Stakeholders' Participation in the School-Based Management Implementation: Basis for a Proposed Sustainability Plan

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Abstract

Aim: This research aimed to evaluate the extent of external stakeholders' participation in the SBM implementation in terms of the four areas as a basis for a proposed sustainability plan.

Methodology: The study made use of descriptive method of research. Survey questionnaires for the internal and external stakeholders served as instrument in gathering data, and underwent validation process by experts and reliability testing. A total of 328 participants served as respondents of the study consisting of school heads and SBM coordinators as internal stakeholders, and barangay captains, and School Parents Teachers Association (SPTA) Presidents as external stakeholders. A simple random sampling method was employed to determine the 82 selected public elementary schools in the four schools divisions in the province of Bulacan.

Results: The external stakeholders' extent of participation in the SBM implementation in terms of the four areas as assessed by internal stakeholders is 4.41, while the self-assessment of external stakeholders regarding their extent of participation is 4.22, both indicates a very great extent of participation. There is a significant difference in the assessment of the two groups regarding the extent of external stakeholders' participation in the SBM implementation in the four areas: leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. The computed p-values in the four areas are below the level of significance 0.05 which signifies rejecting the null hypothesis. Moreover, internal stakeholders have a significant higher rating to the extent of external stakeholders' participation compared to the self-assessment of the latter. The analysis on the challenges encountered in the external stakeholders' participation in the SBM implementation shows that these challenges are generally considered slightly problematic with overall mean of 2.29.

Conclusion: The external stakeholders' extent of participation in the SBM implementation as assessed by internal stakeholders indicated as very great extent. The self-assessment of external stakeholders' regarding their extent of participation in the SBM implementation in the four areas is very great extent. The null hypothesis was rejected since there a significant difference between the extent of external stakeholders' participation in the SBM implementation as assessed by the two groups. Challenges encountered in the external stakeholders' participation in the SBM implementation are generally considered slightly problematic. Among these are lack of training or knowledge on SBM, varied application of SBM practice, and increased administrative and managerial workload to working external stakeholders. The study recommends the proposed sustainability plan be considered for utilization by the concerned stakeholders in order to improve their participation in the SBM implementation.

Keywords: School-Based Management Implementation, Stakeholders Participation, SBM Components, External Stakeholders

INTRODUCTION

External stakeholders play a pivotal and essential role in driving the success and sustainability of the School-Based Management (SBM) implementation. Their involvement fosters a collaborative environment where schools, parents, local governments and community members work together to improve educational outcomes. SBM involves a decentralization approach to education where authorities and responsibilities are devolved to individual schools from central authorities. Torrevillas (2019) defined SBM as a system that decentralizes authority and decision-making on important issues pertaining to school operations to the school level in a systematic and consistent manner. This is

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established based on beliefs that it promotes greater accountability, emboldens innovations, and ensures that schools are better attuned to their own needs and aspirations in their respective communities. The SBM implementation is not a phenomenon confined in a single nation, but a global endeavor that captured the attention of many education leaders, policymakers and scholars around the world. The potential of SBM in enhancing education qualities has been recognized by various educational systems across continents.

As supported by Moradi, et al. (2016), leading countries such as the U.S., Mexico and Australia have improved the quality of the schools in their country through the implementation of SBM. Whether through financial support, governance participation, or resource mobilization, external stakeholders such as parents, community groups, businesses, and NGOs helped bridge gaps in education systems and enhanced school responsiveness to local needs. While the effectiveness of SBM varies across regions, its collaborative approach fostered accountability, transparency, and shared responsibility, ultimately driving improvements in student outcomes and school performance worldwide.

The adoption of SBM as a significant education reform initiative in the Philippines was anchored in passage of the Republic Act 9155 or known as the Governance of Basic Education Act of 2001. According to Guzman (2022), this pursues to improve the SBM by transferring education governance to the educational stakeholders that assist on critical solutions to persistent challenges the schools are facing. The country's educational landscape has seen a gradual shift towards greater decentralization, with schools given more autonomy in decision-making, resource allocation, and curriculum development. Through this mandate, school heads or leader can strategize or make innovations that will further raise school performances through harmonious relationship with their external stakeholders. These external stakeholders have vital contributions in the school governance and school-wide improvement processes. They have shared responsibility and accountability towards learners' learning outcomes.

Obias (2023) pointed out that the implementation of SBM in various schools across the country shows that while key elements are generally established, some schools have not fully adopted essential aspects of the system. Additionally, parents and local communities play very limited role in making decisions and in holding school accountability; hence, there is a need to increase awareness among them with regard to their roles and responsibilities.

Pauig (2022) added that in the province of Bulacan, there is an observance that even schools are performing their best in connecting in their various school stakeholders, the outcomes are still declining. DepEd Central Luzon Regional Memorandum No. 581 s. 2021 recognized Top 100 schools in the region with Level 3 status of practice in SBM and among these are nine public elementary schools from the province of Bulacan. The critical roles and involvement of external stakeholders in the SBM implementation can be an evidence in evaluating schools' level of practices in SBM.

Most of the relevant studies focused on the implementation of SBM and stakeholders' participation, but these assessments were often made by the stakeholders themselves, potentially introducing personal bias into the findings. However, the present study will particularly evaluate the extent of external stakeholders' participation specifically the PTA presidents and barangay captains in the SBM implementation assessed by themselves also. But, their participation was also assessed by the internal stakeholders composed of school heads and SBM coordinators or focal persons specifically in the province of Bulacan. DepEd SBM Manual (2009) provided a framework in which authority and resources are transferred to the school level on the notion that stakeholders might identify the origin and the solutions to existing problems. Through the findings of this study on the self-assessment of external stakeholders in their extent of participation and by the internal stakeholders, a proposed sustainability plan was developed in the hope of enhancing and sustaining their engagement and improve or sustain SBM level of practices in schools.

Objectives

The study aimed to evaluate the extent of the external stakeholders' participation in the School-Based Management (SBM) implementation.

Specifically, it sought to answer the following questions:
1. What is the extent of external stakeholders' participation in the SBM implementation as assessed by internal stakeholders in terms of the following areas:
   1.1. Leadership and Governance;
   1.2. Curriculum and Instruction;
   1.3. Accountability and Continuous Improvement; and,
   1.4. Management of Resources?

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2. What is the self-assessment of external stakeholders regarding their extent of participation in the SBM implementation in terms of the following areas:
   2.1. Leadership and Governance;
   2.2. Curriculum and Instruction;
   2.3. Accountability and Continuous Improvement; and,
   2.4. Management of Resources?
3. Is there a significant difference between the extent of external stakeholders' participation in the SBM implementation as assessed by the two groups in terms of the aforementioned areas?; and,
4. What are the challenges encountered by the external stakeholders regarding their participation in the SBM implementation?

Hypothesis

The null hypothesis was tested with the use of 0.05 level of significance that:
Hypothesis 1: There is no significant difference between the extent of external stakeholders' participation in the SBM implementation as assessed by two groups in terms of the four areas.

METHODS

Research Design

The study utilized the quantitative in approach using the descriptive method of research. A quantitative study analyzed the collected pertinent data of this study through survey questionnaire, which helped in giving a comprehensive view to the extent of the external stakeholders' participation in the SBM implementation and the challenges encountered in the external stakeholders' participation.

Population and Sampling

The research targeted 549 public elementary schools across four divisions in the province of Bulacan, with a total population of 2,196 stakeholders. A sample size of 328 was calculated using Cochran's method. Stratified random sampling was employed to ensure representation from each division. The Picker Wheel application was used to randomly select 82 schools from the total, allowing each school an equal chance of being chosen. In this research, the respondents were composed of two groups: 164 external stakeholders composing of barangay captains and School Parent Teacher Association Presidents (SPTA); and 164 internal stakeholders consisting of school heads and SBM Coordinators.

Instrument

This study utilized a restructured and researcher-made survey questionnaire as the instrument to determine the extent of the external stakeholders' participation in the SBM implementation. In validation, the researcher asked the assistance of three experts in the field to check the validity of the instrument. The instrument was pilot-tested to 40 respondents who were not included as participants of the study. Gathered data from the pilot test undergone statistical treatment for reliability test wherein all items were found accepted with Cronbach's alpha value 0.951 for Part 2 and 0.947 for Part 3.

Data Collection

The data were gathered and analyzed following the objective of the study and in adherence to all protocols in the conduct of research. After securing all the necessary permits, the researcher personally asked consent from the respondents and upon granting, they were given the option to answer the said instrument manually or by scanning the QR code printed in the same survey questionnaire distributed to them to answer the same questionnaire online or through google forms. They were given a week to answer the questionnaire.

Treatment of Data

The results were fully tabulated and analyzed through statistical treatment procedures using mean on the extent of external stakeholders' participation in the SBM implementation as assessed by both external and internal stakeholders, and the challenges encountered in the participation of external stakeholders in the SBM implementation. Median and Mann-Whitney test was applied to determine whether there is a significant difference between the extent of external stakeholders' participation in the SBM implementation as assessed by the two groups

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in terms of the four areas. Ranking was used to arrange the data in an array which is from the highest to the lowest and determining the challenges encountered in the participation of external stakeholders in the SBM implementation.

Ethical Considerations

The researcher complied with the existing institutional research guidelines of the university and undergone the process of securing ethics clearance. Upon securing the ethics clearance, the researcher secured a permit from the Regional Director of DepEd-Region III and Schools Division Superintendents and Barangay Captains.

RESULTS and DISCUSSION

The following part presents the results, analysis, and interpretation of data gathered.

Extent of External Stakeholders' Participation in the SBM Implementation as Assessed by Internal Stakeholders

Table 1 discloses the summary of extent of participation of external stakeholders as assessed by internal stakeholders in the SBM implementation in the four areas. The table shows that the overall mean score of the four areas is 4.41, indicating a "very great extent" of involvement.

Table 1

Summary of the Extent of External Stakeholders' Participation in the SBM Implementation in the Four Areas as Assessed by Internal Stakeholders

Indicators	Mean	Descriptive Value
A. Leadership and Governance	4.46	Very Great Extent
B. Curriculum and Instruction	4.31	Very Great Extent
C. Accountability and Continuous Improvement	4.45	Very Great Extent
D. Management of Resources	4.40	Very Great Extent
Overall Mean	**4.41**	**Very Great Extent**

1.00 – 1.80	*Very Low Extent*
1.81 – 2.60	*Low Extent*
2.61 – 3.40	*Moderate Extent*
3.41 – 4.20	*Great Extent*
4.21 – 5.00	*Very Great Extent*

The table also implies that based on the assessment of the internal stakeholders, the external stakeholders of the different schools involved in this study played critical roles and demonstrated high level of involvement across various aspects of SBM. It is highly evident in Leadership and Governance with a mean of 4.46, and Accountability and Continuous Improvement with 4.45 mean. The results reflected the vigorous involvement of external stakeholders in leadership and governance activities and the practice of operational decision-making within the community of the school included in this study.

The abovementioned analysis linked to the idea that the way the school is set up encourages shared governance and leadership while clearly outlining the roles and responsibilities of the various stakeholders; the leadership network facilitates communication among local leaders to make informed decisions and address school-wide learning issues and to meet the training and development needs of school and community leaders, a long-term program has been established (Saro et.al., 2022; Datu Lipus, 2020; Ismail, 2020).

Although still indicating a "very great extent", the lowest level of participation is seen in the principle "Curriculum and Instruction" with a mean score of 4.31. This may suggest schools to continuously involve external stakeholders in curriculum and instruction activities.

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Self-Assessment of External Stakeholders Regarding their Extent of Participation in the SBM Implementation

Table 2 provides the summary of the extent of external stakeholders' participation in the SBM implementation in the four areas as assessed by themselves. It could be gleaned that the overall mean score of the four areas is 4.22 indicating a "very great extent" of participation.

Table 2
Summary of the Self-Assessment of External Stakeholders Regarding their Extent of Participation in the SBM Implementation in the Four Areas

Indicators	Mean	Descriptive Value
A. Leadership and Governance	4.23	Very Great Extent
B. Curriculum and Instruction	4.05	Great Extent
C. Accountability and Continuous Improvement	4.38	Very Great Extent
D. Management of Resources	4.20	Great Extent
Overall Mean	**4.22**	**Very Great Extent**

1.00 – 1.80   *Very Low Extent*
1.81 – 2.60   *Low Extent*
2.61 – 3.40   *Moderate Extent*
3.41 – 4.20   *Great Extent*
4.21 – 5.00   *Very Great Extent*

External stakeholders exhibited the highest level of participation in Accountability and Continuous Improvement as evidenced by a mean score of 4.38, indicating a "very great extent" of participation. This provided an evidence that schools practiced effective accountability and continuous improvement activities in the SBM implementation.

The Leadership and Governance principle also demonstrated significant participation, with a mean score of 4.23 and corresponds to a "very great extent". With regard to Management of Resources, achieving a mean score of 4.20, external stakeholders contributed a "great extent" of involvement; while, in the domain of Curriculum and Instruction, external stakeholders showed solid participation with a mean score of 4.05, which corresponds to a "great extent."

This involvement may underscore the integral role of external stakeholder's in support of various school operations and improvement initiatives, it still suggests that there is a need to accentuate the importance of fostering and maintaining collaborative relationships among and between key stakeholders especially in terms of curriculum and instruction and management of resources.

The results can be associated to the notion of De Lara and Pañares (2023) and Oco et al. (2022), it is essential for schools to continue cultivating these partnerships to maximize their impact on educational outcomes and advance SBM strategies effectively.

Significant Difference on the Extent of External Stakeholders' Participation in the SBM Implementation as Assessed by the Two Groups in terms of the Four Areas

Table 3 presents the test of difference on the extent of external stakeholders' participation in the SBM implementation as assessed by the two groups in terms of leadership and governance, and curriculum and instruction.

Table 3
Test of Difference on the Extent of External Stakeholders' Participation in the SBM Implementation as Assessed by the Two Groups in terms of Leadership and Governance, and Curriculum and Instruction

Area	Group	N	Median	Mann-Whitney test (W-value)	P-Value	Decision	Remarks
Leadership and	External	164	4.2	22683.50	0.000	Reject Ho	Significant

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Governance	Stakeholders						
	Internal Stakeholders	164	4.6				
Curriculum and Instruction	External Stakeholders	164	4.0	22817.00	0.000	Reject Ho	Significant
	Internal Stakeholders	164	4.4				

Level of Significance 0.05

For leadership and governance, using Mann-Whitney test, the P-value (0.000) less than 0.05 level of significance threshold indicates that there is a significant difference between the assessment of the external stakeholders on their extent of participation (Mdn=4.2) and the assessment of the internal stakeholders (Mdn=4.6). This implies that the group of internal stakeholders perceived their external stakeholders as more involved in the leadership and governance area of SBM compared to how external stakeholders perceived their own involvement. This difference is statistically significant rejecting the null hypothesis, indicating a real disparity in perceived participation levels between these groups.

Abidin (2019) as supported by the study of Millano and Callo (2024), concluded that the measurement of the quality of schools can be through the assessment on the stakeholders' contentment levels. It is noteworthy to mention that through comparison of the perception of internal and external stakeholders, schools may discover a widespread assessment to recognize these gaps.

In addition, it is crucial to note that stakeholders' sense of ownership throughout a project is essential for the sustainability of partnership and commitment. One effective strategy to foster shared ownership and communicate the value of contributions is to involve stakeholders early in the development of shared goals and a vision (Belita et al., 2020; Nosek et al., 2017).

Table 3 also provides the comparative assessment of external and internal stakeholders' perceived participation levels in SBM implementation in terms of Curriculum and Instruction.

Using Mann-Whitney test, the P-value (0.000) less than 0.05 level of significance threshold indicates that there is a significant difference between the assessment of the external stakeholders on their extent of participation (Mdn=4.0) and the assessment of the internal stakeholders (Mdn=4.4). This can be concluded that null hypothesis is rejected positing a significant difference in the extent of participation of external stakeholders as perceived by external stakeholders themselves and internal stakeholders in the implementation of SBM. Therefore, this indicates that there statistically significant difference in how external stakeholders perceive their involvement in SBM curriculum and instruction compared to their internal stakeholders.

On the other hand, when it comes to curriculum development, the process can be quite challenging and the engagement of all stakeholders, particularly those directly involved in learners' instruction, plays a crucial role in ensuring successful curriculum development and revision (Alsubaie, 2016). By associating the study of Porter et al. (2020), it is equally crucial to involve the expertise of external stakeholders in curriculum revision processes in despite of challenges that may arise. They can integrate their perspectives and knowledge which can enrich the outcomes, often yielding unexpectedly positive results.

Table 4 exposes the test of difference on the extent of participation of external stakeholders as assessed by themselves and internal stakeholders in the SBM implementation in terms of Accountability and Continuous Improvement.

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Table 4
Test of Difference on the Extent of External Stakeholders' Participation in the SBM Implementation as Assessed by Two Groups in terms of Accountability and Continuous Improvement, and Management of Resources

Area	Group	N	Median	Mann-Whitney test (W-value)	P-Value	Decision	Remarks
Accountability and Continuous Improvement	External Stakeholders	164	4.4	24923.50	Not adjusted for ties: 0.017 Adjusted for ties: 0.015	Reject Ho	Significant
	Internal Stakeholders	164	4.6				
Management of Resources	External Stakeholders	164	4.2	23378.00	0.000	Reject Ho	Significant
	Internal Stakeholders	164	4.4				

Level of Significance 0.05

Using Mann-Whitney test, the p-value is reported as 0.017 before adjusting for ties, and 0.015 after adjustment, both the P-value (0.000) are less than 0.05 level of significance threshold which indicates that there is a significant difference between the assessment of the external stakeholders on their extent of participation (Mdn=4.4) and the assessment of the internal stakeholders (Mdn=4.6) leading to the conclusion that the null hypothesis is rejected.

It suggests a significant difference perceived participation between external stakeholders on their extent of participation and internal stakeholders and also implies that the group of internal stakeholders perceived their external stakeholders as more involved in the principle Accountability and Continuous Improvement compared to how external stakeholders perceive their own involvement.

This results corroborates to the assertion of the school head who served as key informant of this study, in his assignments at various school, he consistently implemented rewards and recognition for external stakeholders to boost their participation. By attributing this approach, there was a sustained high rates of stakeholders' involvement. He emphasized the seamless nature of their partnerships noting that whenever there was a need, stakeholders' promptly provided support and occasionally initiated assistance themselves.

Despite the differences of perception of the two groups, Datahan (2020) cited, collaboration between the two groups is crucial in achieving the school's goals. In addition, community involvement in the school is acknowledged as vital, and enhancements can prompt actions to address potential issues in program and project implementation.

The same table displays the test of difference on the extent of participation of external stakeholders as assessed by the two groups in the SBM implementation in Management of Resources.

It could be gleaned that by Mann-Whitney test with the P-value (0.000) less than 0.05 level of significance threshold, it indicates that there is a significant difference between the assessment of the external stakeholders on their extent of participation (Mdn=4.2) and the assessment of the internal stakeholders (Mdn=4.4). Since, the p-value is significantly below the level of significance which 0.05, the null hypothesis is rejected proving a significant difference in the extent of participation of external stakeholders as perceived by the two groups in the SBM implementation of SBM. The results further show that internal stakeholders assessed their external stakeholders higher than the self-assessment of the external stakeholders.

Community participation in school activities, as evidenced by the schools in this study, has significantly enhanced accountability for learning outcomes and the equitable allocation of school resources. Moreover, community involvement has fostered voluntary contributions of local resources such as human capital, materials, and financial support, to bolster educational initiatives (Cayabas et al., 2023; Mwila & Meremo, 2022).

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Challenges Encountered by the External Stakeholders Regarding their Participation in the SBM Implementation

Table 5 presents the challenges encountered by the external stakeholders regarding their participation in the SBM implementation as perceived by both external and internal stakeholders.

Table 5
Challenges Encountered by the External Stakeholders Regarding their Participation in the SBM Implementation

Indicators	Mean	Descriptive Value	Rank
1. varied application of SBM practices	2.42	Slightly problematic	2
2. absence of participatory decision-making process	2.38	Slightly problematic	5
3. lack of supportive local government officials	2.27	Slightly problematic	9
4. difficulty of transfer of responsibilities from the non-functioning incumbent SGC officials to the available non-officer external stakeholders	2.38	Slightly problematic	6
5. increased administrative and managerial workload to working external stakeholders	2.41	Slightly problematic	3
6. gender issue like gender stereotyping	1.65	Not problematic at all	12
7. lack of community involvement and initiative	2.32	Slightly problematic	8
8. lack of transparency	2.24	Slightly problematic	10
9. lack of training or knowledge on SBM	2.47	Slightly problematic	1
10. roles / responsibilities of the external stakeholders are not clearly defined	2.35	Slightly problematic	7
11. communication barriers	2.21	Slightly problematic	11
12. lack of deeper sense of accountability and responsibility	2.40	Slightly problematic	4
Overall Mean	**2.29**	**Slightly problematic**	

1.00 – 1.80　　Not problematic at all
1.81 – 2.60　　Slightly problematic
2.61 – 3.40　　Moderately problematic
3.41 – 4.20　　Quite problematic
4.21 – 5.00　　Extremely problematic

It can be seen in same table that the overall mean for the challenges encountered is 2.29, indicating that these challenges are generally considered "slightly problematic". It suggests that while there are obstacles to effective participation, they are not perceived as severe.

Despite the "very great extent" and "great extent" participation in the SBM implementation in the four areas presented in the previous tables, there were still "slightly problematic" challenges they encountered. However, Catid (2022) emphasized that the goal of continuous improvement is to use various inputs and processes to achieve desired results and there is always room for enhancing the effectiveness and efficiency of services or programs and everyone's involvement should be receptive to feedbacks to foster continuous improvement.

Ranked first and the most significant challenge is the "lack of training or knowledge on SBM," with a mean score of 2.47, this indicates that participating external stakeholders feel they need more education and awareness regarding SBM practices for them to participate more effectively. By providing targeted capacity building programs, it could mitigate this issue and enhance stakeholder involvement.

Joseph and Ikedimma (2024) also found out in their study the same threat that hinders the effective participation of external stakeholders and it was lack or limited awareness about SBM that many stakeholders, particularly in marginalized communities, may not fully understand their rights and responsibilities in the education system. This lack of awareness can limit their ability to advocate for changes (Adeyemi, 2019).

Meanwhile, according to Okonkwo (2018), proposing clear guidelines and conducting training sessions for key stakeholders to fully understand their roles and responsibilities can enhance decision-making processes and

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improve governance effectiveness. Akpomi and Sam-Kalagbor (2022) and Obi (2015) suggested prioritization on capacity-building programs in the enhancement of awareness and skills in leadership, governance and financial management.

The second-ranked challenge is the "varied application of SBM practices" with a mean score of 2.42 which can create inconsistencies and confusion among stakeholders. These were common due to contextualized practices but suggest a need for more standardized practices and guidelines.

Deped Order 83, S. 2012 or the Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT) provided the guidelines which are officially used as instruments in assessing the school's SBM practice. Enclosed to this is the SBM assessment tool crafted with contextualized means of verifications that will be used in gathering data and analysis for evidence during the documentary analysis, observation, and discussion process. SBM Levels of Practice of schools can be classified as; Level I: Developing, Level II: Maturing, and Level III: Advanced (Accredited Level).

As further mentioned by Joseph and Ikedimma (2024) even if policies are well-intentioned, ineffective implementation can hinder their impact on stakeholders' participation. In addition, barriers in policy adaptation grows through evolving nature of educational needs and the changing socio-economic landscape necessitate policies that can adapt to new challenges and opportunities ensuring ongoing stakeholders' participation.

The DepEd currently issued DepEd Order No. 7, S. 2024 or Policy Guidelines on the Implementation of the Revised School-Based Management which provides the new SBM framework, process, and self-assessment checklist constituting the implementation of the policy. Nevertheless, effectivity and transitory provision of this order cites that all public schools, SDOs, and ROs shall be given a three-year transitory period during which they shall familiarize themselves with the revised SBM implementation guidelines.

Listed in rank 3 is the "increased administrative and managerial workload to working external stakeholders" with a mean score of 2.41 which also interprets as "slightly problematic". This may arise when these working external stakeholders find difficulties in balancing their responsibilities and obligations; though, streamlining administrative process or provision of additional support could alleviate this burden.

The findings agree with the study of Pauig (2022) identifying "more work for stakeholders" as the primary challenge encountered by the respondents in the implementation of SBM in collaboration with the stakeholders. Pilkington (2015) further highlighted that stakeholders often have multiple priorities and face constraints such as time limitations and limited opportunities. In this sense, stakeholders are more inclined in allocating time and engaging actively when they perceive the project as relevant to their interests and when there is a clear purpose to their involvement.

The least problematic issue is "gender issue like gender stereotyping" with a mean score of 1.65, indicating it is "Not problematic at all" signifying that gender-related challenges are minimal in the context of SBM participation in schools involved in this study which they complied DepEd Order No. 32, S. 2017 or the Gender-Responsive Basic Education Policy addressing discriminations.

In summary, while external stakeholders encounter several challenges in the SBM implementation, these are generally considered "slightly problematic". The abovementioned findings suggest a focus on providing training and knowledge about SBM for external stakeholders, addressing the variability in SBM practices and the proper designation of assignments that caters the issues on increased administrative and managerial workload to working external stakeholders.

Conclusions

There is a very great extent of external stakeholders' participation in the SBM implementation as assessed by internal stakeholders in the four areas specifically: leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. External stakeholders assessed their own participation in leadership and governance, and accountability and continuous improvement as very great extent but only at great extent in terms of curriculum and instruction, and management of resources.

There is a significant difference between the extent of external stakeholders' participation in the SBM implementation as assessed by the two groups in terms of the four areas. Internal stakeholders' assessment is significantly higher than the self-assessment of the external stakeholders. This may be concluded that external stakeholders in schools participated in this study sustained their active and high level of participation.

However, despite the "very great extent" and "great extent" participation in the SBM implementation in the four areas presented, it is observed that all the indicated challenges encountered in the external stakeholders' participation in the SBM implementation are generally considered slightly problematic and not perceiced as severe.

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Among these are lack of training or knowledge on SBM, varied application of SBM practice, and increased administrative and managerial workload to working external stakeholders.

Recommendations

As part of commitment to continuous improvement in education, the school administrators may review and recalibrate the School Improvement Plan on a regular basis, particularly on the enhancement of the curriculum, evaluation of the performance assessments, and monitoring of resource management. Moreover, they may also provide comprehensive and reliable trainings programs for the community and parent leaders that will raise their awareness and increase their participation in the SBM implementation. The schools may also establish robust communication channels to keep informed the external stakeholders about their impact and the outcomes of their involvement. In line with this communication may be delivered using different platforms such as face-to-face meetings, online, letters, Facebook page, school email, and website.

Since there is a need for improvement in terms of regular engagement in the review, monitoring, and enhancement of the school's improvement plans, curriculum, performance assessments, and resource management, the school administrators may develop strategies to further enhance the engagement of the external stakeholders. This may include more transparent reporting, regular feedback in various communication channels, and opportunities for stakeholders to discuss outcomes and improvements. Schools administrators may consider implementing a stakeholders' recognition program to sustain and motivate continued high engagement and establish regular feedback mechanisms to address evolving expectations and concerns

Although the identified challenges are generally considered slightly problematic, the school administrators may continue to establish open dialogues between and among internal and external stakeholders to address perceived differences and encounters. Moreover, they may prioritize increasing programs and awareness campaigns to further enhance knowledge in SBM practices. They may initiate benchmarking activities with other schools that have exemplary practices in stakeholders' participation; learn from their strategies and adapt best practices in their context.

The proposed sustainability plan developed by the researcher may be considered for implementation and later, once implemented, for evaluation and improvement.

Similar studies may be conducted but with larger participation of external stakeholders which includes religious sectors, business enterprises, non-government organizations (NGOs), civil society organizations, private companies, corporate foundations, cooperatives, and other private individuals. It is also suggested to conduct parallel study on how external stakeholders' participation affect the SBM level of practices of schools. A qualitative study on the topic may also be done in order to fully understand the insights of all concerned stakeholders.

Proposed Sustainability Plan Based on the Findings of the Study
"Strengthening School-Community Partnerships: A Proposed Sustainability Plan for Enhancing and Sustaining External Stakeholder Engagement in School-Based Management (SBM)"

Overview

School-Based Management (SBM) is one of the strategy employed by the government that involves decentralized education and decision-making through enhanced parental and community participation in schools. With the provision of Republic Act 9155 or Governance of Basic Education Act of 2001, it recognizes the role of local government units and other stakeholders as partners in education service delivery. This law allows for an innovative approach to empower school heads and their personnel to collaborate with the community in ensuring the delivery of quality basic education and achieving improved learning outcomes. In addition, school heads in collaboration with both internal and external stakeholders, are given the chance to discuss and make decisions regarding day-to-day operational issues directly affecting the school.

School-community partnerships are important to the success of School-Based Management as they have diverse perspectives in terms of decision making. High extent of participation can improve discussions on strategic planning and essential priorities that boost learning outcomes. These involvements can also foster transparency and accountability in school operations sharing common interest in developing holistic development by considering community interests in the educational objectives. Moreover, collaborations among and between internal and external stakeholders can create lifelong learning environments that address the demands of changing community dynamics and creating a positive system where the well-being of the community and quality education valued.

General Objective

The overall objective of this sustainability is to guide participating stakeholders and school leaders to enhance and sustain their active engagement SBM implementation. Recognizing the crucial role that stakeholders such as parents, community leaders, and educational experts play in the educational ecosystem, the plan focuses on creating a collaborative and supportive framework.

Proposed Sustainability Plan to Increase Stakeholders Participation in the Four Areas of SBM

Key Objective: *To precisely guide participating stakeholders, school and community leaders, a comprehensive plan to achieve the goal of enhancing and sustaining the active engagement of external stakeholders in the implementation of School-Based Management (SBM).*

Areas of Concern	Objectives	Intervention / Activities	Time Frame	Persons Involved	Resources Needed	Program Outcome
Leadership and Governance	This sustainability plan aims to provide key stakeholders of the school and community to: 1. Implement capacity-building programs for school and community leaders would enhance their skills and capabilities 2. Include training plans to SIP and AIP 3. Ensure regular review by the school and community 4. Develop a long-term training and development needs. 5. Develop and implement a communication strategy.	1. Implement capacity-building programs for school and community leaders would enhance their skills and capabilities 2. Include training plans to SIP and AIP. 3. Have a quarterly meeting with school and community to review the SIP. 4. Cultivate a long-term training based on development needs. 5. Develop communication flow system between and among stakeholders.	All year round	Internal Stakeholders (School Heads and SBM Coordinators) External Stakeholders (SPTA Presidents and Barangay Captains or LGU representatives in-charge of education)	Training Parapher-nalia Workshop venues Meal Allocation	Provide broad-based building opportuni-ties to school and community leaders
Curriculum and Instruction	1. Organize workshops to involve external stakeholders in curriculum design, enrichment and areas needed	1. Conduct workshops that involve external stakeholders in curriculum design, enrichment and areas needed for	All year round	Internal Stakeholders (School Heads and SBM Coordinators) External Stakeholders (SPTA	Training Parapher-nalia Workshop venues Meal	Establish learning facilitation and application of L&D

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					allocation	
	for improvement 2. Establish regular review cycles for curriculum updates. 3. Ensure SBM goals are aligned with curriculum standards and educational objectives.	improvement 2. Establishment of regular review cycles for curriculum updates. 3. Communicate alignment strategies to stakeholders.		Presidents and Barangay Captains or LGU representatives in-charge of education) Curriculum Leaders and Experts	Evaluation tools	
Accountability and Continuous Improvement	1. Enhance accountability system 2. Conduct stakeholder analysis to understand roles and responsibilities 3. Create feedback mechanisms. 4. Implement rewards and recognition programs.	1. Enhance the accountability system 2. Conduct of analysis for stakeholders to understand roles and responsibilities 3. Create feedback mechanisms 4. Organize appreciation events that implement rewards and recognition programs	All year round	Internal Stakeholders (School Heads and SBM Coordinators) External Stakeholders (SPTA Presidents and Barangay Captains or LGU representatives in-charge of education)	School Performance Data Training Parapher-nalia Workshop venues Meal allocation Feedback mechanism tools	Regular assess-ment reports and improved engage-ment metrics over time
Management of Resources	1. Involve key external stakeholders in regular monitoring, evaluation, and reporting processes of the school's resource management 2. Communicate resource inventory to the community 3. To identify and utilize partnerships with	1. Conduct regular monitoring, evaluation, and reporting processes of the school's resource management that involves Involve key external stakeholders 2. Communicate resource inventory to the community 3. Identify and utilize partnerships with	All year round	Internal Stakeholders (School Heads and SBM Coordinators) External Stakeholders (SPTA Presidents and Barangay Captains or LGU representatives in-charge of education)	Training Parapher-nalia Workshop venues Meal allocation Feedback mechanism tools	Efficient use of the human and material resources

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	stakeholders for improving resource management	stakeholders for improving resource management				

Implementation Timeline	Key Components of the Plan	Evaluation Metrics
Phase 1 (0-6 months)	1. Identify relevant stakeholders and assess their interests and level of participation 2. Establish clear communication channels and provision of regular updates on SBM progress. 3. Conduct training programs to increase the awareness of stakeholder on their roles and responsibilities	Level of Engagement: Observing stakeholder interactions and how often they participate.
Phase 2 (6-12 months)	4. Develop feedback mechanisms to guarantee continuous participation an create committees to integrate inputs 5. Encourage community partnerships and collaborations with other external organizations such as government and non-government organizations 6. Initiate recognition programs to grant stakeholder contributions.	Quality of feedback: Monitoring how helpful stakeholder feedback is. Improvement in Outcome: Assessing schools' performance and how learners benefit from it.
Phase 3 (12-24 months)	7. Integrate SBM goals into long-term strategic planning and acquire financial resources for continuous provision of other activities 8. Conduct SWOT Analysis and regular assessments to measure the effectiveness stakeholder engagement 10. Facilitate workshops, events, and volunteer programs for stakeholders to remain involved.	Sustainability Indicators: Evaluating continuous participation and support from the identified stakeholders.

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