Involvement of Stakeholders in SBM Implementation: Inputs for the Development of an Academic Support Program

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A B S T R A C T

School-Based Management (SBM) plays a vital role in improving the quality of education by transferring significant decision–making authority from state and district offices to individual schools. This study aimed to determine the level of involvement of stakeholders towards SBM of Rizal Elementary School, Schools District of Pototan, for School Year 2023-2024. A proposed output, a proposed academic support program, was formulated based on the results of the study. The respondents were the selected stakeholders of Rizal Elementary School for School Year 2023-2024, chosen using convenience sampling. A researcher-made questionnaire was used to measure the level of involvement of stakeholders in school-based management. The study disclosed that stakeholders' involvement level in Rizal Elementary School is "average" when classified according to age, sex, educational attainment, socioeconomic status, distance from school, length of years as stakeholders, type of stakeholder, and occupational status. It was further revealed that there is no significant difference in the level of involvement of stakeholders towards the implementation of SBM when classified according to age, distance from school, length of years as stakeholders, type of stakeholders, socio-economic status, and occupational status but significant when grouped according to sex and educational attainment. The study concludes that female stakeholders who finished graduate school are more involved than their counterparts.

Keywords: School-Based Management, involvement, stakeholders, implementation, academic support program, descriptive research, Iloilo, Philippines

INTRODUCTION

Background of the Study

Effective leadership is vital for achieving educational goals, with School-Based Management (SBM) serving as a significant framework to decentralize decision-making. SBM, supported by Republic Act 7610 and Republic Act 9155, empowers school heads to manage schools effectively while involving stakeholders in key decision-making processes (DepEd, 2020). A skilled and empowered school leader is essential for fostering continuous improvement and ensuring that a school meets its educational objectives.

One of the core components of SBM is the active involvement of stakeholders, who play an integral role in creating a positive learning environment (Pelayo, 2018). Stakeholders, including parents, teachers, and local communities, are often included in evaluating the implementation of SBM practices and contributing to the school's development. Republic Act 9155 specifically encourages their active participation in school governance.

However, despite these frameworks, Rizal Elementary School in the Pototan II District has struggled with low levels of stakeholder engagement, which has impacted the success of SBM implementation. Even before the COVID-19 pandemic, challenges existed in fostering strong partnerships with stakeholders. The school's Level 1 SBM rating reflects these difficulties, as stakeholder participation is a key criterion for evaluating SBM effectiveness. This gap between stakeholders' expectations and actual involvement has been identified as a barrier in the School Improvement Plan (SIP).

The study suggests that developing targeted academic support programs based on stakeholders' specific needs could enhance their engagement and participation, leading to improved SBM practices and better educational outcomes.

Theoretical Framework

This study was anchored on the Socio-Cultural Development Theory by Lev Semyonovich Vygotsky in 1978. Vygotsky's sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theory comprises concepts such as culture-specific tools, private

speech, and the Zone of Proximal Development (Ryan,2018). Vygotsky's theories stress the fundamental role of social interaction in the development of cognition, as he firmly believes that community plays a central role in "making meaning."

On the other hand, the Parental Involvement Theory (Epstein, 1995) predicts that children whose parents are involved in their education will be more likely to develop a strong, positive sense of efficacy for successfully achieving school-related tasks than children whose parents are not involved. Parental involvement and motivation, even if parents cannot assist their children with a specific subject area or skill, play a vital role by encouraging students' feelings of competence, control, and positive attitudes toward academics.

Stakeholders' involvement enhances academic performance and positively influences student attitude, behavior, and classroom atmosphere. A stakeholder's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. The proper role of the stakeholders is to provide encouragement, support, and access to activities that enable the child to master critical developmental tasks. Their family influences a child's learning and socialization since the family is their primary social group. Happy parents raise happy children.

Another theory associated with this study is the Theory of Functionalism by Emilie Durkheim, the "Father of Sociology," in 1975. The theory suggests that social structure shapes individual behavior through socialization. A prosperous society is based on value consensus, or people agreeing around a shared set of norms and values, enabling people to cooperate and work together to achieve shared goals. Durkheim believed that the beliefs, practices, and consciousness of the collective in society are coercive on individuals as actors. As applied in this study, Durkheim has a structuralist approach that strongly considers social structures to influence social action. Individuals, in the view of Durkheim, do not act on a purely individual basis. Instead, they have obligations and duties and generally act in ways strongly influenced by the structures they are part of.

Conceptual Framework

Stakeholders' involvement in education plays an important role, as the purpose of stakeholders is to reach a common educational goal through team efforts. When multiple stakeholders are engaged, the team effort increases the chances of success in achieving these goals.

SBM is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM gives principals, teachers, students, and parents greater control over education by giving them responsibility for budget, personnel, and curriculum decisions. Through the involvement of teachers, parents, and other community members in these critical decisions, SBM can create more effective learning environments for children. In this study, as shown in Figure 1, the dependent variable is the level of stakeholders' involvement towards School-based Management. In contrast, the independent variables are the demographic profile of the respondents that includes age, sex, educational attainment, distance from school, length of years as a stakeholder, type of stakeholder, socioeconomic status, and occupational status?
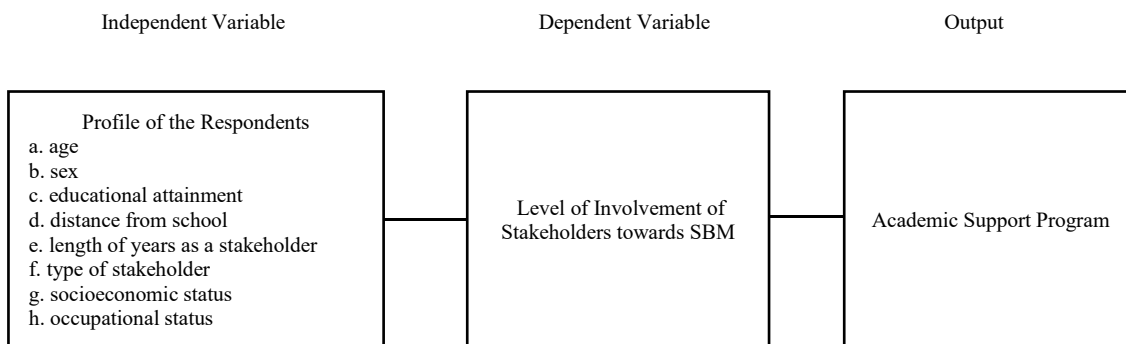
Independent Variable	Dependent Variable	Output
Profile of the Respondents a. age b. sex c. educational attainment d. distance from school e. length of years as a stakeholder f. type of stakeholder g. socioeconomic status h. occupational status	Level of Involvement of Stakeholders towards SBM	Academic Support Program

Figure 1. *A Paradigm of the Study Showing the Relationship of Variables*

Statement of the Problem

This study aimed to determine the level of involvement of stakeholders in the SBM implementation of Rizal Elementary School, Schools District of Pototan II.

Specifically, this study sought answers to the following questions:

1. What is the level of involvement of stakeholders of Rizal Elementary School, Schools District of Pototan II in the implementation of SBM for School Year 2023-2024 in general and when classified according to (a) age, (b)sex, (c) educational attainment, (d) distance from school, (e) length of years as a stakeholder, (f) type of stakeholder, (g) socioeconomic status, and (h) occupational status?

2. Is there a significant difference in the level of involvement of stakeholders of Rizal Elementary School, Schools District of Pototan II in the implementation of SBM for School Year 2023-2024 when classified according to (a) age, (b)sex, (c) educational attainment, (d) distance from school, (e) length of years as a stakeholder, (f) type of stakeholder, (g) socioeconomic status, and (h) occupational status?

3. What academic support program can be advanced based on the results of the study?

Hypothesis

Based on the objectives above, the following hypothesis was advanced:

There is no significant difference in the level of involvement of stakeholders of Rizal Elementary School, Schools District of Pototan II in the implementation of SBM for School Year 2023-2024 when classified according to (a) age, (b)sex, (c) educational attainment, (d) distance from school, (e) length of years as a stakeholder, (f) type of stakeholder, (g) socioeconomic status, and (h) occupational status?

METHODOLOGY

The researcher conducted a quantitative study using a descriptive research design to examine the level of stakeholder involvement in the implementation of School-Based Management (SBM) at Rizal Elementary School, located in the Municipality of Pototan, Iloilo. Descriptive research is designed to describe the characteristics of variables without delving into the reasons behind these characteristics. A total of 210 respondents participated. They were classified according to sex, age, educational attainment, distance from the school, length of time as a stakeholder, type of stakeholder, socioeconomic status, and occupational status.

The data collection instrument was a researcher-made questionnaire, which included two parts: demographic information and a 24-item survey on the level of stakeholder involvement in SBM. The questionnaire was validated by three professors from West Visayas State University and was pilot-tested at another school to ensure its reliability. The reliability coefficient of the instrument, measured by Cronbach's alpha, was 0.952, indicating high reliability.

The study utilized convenience sampling, a non-random sampling method where respondents were chosen based on their accessibility to the researcher. Once the necessary permissions were obtained from the District Supervisor and school principal, the survey was distributed to the respondents. The researcher followed proper health protocols during data collection and provided clear instructions to ensure the respondents understood the survey. After the responses were gathered, the data were processed and analyzed using Statistical Package for Social Sciences (SPSS) version 22. The analysis employed statistical tools such as frequency counts, mean, standard deviation, Mann-Whitney U test, and Kruskal-Wallis test to interpret the results.

Ethical considerations were prioritized throughout the study. Informed consent was obtained from all participants, and confidentiality was maintained regarding the data. The research ensured that participation was voluntary and that no harm came to the participants. The findings aimed to provide insights into the level of stakeholder involvement in SBM, contributing to enhancing school management practices and the involvement of key community members in the educational process.

RESULTS AND DISCUSSION

Level of Involvement in SBM Implementation of Stakeholders

The study revealed that stakeholders aged 15 years old and below exhibited an average level of involvement in SBM implementation (M=2.78, SD = 0.57). In comparison, stakeholders aged 16 years old and above demonstrated slightly higher involvement (M=2.92, SD = 0.64). Regarding sex, both male and female stakeholders showed an average level of involvement, though female stakeholders had a higher mean of 2.91 (SD=0.64), compared to 2.72 (SD=0.53) for males.

When categorized by educational attainment, involvement remained average across all groups: elementary graduates (M=2.84, SD=0.54), high school graduates (M=2.66, SD=0.62), college graduates (M=3.01, SD=0.68), and postgraduates (M=3.27, SD=0.37). In terms of proximity to the school, stakeholders living less than 1 kilometer away (M=2.81, SD=0.54) and those living more than 1 kilometer (M=2.88, SD=0.66) both exhibited an average level of involvement.

Stakeholder involvement was also measured by the length of time they had been engaged in SBM activities. Those with five years or fewer of involvement (M=2.79, SD=0.62) had slightly lower mean compared to those with six or more years of experience (M=2.91, SD=0.59).

Regarding the type of stakeholder, internal stakeholders (M=2.89, SD=0.52) had a higher mean score compared to external stakeholders (M=2.8, SD=0.68), both reflecting average involvement levels. Socioeconomic status was another factor influencing involvement, with low-income stakeholders (M=3.04, SD=0.77) demonstrating the highest average level of involvement followed by low middle-income (M=2.97, SD=0.64), middle-income (M=2.88, SD=0.62), upper middle-income (M= 2.76, SD=0.52), and high-income stakeholders (M=2.65, SD=0.51) who showed the lowest level of involvement.

Finally, stakeholders' occupational status also impacted their involvement, with full-time (M= 2.84, SD=0.60), part-time (M= 2.83, SD=0.69), self-employed (M= 2.83, SD=0.58), unemployed (M= 2.83, SD=0.74), and student stakeholders (M= 2.83, SD=0.54) all reporting an average level of involvement, although the "other" (M=4.00, SD=1.41) category of stakeholders exhibited a high level of involvement. The results are summarized in Table 1.

Table 1. *Level of Involvement of Stakeholders*

Category	f	Mean	SD	Interpretation
Total	210	2.82	0.58	Average
Sex				
Male	75	2.72	0.53	Average
Female	135	2.91	0.64	Average
Age				
15 years old and below	106	2.78	0.57	Average
16 years old and above	104	2.92	0.64	Average
Educational Attainment				
Elementary Graduate	101	2.84	0.55	Average
High School Graduate	55	2.66	0.62	Average
College Graduate	48	3.01	0.68	Average
Post-Graduate	6	3.27	0.37	Average
Distance from School				
Less than 1KM	97	2.81	0.54	Average
More than 1KM	113	2.88	0.66	Average
Length of years as Stakeholder				
5 years and below	114	2.79	0.62	Average
6 years and above	96	2.91	0.59	Average
Type of Stakeholders				
Internal Stakeholder	100	2.89	052	Average
External Stakeholder	110	2.81	0.68	Average
Socio-Economic Status				
Low Income	25	3.04	0.77	Average
Low Middle Income	44	2.97	0.64	Average
Middle Income	46	2.88	0.61	Average
Upper Middle Income	59	2.76	0.52	Average
High Income	36	2.65	0.51	Average
Occupational Status				
Full-Time	49	2.84	0.60	Average
Part-Time	16	2.83	0.69	Average
Self-Employed	37	2.83	0.58	Average
Unemployed	22	2.83	0.74	Average
Student	84	2.83	0.54	Average
Others	2	4.00	1.41	High

Scale: 4.51-5.00 (Very High Level), 3.51-4.50 (High Level), 2.51-3.50 (Average Level), 1.51-2.50 (Low Level), 1.00-1.50 (Very Low Level)

Difference in the Level of Involvement in SBM Implementation

Differences in the level of involvement in SBM implementation were examined using the Mann-Whitney U test, based on classifications of sex, age, distance from the school, length of service, and type of stakeholder. The results are summarized in Table 2.

Regarding sex, the analysis revealed no significant difference in the level of involvement between male and female stakeholders, with a z-value of 2.13 and a p-value of .021. Since the p-value was less than the significance level of .05, the null hypothesis that there is no significant difference in the level of involvement based on sex was rejected.

For age, no significant difference was found in the level of involvement between stakeholders aged 15 years and below and those aged 16 years and above, as indicated by a z-value of -1.464 and a p-value of .143, which is greater than the 0.05 threshold. Therefore, the null hypothesis that there is no significant difference in involvement based on age was not rejected.

Similarly, when stakeholders were classified by distance from the school, the results showed no significant difference in involvement, as evidenced by a z-value of -1.051 and a p-value of .293, which is also greater than 0.05. Thus, the null hypothesis that there is no significant difference in involvement based on distance from the school was not rejected.

In terms of the length of time as a stakeholder, the analysis indicated no significant difference in involvement, with a z-value of -1.706 and a p-value of .088, exceeding the 0.05 significance level. Consequently, the null hypothesis stating no significant difference in involvement based on length of service was not rejected.

Finally, when stakeholders were categorized by type (internal vs. external), the results indicated no significant difference in their level of involvement, with a z-value of -1.522 and a p-value of .128, which is greater than 0.05. Therefore, the null hypothesis that there is no significant difference in involvement based on type of stakeholder was not rejected.

Table 2. *Difference in the Level of Involvement of Stakeholders When Grouped According to Sex, Age, Distance from School, Length of Years and Type of Stakeholder*

Category	Group	Mean	z	p	Remark	Decision
Sex	Male	2.72	-2.313*	.021	Significant	Reject the Null Hypothesis
	Female	2.91				
Age	15 years	2.78	-1.464	.143	Not significant	Do not Reject the Null Hypothesis
	16 years	2.92				
Distance from School	Less than 1km	2.81	-1.051	.293	Not significant	Do not Reject the Null Hypothesis
	More than 1 km	2.88				
Length of service	5 years and below	2.79	-1.706	.088	Not significant	Do not Reject the Null Hypothesis
	6 years and above	2.81				
Type of Stakeholder	Internal stakeholder	2.89	-1.522	.128	Not significant	Do not Reject the Null Hypothesis
	External Stakeholder	2.81				

Significant when p<.05

The Kruskal-Wallis H test was used to assess whether there were significant differences in the level of involvement in SBM implementation among stakeholders grouped according to educational attainment, socioeconomic status, and occupational status. The results are presented in Table 3.

Regarding educational attainment, the Kruskal-Wallis test revealed no significant difference in the level of involvement among stakeholders, as indicated by a chi-square value of 8.835 and a p-value of .078, which is greater than the .05 significance level. Therefore, the null hypothesis, which states that there is no significant difference in the level of involvement based on educational attainment, was not rejected.

Similarly, when grouped according to socioeconomic status, the results indicated a significant difference in the level of involvement among stakeholders, with a chi-square value of 9.531 and a p-value of .023, which is less than the .05 threshold. Consequently, the null hypothesis, which suggests no significant difference in involvement based on socioeconomic status, was rejected.

As for occupational status, the analysis found no significant difference in the level of involvement across different occupational categories, with a chi-square value of .170 and a p-value of .997, which exceeds the .05 significance level. Therefore, the null hypothesis, which posits no significant difference in involvement based on occupational status, was not rejected.

Table 3. *Difference in the Level of Involvement of Stakeholders When Classified According to Educational Attainment, Socio-Economic Status, and Occupational Status*

Category	Group	Mean	Kruskal-Wallis H	df	p	Remark	Decision
Educ. Attainment	Elementary	2.84	9.531*	3	.023	Significant	Reject the Null Hypothesis
	Highschool	2.66					
	College	3.01					
	Post-Graduate	3.27					
Socioeconomic Status	Low income	3.04	8.385	4	.078	Not significant	Do not Reject the Null Hypothesis
	Low middle	2.97					
	Middle	2.88					
	Upper middle	2.76					
	High income	2.65					
Occupational Status	Full-time	2.84	.170	5	.997	Not significant	Do not Reject the Null Hypothesis
	Part-time	2.83					
	Self-employed	2.83.					
	Unemployed	2.83					
	Student	2.83					
	Others	4.00					

*Significant when p= <.05

With a significant difference result in terms of educational attainment, Table 4 shows the pairwise comparison of the considerable groupings in terms of educational attainment. The data shows that high school graduates differed significantly from college and postgraduates, while elementary graduates were considerably lower than postgraduates.

Table 4. *Pairwise Comparisons of Educational Attainment*

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	p	Adj. Sig.[a]
Highschool Graduate-Elementary Graduate	16.080	10.177	1.580	.114	.685
Highschool Graduate-College Graduate	-26.774*	11.996	-2.232	.026	.154
Highschool Graduate-Post-Graduate Course Graduate	-66.847*	26.111	-2.560	.010	.063
Elementary Graduate-College Graduate	-10.694	10.647	-1.004	.315	1.000
Elementary Graduate-Post-Graduate Course Graduate	-50.767*	25.519	-1.989	.047	.280
College Graduate-Post-Graduate Course Graduate	-40.073	26.298	-1.524	.128	.765

*Significant when p<.05

The results demonstrated that female stakeholders were more actively involved in SBM implementation compared to their male counterparts, although both sexes exhibited an average level of involvement. This finding aligns with the study by Johnson, Anderson, and Martinez (2019) titled "Gender Differences in Stakeholders' Level of Involvement for School-Based Management," which highlighted that female stakeholders tend to be more engaged in SBM programs. The study further emphasized the importance of considering sex as a significant factor in understanding stakeholders' attitudes toward SBM, suggesting that recognizing gender-specific challenges and opportunities could promote more equitable and effective educational reforms.

In terms of age, stakeholders aged 16 years and above were more involved in SBM implementation than those aged 15 years and below. However, this difference was not significant. This result was contradictory to the study echoed by Fan and Chen (2018), "The Impact of Age on Stakeholders' Level of Support in the Implementation of School-Based Management." Their research noted that teachers and parents, basically more than 16 years old, play a crucial role in SBM, as they are more likely to participate in planning, decision-making, and the development of instructional programs. Nevertheless, the lack of significant difference in the result may be attributed to the fact that respondents below 16 years old were mostly students of the school; therefore, they were as involved as other stakeholders.

On the other hand, stakeholders with higher educational attainment were not found to be more engaged in SBM implementation. This finding is not consistent with the research of Rodriguez et al. (2018), titled "The Role of Educational Attainment in Stakeholders' Support for School-Based Management," which suggested that individuals with higher education levels often possess a deeper understanding of educational governance and are more inclined to participate in collaborative approaches like SBM. Conversely, those with lower levels of education may prefer more traditional, hierarchical structures within education.

The distance from the school appeared to be another potential factor influencing stakeholder involvement in SBM, with those living closer being more actively engaged, according to the descriptive data. However, the difference was not statistically significant. This finding contrasts with Lee et al. (2022), who suggested that stakeholders' physical proximity to the school tends to boost participation in school activities, including SBM. Stakeholders residing farther away may face logistical barriers that limit their involvement. Nevertheless, other underlying factors could have contributed to this divergent conclusion.

In terms of experience, the results revealed no significant difference in involvement between stakeholders with six or more years of experience and those with five or fewer years. This finding contrasts with the work of Damianus (2021), who argued that greater experience typically enhances stakeholders' productivity and participation in school activities. Similar conclusions were drawn by other studies, such as that of Smith and Brown (2020), who found that longer tenure in school-related roles was associated with higher levels of engagement and more effective contributions to school governance. However, this current study suggests that experience alone may not be the determining factor in fostering active participation in SBM.

The type of stakeholder, whether internal or external, did not show a significant impact on their level of involvement in SBM. This finding contrasts with Hallinger and Heck's (2018) study, which found that internal stakeholders were more actively engaged, particularly in overseeing school improvement plans, resource allocation, and monitoring the implementation of SBM. Similar results were reported by Johnson et al. (2019), who emphasized that internal stakeholders, due to their closer ties with the school, were generally more involved in the day-to-day activities of SBM. On the other hand, external stakeholders often faced challenges such as limited access to school operations, which may have hindered their participation (Nguyen & Lee, 2020). Thus, while the current study did not find significant differences, previous research suggests that internal stakeholders often have more opportunities for involvement, which may influence their engagement in SBM.

The findings also suggest that socioeconomic status does not significantly influence stakeholder involvement in SBM. This result contrasts with Duan's (2018) study, which indicated that families with lower socioeconomic status are often more involved in school activities due to having greater availability of time and resources. However, other studies have shown mixed findings regarding the relationship between socioeconomic status and involvement. For example, Yang et al. (2020) argued that while lower socioeconomic status might provide more time for participation, it can also limit access to resources and information, which could reduce engagement in school-based activities. Conversely, studies by White and Peterson (2017) found that higher socioeconomic status often correlated with greater involvement, primarily due to better access to resources, networks, and communication channels. This suggests that the relationship between socioeconomic status and participation is complex and may depend on multiple contextual factors.

The findings of the study align with the functionalist perspective in educational theory, particularly the work of Talcott Parsons, who emphasized that education is crucial for socializing individuals and preparing them for roles within society. According to Parsons, education functions as an institution that helps maintain social order by ensuring that individuals learn the skills and values necessary to contribute to the functioning of the broader social system. In the context of SBM (School-Based Management), this suggests that stakeholder involvement can be seen as a mechanism through which individuals take on roles that contribute to the governance and improvement of schools, thus supporting the broader goals of societal stability and development.

Additionally, the study resonates with Lev Vygotsky's sociocultural theory, which emphasizes the role of culture, social interaction, and societal expectations in shaping individual behavior and cognitive development. Vygotsky argued that learning is deeply embedded in social contexts, with cultural norms influencing how people collaborate and contribute to collective activities. In the case of SBM, the findings suggest that gender, age, and socioeconomic factors may shape how individuals engage with school governance. For instance, the greater involvement of female stakeholders, as found in the study, could reflect broader cultural expectations regarding gender roles and the value placed on women's contributions in educational settings.

Moreover, Vygotsky's theory also highlights the critical role of economic status in shaping access to resources and opportunities for learning. Stakeholders from higher socioeconomic backgrounds may have better access to training, informational resources, and networks, which could enhance their ability to participate effectively in SBM. On the other hand, individuals from lower socioeconomic backgrounds may face barriers, such as limited access to these resources or less time for involvement due to economic pressures. This aligns with the study's findings that socioeconomic status did not show a significant relationship with involvement, yet suggests that other underlying factors—such as the availability of resources and social capital—could still influence the degree of participation in SBM. Thus, Vygotsky's theory underscores the importance of recognizing the broader socio-cultural and economic contexts when examining stakeholder engagement in educational reforms.

Academic Support Program

The proposed Academic Support Program for Rizal Elementary School (RES) shown in Table 5 addresses key areas for improvement identified in a study of stakeholder involvement in School-Based Management (SBM). The program focuses on the top 5 areas with the lowest levels of stakeholder engagement. By outlining clear goals and methods, the program helps stakeholders understand the school's needs and how their involvement contributes to student success, fostering buy-in. The program emphasizes collaboration with stakeholders—such as parents and teachers—throughout its planning, implementation, and evaluation, promoting open communication and a stronger partnership.

Table 5. *SBM Statements as Bases for the Proposed Academic Support Program*

SBM Statement	Mean
School Planning and Management	
Participate in school planning and decision-making process, such as attending school PTA meetings or providing feedback on school policies and initiatives.	2.31
Provide constructive feedback on the school's overall performance and suggest recommendations for improvement during PTA meeting.	2.51
Curriculum and Learning Management	
Contribute to the reduction of illiteracy in schools by volunteering as a visiting mentor in the school reading intervention and reading recovery programs.	2.61
Personnel Management	
Foster a positive and inclusive work environment by promoting open communication, teamwork, and collaboration among all school personnel.	2.54
Community Partnership and Networking	
Donate books, educational materials, and other resources to the school's library and classrooms.	2.64

Table 6 shows the strategic plan of the proposed Academic Support Program that includes objective, strategy, budget, persons involved, time frame, expected outcome, and monitoring and evaluation scheme.

Table 6. *Strategic Plan of the Proposed Academic Support Program*

Gap	Description	Objective	Strategy	Budget*	Persons Involved	Time Frame	Expected Outcome	Monitoring & Evaluation
1. Lack of constructive feedback on the school's overall performance and suggest recommendations for improvement during PTA meeting.	Constructive feedback on the school's overall performance and suggest recommendations for improvement during PTA meeting.	To provide Constructive feedback on the school's overall performance and suggest recommendations for improvement during PTA meeting.	Encourage stakeholders to participate in open forum during PTA Meeting	1,500	Teachers, Stakeholders	Every Quarter of the Year	Stakeholders will actively participate and provide constructive feedbacks.	Regular assessment of stakeholder engagement and feedback quality during PTA meetings.
2. Only few	Participate in	To encourage	Conduct	1,500	Teachers,	Every	Many	Count of

Gap	Description	Objective	Strategy	Budget*	Persons Involved	Time Frame	Expected Outcome	Monitoring & Evaluation
participate in school planning and decision-making process, such as attending school PTA meetings or providing feedback on school policies and initiatives.	school planning and decision-making process, such as attending school PTA meetings or providing feedback on school policies and initiatives.	participation in school planning and decision-making process	Open Forum for stakeholders to participate		Stakeholders	Quarter of the Year	stakeholders will participate in school planning and decision-making.	attendees and feedback received during Open Forums
3. Positive and inclusive work environment by promoting open communication, teamwork, and collaboration among all school personnel were not properly established	Foster a positive and inclusive work environment by promoting open communication, teamwork, and collaboration among all school personnel.	To foster a positive and inclusive work environment by promoting open communication, teamwork, and collaboration among all school personnel.	Conduct and Celebrate Family Day	3,000	Stakeholders, Teachers	One Each Year	Positive and Inclusive work environment will be developed	Surveys on employee satisfaction, teamwork, and collaboration
4. Stakeholders do not Contribute in the reduction of illiteracy in schools.	Contribute to the reduction of illiteracy in schools' programs.	To encourage participation of stakeholders in the reduction of illiteracy	Initiate the visiting mentor in the school reading intervention and reading recovery programs.	5,000	Stakeholders, Teachers and learners	Once every month	Illiteracy problems will be minimized	Number of participants in reading programs and improvement in literacy rates
5. Lack of books, educational materials, and other resources in the school's library and classrooms	Donate books, educational materials, and other resources to the school's library and classrooms	To encourage stakeholders to donate books, educational materials, and other resources to the school's library and classrooms	Donate a Book Program	1,000	Stakeholders, LGU and teachers	Once every year	Enough learning materials for the learners.	Inventory of donated materials and feedback from teachers and students on resource availability

The budget is expressed in Peso.

CONCLUSIONS

Based on the results of the study, the following conclusions were therefore drawn:

1. Stakeholders of Rizal Elementary School are actively involved with the programs and activities, including the School-Based Management (SBM) implementation.

2. Sex and educational attainment are the factors that affect the involvement of stakeholders, especially in the implementation of SBM. Female stakeholders are more actively involved than male stakeholders. In contrast, for educational attainment, those stakeholders who have high educational attainment or have finished their postgraduate course are actively involved in SBM Practices.

3. School-based Management is one of the DepEd programs that should be given attention by school heads and other stakeholders.

RECOMMENDATIONS

Based on the results of the study, the following conclusions were therefore drawn:

Future researchers could explore how student-led initiatives, such as campaigns or committees, can effectively increase parental involvement in School-Based Management (SBM). Research could assess the impact of these student-driven efforts on fostering stronger partnerships between schools and parents.

The researcher also recommends a study that could investigate how specialized training programs for teachers enhance their skills in engaging with stakeholders like parents and community members. This would help determine how professional development in stakeholder involvement influences SBM practices and outcomes.

Future researchers could focus on the role of alumni in supporting SBM, specifically through mentoring, feedback, and involvement in school decision-making. Exploring the ways alumni can contribute to SBM would provide insights into leveraging their experience for school improvement.

Another research is recommended to explore the factors that influence parent engagement in SBM-related activities, such as attending meetings or joining parent associations. Understanding the barriers and motivators for parental involvement would help identify strategies for increasing their contribution to school governance.

Further research can also be conducted to examine how LGUs collaborate with schools to implement SBM practices, focusing on resource allocation, infrastructure improvement, and community outreach. Understanding LGUs' contributions could provide guidance on how local governments can better support SBM initiatives.

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