement in SBM. This systematic and integrated process ensured methodological rigor and alignment with the



principles of mixed-methods research (Creswell & Plano Clark, 2018).

Data Analysis

The data analysis of this study was conducted in two distinct phases, quantitative and qualitative, and later integrated during the interpretation stage. Quantitative data were analyzed using descriptive statistics, including frequency, percentage, and mean, to summarize the demographic profile of the respondents and their perceptions of barriers to stakeholder engagement. Inferential statistics, including t-tests, ANOVA, Mann-Whitney U tests, and Kruskal-Wallis H tests, were employed to determine significant differences in stakeholder perceptions across various demographic groups. All statistical analyses were carried out using the Statistical Package for the Social Sciences (SPSS) to ensure the precision, consistency, and reliability of the results.

For the qualitative phase, the data were analyzed using thematic analysis following the framework of Braun and Clarke (2006). The researcher transcribed the interview recordings verbatim, coded emerging concepts, and organized them into themes and subthemes that reflected stakeholders’ perspectives and lived experiences. The qualitative findings complemented the quantitative results, adding depth and context to the statistical patterns observed. Finally, the results from both data sets were integrated to triangulate findings, address the research questions comprehensively, and formulate evidence-based Programs, Projects, and Activities (PPAs) to enhance stakeholder engagement in School-Based Management.

Ethical Considerations

The researcher strictly adhered to ethical principles throughout all stages of the study to ensure the protection of participants’ rights, dignity, and confidentiality. Prior to participation, all respondents were informed about the study’s objectives, procedures, and their voluntary participation. Written informed consent was obtained from all adult participants, while parental or guardian consent was secured for student participants to comply with ethical research standards. Participants were also assured that they could withdraw from the study at any time without any negative consequences. To maintain confidentiality, all responses were anonymized using identification codes, and data were securely stored in password-protected digital files accessible only to the researcher.

All data were analyzed and presented in aggregate to ensure that no participant could be identified. The researcher maintained objectivity and transparency throughout the analysis and reporting stages, avoiding any form of selective interpretation or bias. To ensure the credibility and trustworthiness of the qualitative findings, member checking was implemented by allowing interviewees to review and validate their transcripts. Furthermore, fairness and inclusivity were emphasized by encouraging participation from stakeholders of diverse socio-economic, cultural, and professional backgrounds. These ethical protocols were implemented in accordance with the American Psychological Association (APA, 2020) standards. Through these measures, the study upheld ethical integrity, protected participants, and generated credible, trustworthy findings that meaningfully enhance School-Based Management practices in public secondary schools.

Results and Discussion

Based on the analysis and interpretations of the data gathered, the following are the findings:

Table 1. *Demographic Profile of the Respondents. In Terms of Age, Sex, Civil Status, Classification of Stakeholder, Number of Years as Stakeholder and Occupation*

<i>Demographic Profile</i>	<i>Most of the Respondents</i>
Age	20 - 40 years old
Sex	Female
Civil Status	Married
Classification of Stakeholders	External Stakeholders
Number of Years as Stakeholders	7 - 9 years
Occupation	White Collar Job

The demographic profile of the respondents in terms of age showed that the most significant proportion (46%, n = 167) falls within the 20-40 years age group, followed by the 41-60 years age group (28%, n = 100), the 13-19 years age group (16%, n = 59), and the 61 years and above age group (10%, n = 34). The demographic profile of the respondents by sex showed a near-equal distribution, with 51% (n = 182) male and 49% (n = 178) female. The demographic profile of the respondents regarding civil status showed that the majority are married (51%, n = 185), followed by those who are single (37%, n = 131).

The demographic profile of the respondents, by stakeholder classification, showed that 54% (n = 194) are external stakeholders, while 46% (n = 166) are internal stakeholders. The demographic profile of the respondents in terms of number of years as stakeholder showed that the largest segment (44%, n = 159) has been involved for 7-9 years, followed by 4-6 years (24%, n = 87), 1-3 years (12%, n = 41), 10 years or more (13%, n = 47), and less than a year (7%, n = 26). The demographic profile of the respondents by occupation showed that 43% (n = 156) are engaged in white-collar jobs, 39% (n = 139) in blue-collar jobs, and 18% (n = 65) are students.



Table 2. *Barriers of Secondary Schools' Stakeholders' Engagement in the School-Based Management (SBM) Program*

<i>Summary</i>		
<i>Sub-variables</i>	<i>Average WAM</i>	<i>Quantitative Index</i>
School Leadership and Governance	2.77	A
Curriculum and Instruction	2.98	A
Accountability and Continuous Improvement	2.61	A
Management of Resources	2.74	A
Overall WAM	2.78	A

Legend: 3.26–4.00 Strongly Agree (SA), 2.51–3.25 Agree (A), 1.76–2.50 Disagree (D), 1.00–1.75 Strongly Disagree (SD)

The barriers to secondary schools' stakeholders' engagement in SBM, in terms of Leadership and Governance, with an average weighted mean (WAM) of 2.77, indicate that stakeholders generally agree that there are barriers to their contribution to school leadership and governance. The most significant barrier identified is "Conflicts with work schedules or personal responsibilities, reducing availability to participate in governance initiatives," which received the highest WAM of 3.64 and a qualitative description of "Strongly Agree". The second highest-rated barrier is "Poor communication systems (e.g., irregular updates, unclear messages) between stakeholders and school administrators," with a WAM of 3.03 and a qualitative rating of "Agree". The third most prominent barrier is "Inadequate government support or insufficient school resources to foster active stakeholder engagement in governance," which scored a WAM of 3.01, indicating "Agree".

The barriers to secondary schools' stakeholders' engagement in SBM in terms of Curriculum and Instruction, with an average weighted mean (WAM) of 2.98, indicate that stakeholders generally agree that there are barriers to their contribution to school curriculum and instruction. The most significant barrier identified by the respondents is "Challenges in identifying and addressing specific areas of the curriculum that require improvement for student success," which received the highest WAM of 3.43 and a qualitative description of "Strongly Agree". The second-highest-rated barrier is "Lack of awareness about how curriculum assessments influence decisions on instructional improvements," with a WAM of 3.22 and a qualitative rating of "Agree". The third most prominent barrier is "Difficulty accessing resources such as technology and learning tools needed to enhance curriculum delivery," which received a WAM of 3.18 and was rated "Agree".

The barriers to secondary schools' stakeholders' engagement in SBM in terms of Accountability and Continuous Improvement, with an average weighted mean (WAM) of 2.61, indicate that stakeholders generally agree that there are barriers to their contribution to school accountability and continuous improvement. The highest-rated barrier is "Lack of structured mechanisms for tracking stakeholder contributions toward accountability and school improvement initiatives," which received a WAM of 3.23 and a qualitative rating of "Agree". The second most significant barrier is "Difficulty accessing detailed and updated school performance reports, such as student achievements and program effectiveness," which obtained a WAM of 3.13, also described as "Agree". The third-highest-rated barrier is "Lack of transparency in budgetary expenditures, project allocations, and other resource utilization processes within the school," which earned a WAM of 3.01 and a qualitative rating of "Agree".

The barriers to secondary schools' stakeholders' engagement in SBM in terms of Management of Resources, with an average WAM of 2.74, indicate that stakeholders generally agree that they face barriers to contributing to school management of resources. The highest-rated barrier is the "Perception that only school administrators have the authority to decide how resources are allocated and utilized," which received a WAM of 3.35 and a qualitative rating of "Strongly Agree". The second most significant barrier is "Poor dissemination of guidelines or policies on how stakeholders can actively participate in resource-related decision-making," which received a WAM of 3.14 and a qualitative rating of "Agree". The third highest-rated barrier is "Lack of detailed financial reports outlining the usage of funds for school projects and activities," which earned a WAM of 3.11 and a qualitative rating of "Agree".

Table 3. *Recommendations of Secondary Schools' Stakeholders' Engagement on the School-Based Management (SBM)*

<i>SBM Component</i>	<i>Emerging Themes</i>	<i>Description of Recommendations</i>
Leadership and Governance	1. Collaborative Leadership Development	Stakeholders should co-lead school initiatives and participate in leadership programs; establish mechanisms empowering all stakeholders and students in governance; and build support networks for sustained leadership efforts.
	2. Empowered Stakeholder and Student Participation	
	3. Resource and Support Networks	
Curriculum and Instruction	1. Curriculum Relevance and Future Readiness	Align curricula with current and future needs; integrate community issues and values into learning; and involve teachers, parents, and community members in co-designing and evaluating the curriculum.
	2. Community-Integrated and Holistic Learning	
	3. Collaborative Curriculum Development and Evaluation	
Accountability and Continuous Improvement	1. Monitoring and Feedback for Performance	Establish monitoring and feedback mechanisms; mobilize stakeholder expertise and resources; and develop participatory systems for shared accountability and transparency.
	2. Resources and Support for Improvement	
	3. Collaborative Accountability and Oversight	
Management of Resources	1. Direct Financial and In-Kind Contributions	Encourage stakeholder contributions; strengthen linkages with agencies and organizations; and implement transparent, participatory financial planning and management.
	2. Facilitation and Networking for Resource Mobilization	
	3. Strategic Planning and Transparent Management	



In School Leadership and Governance, participants envision recommendations with Collaborative Leadership Development, where stakeholders actively shape school leadership, and Empowered Stakeholder Participation and Student Empowerment, where stakeholders, including students, have a strong voice in school governance. They also emphasize the importance of Resource and Support Networks, with stakeholders providing crucial support for school leadership and governance. This suggests a future in which leadership is distributed, and stakeholders actively participate in decision-making.

For Curriculum and Instruction, participants focus on Curriculum Relevance and Future Readiness, emphasizing the need for curricula to align with current and future needs. They also highlight Community-Integrated and Holistic Learning, connecting curriculum to the community and addressing students' holistic development. Collaborative Curriculum Development and Evaluation, promoting shared responsibility in curriculum development and evaluation. This points towards a desire for curricula that are both relevant and community-oriented.

In Accountability and Continuous Improvement, participants emphasize Monitoring and Feedback for Performance, with stakeholders actively tracking progress and providing input. They also highlight Resources and Support for Improvement, with stakeholders providing resources and expertise, and Collaborative Accountability and Oversight, focusing on shared responsibility for accountability and transparency. This reflects a vision of shared responsibility and data-driven improvement.

For Management of Resources, participants focus on Direct Financial and In-Kind Contributions, with stakeholders providing resources, Facilitation and Networking for Resource Mobilization, highlighting the role of stakeholders in mobilizing resources, and Strategic Planning and Transparent Management, emphasizing the need for careful planning and transparency in resource use. This indicates a focus on resource generation and efficient utilization.

Significant Difference in Barriers of Secondary Schools' Stakeholders' Engagement in the School-Based Management (SBM) Program According to Demographic Profile

Table 4. *Kruskal-Wallis H-Test Results in Finding the Significant Difference in the Barriers of Secondary School's Stakeholders' Engagement in the School-Based Management (SBM) Programs When Grouped According to Age*

Variables being compared		Df	Mean	H- value	p-value	Decision	Impression at 0.05 level of significance
Leadership and Governance	x ₁ = 13 – 19 years old	3	3.01	164.966	<.001	Reject H ₀	Significant
	x ₂ = 20 – 40 years old		2.94				
	x ₃ = 41 – 60 years old		2.57				
	x ₄ = 61 years old and above		2.10				
Curriculum and Instruction	x ₁ = 13 – 19 years old	3	3.29	131.218	<.001	Reject H ₀	Significant
	x ₂ = 20 – 40 years old		3.08				
	x ₃ = 41 – 60 years old		2.79				
	x ₄ = 61 years old and above		2.53				
Accountability and Continuous Improvement	x ₁ = 13 – 19 years old	3	2.71	18.973	<.001	Reject H ₀	Significant
	x ₂ = 20 – 40 years old		2.56				
	x ₃ = 41 – 60 years old		2.64				
	x ₄ = 61 years old and above		2.58				
Management of Resources	x ₁ = 13 – 19 years old	3	2.89	33.915	<.001	Reject H ₀	Significant
	x ₂ = 20 – 40 years old		2.73				
	x ₃ = 41 – 60 years old		2.75				
	x ₄ = 61 years old and above		2.45				
Overall WAM	x ₁ = 13 – 19 years old	3	2.98	173.750	<.001	Reject H ₀	Significant
	x ₂ = 20 – 40 years old		2.83				
	x ₃ = 41 – 60 years old		2.69				
	x ₄ = 61 years old and above		2.42				

In terms of age, the Kruskal-Wallis H-test revealed significant differences in preferences for Leadership and Governance and for Curriculum and Instruction, as indicated by p-values of .044 and .013, respectively, which are lower than the critical value of 0.05. However, the Kruskal-Wallis H-Test for Accountability and Continuous Improvement and Management of Resources revealed no significant difference, with p-values of .819 and .243, which are above the 0.05 level of significance.

Table 5. *Mann-Whitney U-Test Results in Finding the Significant Difference in the Barriers of Secondary School's Stakeholders' Engagement in the School-Based Management (SBM) Programs When Grouped According to Sex*

Variables being compared		df	Mean	Z-value	p-value	Decision	Impression at 0.05 level of significance
Leadership and Governance	x ₁ = Male	358	2.96	-9.439	<.001	Reject H ₀	Significant
	x ₂ = Female		2.57				
Curriculum and Instruction	x ₁ = Male	358	3.15	-8.593	<.001	Reject H ₀	Significant
	x ₂ = Female		2.81				



Accountability and Continuous Improvement	$x_1 = \text{Male}$	358	2.61	-261	.794	Failed to Reject H_0	Not significant
	$x_2 = \text{Female}$		2.60				
Management of Resources	$x_1 = \text{Male}$	358	2.78	-1.251	.211	Failed to Reject H_0	Not significant
	$x_2 = \text{Female}$		2.69				
Overall WAM	$x_1 = \text{Male}$	358	2.88	-9.618	<.001	Reject H_0	Significant
	$x_2 = \text{Female}$		2.67				

In terms of sex, the Mann-Whitney U-Test revealed significant differences in preferences for Leadership and Governance and for Curriculum and Instruction, as indicated by p-values of .000 and .000, respectively, both below the critical value of 0.05. Moreover, Accountability and Continuous Improvement, and Management of Resources in the Mann-Whitney U-Test revealed no significant difference, as indicated by the computed p-values of .794 and .211, respectively, which are all higher than the critical value of 0.05.

Table 6. *Kruskal-Wallis H-Test Results in Finding the Significant Difference in the Barriers of Secondary School’s Stakeholders’ Engagement in the School-Based Management (SBM) Programs When Grouped According to Civil Status*

Variables being compared		df	Mean	H- value	p-value	Decision	Impression at 0.05 level of significance
Leadership and Governance	$x_1 = \text{Single}$	3	2.96	134.64	<.001	Reject H_0	Significant
	$x_2 = \text{Married}$		2.79				
	$x_3 = \text{Widowed/ widower}$		2.08				
	$x_4 = \text{Separated}$		2.10				
Curriculum and Instruction	$x_1 = \text{Single}$	3	3.21	121.08	<.001	Reject H_0	Significant
	$x_2 = \text{Married}$		2.92				
	$x_3 = \text{Widowed/ widower}$		2.60				
	$x_4 = \text{Separated}$		2.30				
Accountability and Continuous Improvement	$x_1 = \text{Single}$	3	2.61	.550	.908	Failed to Reject H_0	Not significant
	$x_2 = \text{Married}$		2.60				
	$x_3 = \text{Widowed/ widower}$		2.61				
	$x_4 = \text{Separated}$		2.56				
Management of Resources	$x_1 = \text{Single}$	3	2.78	20.19	<.001	Reject H_0	Significant
	$x_2 = \text{Married}$		2.76				
	$x_3 = \text{Widowed/ widower}$		2.55				
	$x_4 = \text{Separated}$		2.40				
Overall WAM	$x_1 = \text{Single}$	3	2.89	135.070	<.001	Reject H_0	Significant
	$x_2 = \text{Married}$		2.77				
	$x_3 = \text{Widowed/ widower}$		2.47				
	$x_4 = \text{Separated}$		2.34				

In terms of civil status, the Kruskal Wallis H-Test revealed a significant difference with preference to Leadership and Governance, Curriculum and Instruction, and Management of Resources as indicated by the computed p-values of .000, .000, and .000, respectively, where all the values are lower than the critical value of 0.05. However, Accountability and Continuous Improvement in Kruskal Wallis H-Test revealed that there is no significant difference as indicated by the computed p-value of .908 where that value is higher than 0.05 or the level of significance.

Table 7. *Mann-Whitney U-Test Results in Finding the Significant Difference in the Barriers of Secondary School’s Stakeholders’ Engagement in the School-Based Management (SBM) Programs When Grouped According to Classification of Stakeholders*

Variables being compared		Df	Mean	Z-value	p-value	Decision	Impression at 0.05 level of significance
Leadership and Governance	$x_1 = \text{Internal Stakeholder}$	258	2.96	-8.765	<.001	Reject H_0	Significant
	$x_2 = \text{External Stakeholder}$		2.60				
Curriculum and Instruction	$x_1 = \text{Internal Stakeholder}$	258	3.16	-8.245	<.001	Reject H_0	Significant
	$x_2 = \text{External Stakeholder}$		2.83				
Accountability and Continuous Improvement	$x_1 = \text{Internal Stakeholder}$	258	2.61	-.389	.697	Failed to Reject H_0	Not significant
	$x_2 = \text{External Stakeholder}$		2.60				
Management of Resources	$x_1 = \text{Internal Stakeholder}$	258	2.78	-1.056	.291	Failed to Reject H_0	Not significant
	$x_2 = \text{External Stakeholder}$		2.70				
Overall	$x_1 = \text{Internal Stakeholder}$	258	2.89	-9.153	<.001	Reject H_0	Significant
	$x_2 = \text{External Stakeholder}$		2.69				

In terms of the classification of stakeholders, the Mann-Whitney U-Test revealed a significant difference in preference for Leadership and Governance, and Curriculum and Instruction, as indicated by the computed p-values of .000 and .000, respectively, where all the values are lower than the critical value of 0.05. Moreover, Accountability and Continuous Improvement, and Management of Resources in the Mann-Whitney U-Test revealed no significant difference, as indicated by the computed p-values of .697 and .291, respectively,



which are all higher than the critical value of 0.05.

Table 8. *Kruskal-Wallis H-Test Results in Finding the Significant Difference in the Barriers of Secondary School's Stakeholders' Engagement in the School-Based Management (SBM) Programs When Grouped According to Number of Years as Stakeholders*

Variables being compared		df	Mean	H- value	p-value	Decision	Impression at 0.05 level of significance
Leadership and Governance	x ₁ = Less than a year	4	3.20	197.913	<.001	Reject H ₀	Significant
	x ₂ = 1 – 3 years		2.84				
	x ₃ = 4 – 6 years		2.95				
	x ₄ = 7 – 9 years		2.77				
	x ₅ = 10 years and more		2.10				
Curriculum and Instruction	x ₁ = Less than a year	4	3.29	126.765	<.001	Reject H ₀	Significant
	x ₂ = 1 – 3 years		3.29				
	x ₃ = 4 – 6 years		3.08				
	x ₄ = 7 – 9 years		2.93				
	x ₅ = 10 years and more		2.53				
Accountability and Continuous Improvement	x ₁ = Less than a year	4	2.68	11.973	.018	Reject H ₀	Significant
	x ₂ = 1 – 3 years		2.69				
	x ₃ = 4 – 6 years		2.55				
	x ₄ = 7 – 9 years		2.61				
	x ₅ = 10 years and more		2.60				
Management of Resources	x ₁ = Less than a year	4	2.90	21.812	<.001	Reject H ₀	Significant
	x ₂ = 1 – 3 years		2.84				
	x ₃ = 4 – 6 years		2.70				
	x ₄ = 7 – 9 years		2.76				
	x ₅ = 10 years and more		2.53				
Overall WAM	x ₁ = Less than a year	4	3.03	162.745	<.001	Reject H ₀	Significant
	x ₂ = 1 – 3 years		2.92				
	x ₃ = 4 – 6 years		2.82				
	x ₄ = 7 – 9 years		2.77				
	x ₅ = 10 years and more		2.45				

In terms of the number of years as stakeholders, the Kruskal-Wallis H-test revealed significant differences in preference for Curriculum and Instruction and Management of Resources, as indicated by p-values of .011 and .048, respectively, which are lower than the critical value of 0.05. However, Leadership and Governance, and Accountability and Continuous Improvement in Kruskal Wallis H-test revealed that there is no significant difference, as indicated by the computed p-values of .069 and .078, where the values are higher than the level of significance 0.05.

Table 9. *Kruskal-Wallis H-Test Results in Finding the Significant Difference in the Barriers of Secondary School's Stakeholders' Engagement in the School-Based Management (SBM) Programs When Grouped According to Occupation*

Variables being compared		df	Mean	H- value	p-value	Decision	Impression at 0.05 level of significance
Leadership and Governance	x ₁ = White Collar Job	2	2.96	170.176	<.001	Reject H ₀	Significant
	x ₂ = Blue Collar Job		2.84				
	x ₃ = Student		2.15				
Curriculum and Instruction	x ₁ = White Collar Job	2	3.17	142.092	<.001	Reject H ₀	Significant
	x ₂ = Blue Collar Job		3.00				
	x ₃ = Student		2.48				
Accountability and Continuous Improvement	x ₁ = White Collar Job	2	2.60	.010	.995	Failed to Reject H ₀	Not significant
	x ₂ = Blue Collar Job		2.60				
	x ₃ = Student		2.61				
Management of Resources	x ₁ = White Collar Job	2	2.77	6.678	.035	Reject H ₀	Significant
	x ₂ = Blue Collar Job		2.75				
	x ₃ = Student		2.60				

In terms of occupation, the Kruskal-Wallis H-test revealed significant differences in preferences for Curriculum and Instruction and Management of Resources, as indicated by p-values of .001 and .035, respectively, which are lower than the critical value of 0.05. However, Leadership and Governance, and Accountability and Continuous Improvement in Kruskal Wallis H-test revealed that there is no significant difference, as indicated by the computed p-values of .233 and .995, where the values are higher than the critical value of 0.05.

The Output of the Study: Enhanced Programs, Projects, and Activities (PPAs) for Secondary Schools' Stakeholders' Engagement on the School-Based Management

The findings used to craft the output highlighted the key barriers and recommendations for stakeholder engagement in the School-Based Management (SBM) program. The study revealed that stakeholders faced challenges across four SBM components: Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management of Resources. The most significant barriers included conflicts with work schedules, poor communication systems, insufficient support, difficulty identifying curriculum gaps, lack of access to educational resources, inadequate performance monitoring systems, lack of transparency, and limited stakeholder authority in resource management. Stakeholders also provided insightful recommendations, including promoting collaborative leadership, integrating community perspectives into the curriculum, establishing structured monitoring and feedback systems, and enhancing transparency in resource allocation. Moreover, statistical tests revealed significant differences in engagement barriers by demographic factors such as age, sex, civil status, occupation, and years of involvement, suggesting the need for tailored interventions. These findings served as the foundation for developing enhanced programs, projects, and activities (PPAs) to strengthen stakeholder participation and address gaps in SBM implementation.

The output was intended to help stakeholders improve their engagement in the School-Based Management (SBM) program by providing strategic, inclusive interventions that support them. The output was divided into four main components. The first component is on Leadership and Governance, which includes programs such as leadership development training, structured communication platforms, and empowerment seminars to strengthen stakeholder involvement in school decision-making. The second component focuses on Curriculum and Instruction, including co-design workshops, mentorship activities, and community-integrated learning to make the curriculum more relevant and accessible. The third component is Accountability and Continuous Improvement, which includes feedback systems, transparency assemblies, and performance data-sharing mechanisms to promote participatory monitoring. The fourth component is Management of Resources, which outlines training on resource governance, the use of transparency dashboards, and stakeholder-led fundraising activities to ensure shared responsibility in resource management. The researcher developed an "Enhanced Stakeholder Engagement Framework in SBM" based on the findings. This output empowers stakeholders to actively participate in school governance, curriculum development, continuous improvement, and resource management.

Conclusions

Based on the study's results, most respondents were aged 20 to 40, predominantly female, married, and engaged in white-collar occupations, indicating that stakeholders in secondary schools are professionally active, community-involved individuals with established family ties. The majority were external stakeholders with seven to nine years of involvement, reflecting experienced participants with strong community connections but limited direct affiliation with the school. Findings revealed that stakeholders consistently encounter barriers to effective engagement in the School-Based Management (SBM) Program across its dimensions. In Leadership and Governance, balancing participation with personal and professional responsibilities emerged as the main challenge, while limited policy influence was of lesser concern. In Curriculum and Instruction, difficulty in identifying curriculum areas for improvement posed a significant barrier, whereas inadequate communication of instructional updates was less significant. Accountability and Continuous Improvement faced obstacles, including restricted access to performance data, though ambiguity in stakeholder roles was minimal. In Management of Resources, the perception that resource allocation rests solely with school administrators presented the greatest challenge. Moreover, significant differences in perceived barriers were observed across age, sex, civil status, occupation, stakeholder classification, and years of involvement, highlighting that demographic characteristics influence perceptions of engagement.

To address these challenges, Enhanced Programs, Projects, and Activities (PPAs) for Secondary Schools' Stakeholders' Engagement in SBM were developed as the primary output of this study. These PPAs encompass leadership development programs, structured communication mechanisms, curriculum co-design workshops, feedback and monitoring systems, transparency assemblies, and collaborative resource management initiatives. Collectively, these interventions aim to empower stakeholders, foster meaningful participation, and strengthen governance through inclusivity, transparency, and shared accountability. It is therefore recommended that school heads enhance transparency by regularly disseminating accessible reports on school performance and finances, establish structured communication channels, and conduct capacity-building initiatives such as SBM literacy sessions and co-planning workshops. Stakeholders are encouraged to take a more proactive role by participating in planning, evaluation, and monitoring activities, attending consultations, and contributing to community-based curriculum improvements. Volunteering expertise, mobilizing resources, and maintaining open dialogue with school personnel can further enhance trust and accountability.

Finally, future researchers are encouraged to examine the long-term effectiveness of the Enhanced PPAs as tools for increasing stakeholder engagement and to investigate how tailored engagement strategies may address demographic variations in perceptions and participation. Overall, this study underscores the importance of collaborative leadership, transparent management, and sustained community partnerships in advancing practical, inclusive, and sustainable school-based management practices.

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