

Assessing School- Based Management Implementation and Stakeholder Participation in Governance and Accountability Among Public Schools

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Abstract

This study assessed the implementation of School-Based Management (SBM) in terms of governance and accountability and examined the level of stakeholder participation in public elementary and secondary schools in the Division of Mati City, Philippines. Employing a quantitative descriptive design, data were collected from 314 governance-level stakeholders through a validated survey instrument aligned with DepEd Order No. 007, s. 2024. Descriptive statistics, specifically mean and standard deviation, were utilized in the analysis. Findings revealed that SBM implementation in governance and accountability was Very Highly Implemented ($M = 3.74$, $SD = 0.36$), while stakeholder participation in planning, implementation, and monitoring and evaluation was Very High ($M = 3.76$, $SD = 0.35$). The results indicate that schools have effectively institutionalized participatory governance practices and accountability mechanisms through active stakeholder engagement. The study concludes that strong stakeholder participation supports effective governance and accountability within the SBM framework and recommends sustaining collaborative governance initiatives to promote continuous school improvement.

Keywords: Decentralization, participatory governance, accountability mechanisms

Introduction

School-Based Management (SBM) has emerged as a significant educational reform strategy that promotes decentralization, shared leadership, and participatory governance within schools. By transferring greater decision-making authority from central education offices to the school level, SBM empowers school leaders and stakeholders to collaboratively address local educational needs, improve accountability, and enhance organizational effectiveness [1]. As a governance framework, SBM recognizes that sustainable school improvement is best achieved when those directly affected by educational decisions actively participate in the processes that shape policies, programs, and resource allocation.

Central to the success of School-Based Management is the active participation of stakeholders in governance and accountability processes. Stakeholder participation extends beyond consultation and representation; it encompasses meaningful engagement in planning, implementation, monitoring, and evaluation activities that influence school performance and development. Previous studies have shown that stakeholder involvement strengthens transparency, fosters collective ownership of school goals,

enhances accountability mechanisms, and improves the responsiveness of educational programs to community needs [11, 9]. Consequently, effective stakeholder participation has become an essential indicator of successful SBM implementation and a critical factor in promoting collaborative and accountable school governance.

In the Philippine context, stakeholder participation and governance accountability are institutionalized through the School-Based Management framework articulated in DepEd Order No. 007, s. 2024. The policy emphasizes the establishment of functional governance structures, including School Governance Councils (SGCs), Parent–Teacher Associations (PTAs), stakeholder partnerships, strategic planning mechanisms, and monitoring and evaluation systems to ensure transparency, shared responsibility, and continuous school improvement. These governance structures are intended to facilitate meaningful stakeholder engagement and strengthen accountability at the school level.

Despite these policy directives, existing literature suggests that stakeholder participation in school governance remains uneven across educational settings. While many schools have established formal governance structures, evidence indicates that participation often varies in depth and quality, with some stakeholders remaining less involved in planning and decision-making processes than others [6, 9]. Moreover, previous studies have largely focused on stakeholder participation or SBM implementation as separate constructs, providing limited evidence on how stakeholder engagement is manifested within specific governance and accountability processes, particularly in public elementary and secondary schools. This gap is more evident in local contexts where empirical investigations examining governance and accountability alongside stakeholder participation remain scarce.

Given the growing emphasis on participatory governance and accountability in educational reform, there is a need to generate empirical evidence on the extent to which SBM governance structures are implemented and how stakeholders participate in key governance processes. Understanding these dimensions is essential for determining whether schools are effectively translating policy expectations into practice and for identifying areas that may require further strengthening. Anchored on Participatory Governance Theory (Fung & Wright, 2003), Systems Theory (Bertalanffy, 1968), and Stakeholder Theory (Freeman, 1984), this study assessed the level of School-Based Management implementation in terms of governance and accountability and examined the level of stakeholder participation in planning, implementation, and monitoring and evaluation among public elementary and secondary schools in the Division of Mati City. The findings are expected to contribute to the growing body of literature on School-Based Management and provide evidence-based insights for strengthening governance practices, stakeholder engagement, and accountability mechanisms within Philippine schools.

Methodology

This study employed a quantitative descriptive research design using a cross-sectional survey approach to assess the implementation of School-Based Management (SBM) in terms of governance and accountability and to determine the level of stakeholder participation in public elementary and secondary schools within the Division of Mati City, Philippines. The design was appropriate for describing existing governance practices and stakeholder participation based on the perceptions of governance-level stakeholders at a specific point in time. The study was conducted in 72 public elementary and secondary schools in the Division of Mati City during School Year 2025–2026. Using complete enumeration, 314 governance stakeholders were included as respondents, comprising 72 Parent–Teacher Association (PTA) Presidents, 72 Faculty Presidents, 72 Designated Co-Chairs, 26 Barangay Local Government Unit

(BLGU) Education Chairs, and 72 Prominent Alumni representatives. Consistent with DepEd Order No. 007, s. 2024, Faculty Presidents and Designated Co-Chairs were classified as internal stakeholders, while PTA Presidents, BLGU Education Chairs, and Prominent Alumni representatives were classified as external stakeholders due to their respective roles in school governance and accountability. Data were gathered through a validated survey questionnaire aligned with Indicators 23–28 of DepEd Order No. 007, s. 2024. The instrument consisted of two sections: the first measured stakeholder participation in terms of planning, implementation, and monitoring and evaluation, while the second assessed SBM implementation in governance and accountability. Responses were measured using a four-point Likert scale ranging from 1 (Not Yet Manifested) to 4 (Always Manifested). Prior to administration, the instrument underwent content and face validation by three experts in educational management and research methodology, who rated it from “Very Good” to “Excellent.” To establish reliability, pilot testing was conducted among 80 governance stakeholders from the Division of Davao Oriental who were excluded from the actual study. Reliability analysis yielded Cronbach’s alpha coefficients of .832 for planning, .819 for implementation, .852 for monitoring and evaluation, and .755 for governance and accountability, with an overall reliability coefficient of .940, indicating excellent internal consistency. Following the validation process, approval to conduct the study was secured from the Department of Education and concerned school authorities. After obtaining informed consent, questionnaires were administered through both paper-based and online modalities. All retrieved questionnaires were checked for completeness and accuracy prior to analysis, resulting in a 100% retrieval rate. The collected data were encoded, organized, and analyzed using descriptive statistics. Mean and standard deviation were employed to determine the level of SBM implementation in governance and accountability and the level of stakeholder participation in planning, implementation, and monitoring and evaluation. Throughout the conduct of the study, ethical principles of voluntary participation, confidentiality, anonymity, and responsible reporting of findings were strictly observed.

Results and Discussion

Level of School- Based Management

Table 1 presents the level of School-Based Management (SBM) implementation in terms of governance and accountability. The findings revealed that the overall level of School-Based Management (SBM) implementation in terms of governance and accountability obtained a mean score of 3.70 (SD = 0.43), interpreted as “Always Manifested” or “Very Highly Implemented.” Among the indicators, the functionality of the Parent–Teacher Association (PTA) received the highest mean score (M = 3.84, SD = 0.46), while the functionality of the School Governance Council (SGC) obtained the lowest mean score (M = 3.54, SD = 0.72), although it remained within the same descriptive rating. These findings indicate that schools have effectively institutionalized governance structures, accountability mechanisms, and participatory practices that support collaborative school management.

Table 1. Level of School- Based Management (SBM) Implementation in terms of Governance and Accountability

<i>Statements</i>	Mean	SD	Descriptive Interpretation
The school’s strategic plan is operationalized through an implementation plan.	3.65	0.59	Always Manifested

The school has a functional School Governance Council (SGC)	3.54	0.72	Always Manifested
The school has a functional Parent- Teachers Association (PTA)	3.84	0.46	Always Manifested
The school collaborates with stakeholders and other schools in strengthening partnerships.	3.77	0.47	Always Manifested
The school monitors and evaluates programs, projects, and activities.	3.75	0.51	Always Manifested
The school maintains an average rating of satisfactory from its internal and external stakeholders.	3.63	0.60	Always Manifested
<i>Overall Governance and Accountability</i>	<i>3.70</i>	<i>0.43</i>	Always Manifested (<i>Very Highly Implemented</i>)

The very high implementation of governance and accountability supports the Participatory Governance Theory of Fung and Wright (2003), which emphasizes that governance becomes more effective when stakeholders actively engage in decision-making and shared accountability processes. Likewise, the findings align with Systems Theory (Bertalanffy, 1968), suggesting that governance structures, stakeholder partnerships, and monitoring systems function as interconnected components that contribute to effective school operations. The prominence of PTA functionality further supports Stakeholder Theory (Freeman, 1984), highlighting the importance of stakeholder involvement in achieving organizational effectiveness and accountability.

The findings imply that schools have established strong governance and accountability practices through active stakeholder engagement and collaborative decision-making. However, the relatively lower rating of SGC functionality suggests the need to further strengthen stakeholder awareness, participation, and capacity-building initiatives to maximize its governance role. The results are consistent with UNESCO (2023) and DepEd Order No. 007, s. 2024, which emphasize participatory governance, transparency, and accountability as essential components of SBM implementation. Similarly, the findings support the studies of Caluag et al. (2025) and Waardenburg et al. (2025), who highlighted the importance of monitoring systems and clearly defined governance structures in strengthening accountability. The high rating of PTA functionality also corroborates the findings of the World Bank (2025) and Bayugo et al. (2025), which identified PTAs as highly active governance structures that significantly contribute to transparency, accountability, and school-community partnerships.

Level of Stakeholder Participation

Table 2: Level of Stakeholder Participation in School Governance and Accountability in terms of Planning

<i>Statements</i>	Mean	SD	Descriptive Interpretation
External stakeholders are consulted during the development of the School Improvement Plan (SIP).	3.54	0.62	Always Manifested
Stakeholders actively participate in setting school goals and priorities.	3.61	0.59	Always Manifested

Stakeholders contribute ideas during the preparation of the Annual Implementation Plan (AIP).	3.52	0.59	Always Manifested
The School Governance Council (SGC) participates in planning school programs and projects.	3.51	0.60	Always Manifested
The PTA officers are involved in identifying school needs and priority interventions.	3.73	0.52	Always Manifested
Stakeholders are informed about the school’s vision, mission, and strategic direction.	3.75	0.44	Always Manifested
Planning meetings are conducted with representation from key stakeholder groups.	3.65	0.53	Always Manifested
Stakeholder inputs are documented and reflected in school plans.	3.68	0.52	Always Manifested
<i>Overall Planning</i>	<i>3.63</i>	<i>0.40</i>	Always Manifested <i>(Very High)</i>

The findings revealed that stakeholder participation in school governance and accountability in terms of planning obtained an overall mean of 3.63 (SD = 0.40), interpreted as “Always Manifested” or “Very High.” Among the indicators, informing stakeholders about the school’s vision, mission, and strategic direction received the highest mean score (M = 3.75, SD = 0.44), followed by the involvement of PTA officers in identifying school needs and priority interventions (M = 3.73, SD = 0.52). Meanwhile, the participation of the School Governance Council (SGC) in planning school programs and projects obtained the lowest mean score (M = 3.51, SD = 0.60), although it remained within the “Always Manifested” category. The findings indicate that schools actively engage stakeholders in planning-related activities and decision-making processes. This supports the Participatory Governance Theory of Fung and Wright (2003), which emphasizes that governance becomes more effective when stakeholders are directly involved in institutional planning and collaborative decision-making. The high rating for informing stakeholders about the school’s vision, mission, and strategic direction further highlights the importance of communication and transparency in governance.

This finding also supports Systems Theory (Bertalanffy, 1968), which posits that effective coordination and communication among interconnected stakeholders contribute to organizational effectiveness. The results imply that schools have established inclusive planning mechanisms that encourage stakeholder participation in identifying priorities and shaping school directions. Such practices strengthen transparency, shared responsibility, and stakeholder commitment to school goals. However, the relatively lower rating of SGC participation suggests the need to further strengthen its involvement through capacity-building activities, stakeholder orientation, and clearer role delineation to enhance collaborative planning processes. The findings are consistent with UNESCO (2023), which emphasized that School-Based Management strengthens governance by empowering stakeholders to participate in school planning and policy formulation. Likewise, DepEd Order No. 007, s. 2024 highlights stakeholder participation in the development of School Improvement Plans (SIPs) and Annual Implementation Plans (AIPs) as a key component of governance and accountability.

The results also support the studies of Sebastian and Nuestro (2025) and Casingal and Hernal (2025), who found that transparent governance practices enhance stakeholder trust and participation. Furthermore, the strong involvement of PTA officers corroborates the findings of the World Bank (2025) and Bayugo et al.

(2025), which identified PTAs as among the most active governance structures that contribute to accountability, resource mobilization, and school-community partnerships, while SGCs continue to play important strategic governance roles despite challenges in stakeholder engagement.

The findings revealed that stakeholder participation in school governance and accountability in terms of implementation obtained an overall mean of 3.56 (SD = 0.47), interpreted as “Always Manifested” or “Very High.” Among the indicators, clearly defined roles and responsibilities of stakeholders during implementation obtained the highest mean score (M = 3.68, SD = 0.57), followed by PTA officers helping implement programs identified in the Annual Implementation Plan (AIP) (M = 3.65, SD = 0.55).

Table 3: Level of Stakeholder Participation in School Governance and Accountability in terms of Implementation

<i>Statements</i>	Mean	SD	Descriptive Interpretation
Stakeholders actively support the implementation of school programs and activities.	3.62	0.57	Always Manifested
Community partners provide resources (financial, material, or technical) for school projects.	3.48	0.65	Always Manifested
The SGC assists in mobilizing Community support for school initiatives.	3.45	0.66	Always Manifested
PTA officers help implement programs identified in the AIP.	3.65	0.55	Always Manifested
Stakeholders collaborate with school leaders in carrying out priority programs.	3.57	0.63	Always Manifested
Roles and responsibilities of stakeholders during implementation are clearly defined	3.68	0.57	Always Manifested
Partnerships with LGU/BLGU and alumni are sustained to support school projects.	3.43	0.72	Always Manifested
Stakeholders promote transparency during the execution of school activities.	3.63	0.55	Always Manifested
<i>Overall Implementation</i>	<i>3.56</i>	<i>0.47</i>	Always Manifested (<i>Very High</i>)

Meanwhile, sustaining partnerships with LGUs, BLGUs, and alumni to support school projects obtained the lowest mean score (M = 3.43, SD = 0.72), although it still fell within the “Always Manifested” category. These findings suggest that stakeholders actively participate in carrying out school programs, projects, and activities, demonstrating a strong culture of collaboration and shared responsibility in school governance. This level of participation supports the Participatory Governance Theory of Fung and Wright (2003), which posits that governance becomes more effective when stakeholders are actively involved not only in decision-making but also in the implementation of institutional initiatives.

The findings indicate that schools have successfully translated stakeholder engagement into concrete actions that support school improvement efforts. In particular, the highest-rated indicator on clearly defined roles and responsibilities demonstrates that schools have established organized governance mechanisms that enable stakeholders to understand and effectively perform their assigned functions. This

finding aligns with Systems Theory (Bertalanffy, 1968), which views schools as interconnected systems where coordination, communication, and clearly structured responsibilities contribute to organizational effectiveness. As stakeholders become aware of their roles, collaboration becomes more efficient, resulting in stronger accountability and more effective program implementation.

The results further imply that schools have fostered an environment where stakeholders actively contribute to achieving institutional goals. The strong involvement of PTA officers in implementing programs identified in the AIP reflects the principles of Stakeholder Theory (Freeman, 1984), which emphasizes that organizational effectiveness is enhanced when stakeholders are meaningfully engaged in organizational processes. Such participation strengthens transparency, accountability, and collective ownership of school initiatives. However, the relatively lower rating for partnerships with LGUs, BLGUs, and alumni suggests opportunities for schools to further strengthen external stakeholder engagement and sustain collaborative partnerships that can provide additional resources, expertise, and support for school development programs.

The findings are consistent with UNESCO (2023), which emphasized that participatory governance strengthens institutional effectiveness when stakeholders directly contribute to the implementation of educational programs and initiatives. Likewise, DepEd Order No. 007, s. 2024 highlights stakeholder collaboration during program implementation as a key component of governance and accountability under the SBM framework. The importance of clearly defined roles and responsibilities is further supported by Waardenburg, Groenleer, and De Jong (2025), who found that role clarity contributes to stronger accountability and institutional coordination, as well as Caluag et al. (2025), who emphasized that collaborative stakeholder engagement enhances governance coherence and organizational responsiveness. Similarly, the active involvement of PTA officers corroborates the findings of the World Bank (2025) and Bayugo et al. (2025), which identified PTAs as among the most active participatory governance structures in Philippine public schools. Moreover, the contribution of external stakeholders supports the findings of Josol et al. (2025), who emphasized that community partnerships strengthen governance by expanding institutional resources and support systems.

Table 4: Level of Stakeholder Participation in School Governance and Accountability in terms of Monitoring and Evaluation

<i>Statements</i>	Mean	SD	Descriptive Interpretation
Stakeholders participate in reviewing the progress of school programs.	3.46	0.64	Always Manifested
The SGC is involved in monitoring the implementation of the SIP and AIP.	3.44	0.64	Always Manifested
Financial reports are shared with stakeholders to ensure transparency.	3.70	0.59	Always Manifested
Stakeholders provide feedback on school programs and services	3.54	0.61	Always Manifested
Evaluation meetings are conducted with stakeholder representation.	3.55	0.57	Always Manifested

Results of school performance (e.g., academic achievement, reading levels, NAT results) are shared with stakeholders.	3.68	0.58	Always Manifested
Stakeholders help assess whether school targets are achieved.	3.50	0.60	Always Manifested
Stakeholder satisfaction is considered in evaluating school programs and governance practices.	3.58	0.57	Always Manifested
<i>Overall Monitoring and Evaluation</i>	<i>3.55</i>	<i>0.46</i>	<i>Always Manifested (Very High)</i>

The findings revealed that stakeholder participation in school governance and accountability in terms of monitoring and evaluation obtained an overall mean of 3.55 (SD = 0.46), interpreted as “Always Manifested” or “Very High.” Among the indicators, the sharing of financial reports with stakeholders to ensure transparency received the highest mean score (M = 3.70, SD = 0.59), followed by the dissemination of school performance results, including academic achievement and National Achievement Test (NAT) outcomes (M = 3.68, SD = 0.58). In contrast, the involvement of the School Governance Council (SGC) in monitoring the implementation of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) obtained the lowest mean score (M = 3.44, SD = 0.64), although it remained within the “Always Manifested” category.

These findings indicate that schools actively involve stakeholders in assessing the progress, effectiveness, and outcomes of school programs and governance initiatives. Such a result supports the Participatory Governance Theory of Fung and Wright (2003), which emphasizes that governance becomes more effective when stakeholders participate not only in planning and implementation but also in monitoring, evaluation, and accountability processes. The high level of stakeholder participation suggests that schools have institutionalized collaborative governance mechanisms that promote transparency and shared responsibility. Moreover, the prominence of financial transparency and performance reporting reflects the principles of Systems Theory (Bertalanffy, 1968), which views organizations as interconnected systems that rely on communication, feedback, and accountability mechanisms to achieve effectiveness and continuous improvement. By regularly sharing financial reports and school performance outcomes, schools strengthen stakeholder awareness and encourage meaningful participation in governance processes.

Given these findings, it can be inferred that schools have established monitoring and evaluation practices that foster transparency, accountability, and evidence-based decision-making. The active involvement of stakeholders in reviewing school performance and governance outcomes contributes to institutional responsiveness and continuous improvement. Furthermore, transparent reporting mechanisms help build stakeholder trust and reinforce a culture of shared accountability within the School-Based Management framework. Nevertheless, the relatively lower participation of SGCs in monitoring SIP and AIP implementation highlights the need to strengthen their engagement through capacity-building programs, clearer role delineation, and increased involvement in evaluation activities. Enhancing the strategic participation of SGCs may further improve governance oversight and accountability at the school level. The present findings are supported by UNESCO (2023), which emphasized that participatory governance strengthens accountability by engaging stakeholders in evaluating institutional performance and educational outcomes. Similarly, DepEd Order No. 007, s. 2024 identifies monitoring and evaluation as a

fundamental governance mechanism that promotes transparency, responsiveness, and accountability in SBM implementation. The findings also align with the studies of Sebastian and Nuestro (2025) and Casingal and Hernal (2025), which reported that transparent governance practices and effective communication enhance stakeholder trust, satisfaction, and sustained participation. In addition, the active involvement of stakeholders in monitoring and evaluation corroborates the findings of Pasubillo and Asio (2023), Bayugo et al. (2025), and Fulgosino (2025), who concluded that collaborative evaluation processes strengthen governance effectiveness, accountability, and institutional stability. Although SGC participation obtained the lowest mean among the indicators, the result remains consistent with the observations of the World Bank (2025), which noted that SGCs continue to encounter challenges related to stakeholder awareness, role clarity, and participation despite their important role in governance and accountability.

The results revealed that the overall level of stakeholder participation in school governance and accountability obtained a mean score of 3.58 (SD = 0.41), interpreted as “Very Highly Implemented.” Among the three dimensions, planning registered the highest mean score (M = 3.63, SD = 0.40), followed by implementation (M = 3.56, SD = 0.47) and monitoring and evaluation (M = 3.55, SD = 0.46). Moreover, the relatively low standard deviations across all dimensions indicate a high degree of consistency in the respondents’ perceptions regarding stakeholder participation in School-Based Management (SBM) processes.

Table 5: Summary on the Level of Stakeholder Participation in School Governance and Accountability

Indicators	Mean	SD	Descriptive Interpretation
Planning	3.63	0.40	Very High
Implementation	3.56	0.47	Very High
Monitoring and Evaluation	3.55	0.46	Very High
<i>Overall Stakeholder Participation in School Governance and Accountability</i>	3.58	0.41	<i>Very Highly Implemented</i>

These findings suggest that stakeholders are actively and consistently engaged across the major phases of SBM implementation. The consistently high levels of participation across planning, implementation, and monitoring and evaluation affirm the principles of the Participatory Governance Theory of Fung and Wright (2003), which posits that governance becomes more effective when stakeholders are meaningfully involved in decision-making, implementation, and accountability processes. The findings indicate that schools have fostered a collaborative governance environment where responsibilities are shared among school leaders, teachers, parents, and community stakeholders. Notably, planning emerged as the highest-rated dimension, suggesting that schools place considerable emphasis on stakeholder consultation, shared decision-making, and collaborative goal-setting prior to the implementation of programs and initiatives. This finding is further explained by Systems Theory (Bertalanffy, 1968), which views schools as interconnected systems in which planning serves as a foundational process that guides implementation and evaluation activities. The strong participation observed in implementation and monitoring and evaluation likewise demonstrates that stakeholder engagement is sustained throughout the governance cycle, thereby strengthening organizational coordination and accountability. Given these findings, it may

be inferred that schools have successfully institutionalized participatory governance practices that encourage continuous stakeholder involvement across all phases of SBM implementation. The strong engagement of stakeholders in planning, implementation, and monitoring processes contributes to enhanced transparency, accountability, and shared responsibility for school improvement. Furthermore, the consistency of participation across governance dimensions reflects the capacity of schools to maintain collaborative relationships and sustain stakeholder commitment toward achieving institutional goals. Such practices are likely to strengthen governance effectiveness, promote evidence-based decision-making, and support the long-term sustainability of school improvement initiatives.

The present findings are supported by UNESCO (2023), which emphasized that participatory governance enhances school effectiveness by empowering stakeholders to become active contributors to school operations and decision-making processes. Similarly, DepEd Order No. 007, s. 2024 underscores the importance of stakeholder participation in planning, implementation, and monitoring activities as key components of governance and accountability within the SBM framework. The prominence of planning as the highest-rated dimension is consistent with the findings of Caluag et al. (2025), who reported that stakeholder engagement tends to be strongest during the planning phase because stakeholders are directly involved in identifying school needs, setting priorities, and developing School Improvement Plans (SIPs) and Annual Implementation Plans (AIPs). Furthermore, the overall high participation across governance dimensions supports Stakeholder Theory (Freeman, 1984), which argues that organizational effectiveness depends on the active engagement of stakeholders who influence institutional outcomes. This finding aligns with the studies of Pasubillo and Asio (2023), Bayugo et al. (2025), Fulgosino (2025), and Chowdhury, Prayag, and Patwardhan (2024), all of whom emphasized that stakeholder participation and collaborative governance practices strengthen accountability, institutional responsiveness, organizational resilience, and long-term sustainability.

Conclusions

The study concludes that School-Based Management (SBM) in terms of governance and accountability is highly institutionalized in public elementary and secondary schools within the Division of Mati City, as evidenced by the very high level of implementation across governance structures, stakeholder partnerships, strategic planning mechanisms, and accountability systems. The findings demonstrate that schools have successfully operationalized participatory governance practices that promote transparency, shared responsibility, and evidence-based decision-making, thereby strengthening organizational effectiveness and supporting continuous school improvement.

Likewise, stakeholder participation in school governance and accountability was found to be very high across the dimensions of planning, implementation, and monitoring and evaluation. This indicates that stakeholders are actively engaged in identifying school priorities, supporting the execution of programs and projects, and participating in accountability and evaluation processes. The strong involvement of both internal and external stakeholders reflects the collaborative nature of School-Based Management and underscores the importance of stakeholder engagement in achieving governance goals and improving educational outcomes.

The findings affirm that effective governance and accountability are strengthened when stakeholders are meaningfully involved in school decision-making and improvement initiatives. The study further highlights that participatory governance structures, collaborative partnerships, and sustained stakeholder engagement are essential in fostering responsive, accountable, and effective school management systems.

Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this study. The research was conducted independently, and no financial, professional, institutional, or personal relationships influenced the design, data collection, analysis, interpretation of findings, or the decision to publish the results. The authors affirm that the study was undertaken with objectivity, transparency, and adherence to ethical research standards.

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