



Exploring Teachers' Narratives in School-Based Management Implementation and its Impact on Teaching and Learning

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Abstract. This study explored teachers' narratives in the implementation of School-Based Management (SBM) and its impact on teaching and learning at Sierra Bullones Central Elementary School. It aimed to describe teachers' experiences in planning and decision-making, identify challenges encountered, examine strategies used to address these challenges, and assess teachers' perceptions of SBM implementation in terms of curriculum and instructional practices, accountability and learner outcomes, and leadership and school governance. An embedded mixed-methods design was employed, integrating qualitative and quantitative approaches. Fifteen (15) teachers were selected through purposive sampling. Qualitative data were gathered through semi-structured interviews and analyzed using Colaizzi's 7-step phenomenological method. Quantitative data were collected using the DepEd SBM Assessment Tool and analyzed using descriptive statistics such as mean and standard deviation. Findings revealed that teachers' participation in SBM was collaborative, meaningful, and engaging, although limited by time constraints and workload demands. Teachers demonstrated adaptability by applying strategies such as time management, teamwork, and flexibility in implementing SBM activities. They positively perceived SBM implementation, particularly in accountability and learner outcomes, as well as leadership and school governance, while curriculum and instructional practices showed consistent implementation with areas for improvement. The study concluded that SBM was effectively implemented, promoting a participatory, learner-centered, and collaborative school environment. However, continuous support is needed to address challenges related to time, resources, and stakeholder engagement. It is recommended that teachers enhance collaboration and innovation, administrators strengthen support and transparency, and the division provide training and monitoring.

Keywords: Curriculum Implementation; Educational Leadership; Learner Outcomes; School-Based management; Teacher Participation

Introduction

School-Based Management (SBM) is an educational reform approach that decentralizes authority from central offices to the school level, empowering teachers, school heads, parents, and community stakeholders to collaboratively plan, implement, and evaluate programs aimed at improving teaching and learning. By shifting decision-making closer to those directly involved in schools, SBM fosters accountability, responsiveness, and innovation in addressing local educational needs. Teachers, in particular, play a dual role: they are not only responsible for classroom instruction but also actively contribute to school governance, program planning, and implementation. Their lived experiences provide valuable insights into how SBM functions in practice, including the challenges and opportunities encountered in real school settings.

Internationally, SBM has been adopted in diverse contexts. In the United States, it has been used to devolve decision-making power to teachers, principals, and parents, enabling them to influence budgeting, curriculum, and governance (Suh, 2021). Gavin and Stacey (2022) note that such reforms reshape roles and relationships within schools, while Straub and Vilsmaier (2020) emphasize that sustainable educational change requires transdisciplinary collaboration that integrates research and practice, addressing the weaknesses of traditional top-down and bottom-up approaches. In Asia, countries such as South Korea and Thailand have implemented similar decentralization strategies. Research shows that in South Korea, schools are given authority over academic affairs, budget, human resources, and general administration, allowing them to make decisions independently rather than relying entirely on central authorities. In Thailand, schools



organized by local administrations have greater independence in academic management than in other operational areas, showing that decentralization and local decision-making play a role in how schools manage themselves (Hunpayon et al., 2020).

In the Philippines, SBM strengthens school autonomy by allowing schools to make decisions based on their unique needs and priorities. Higher teacher involvement is associated with stronger overall SBM, though teachers are often less involved in budgeting than in curriculum or discipline (Manuel et al., 2022). Ang et al. (2025) explained that SBM contributes to improved educational outcomes when school leaders and teachers are actively involved in decision-making and program implementation, highlighting the importance of leadership capacity and stakeholder collaboration in achieving school improvement goals. However, Baluyot (2025) found that schools still experience challenges in implementing SBM effectively, including insufficient training, limited resources, heavy administrative workload, and low stakeholder participation, which affect teachers' and school personnel's ability to engage in SBM practices fully.

At Sierra Bullones Central Elementary School, SBM is implemented as part of the school's effort to improve its programs and services. Teachers participate in various SBM activities such as planning school programs, preparing reports, implementing interventions, and supporting school improvement initiatives. They work with the school head, parents, and stakeholders in carrying out SBM practices. Teachers are involved in documentation, program implementation, and school activities related to SBM. These situations emphasize the important role of teachers in implementing SBM in the school.

Despite the recognized importance of SBM, there is limited research that focuses specifically on the lived experiences of teachers in implementing SBM, particularly at the elementary school level. Most studies focus on SBM outcomes, school performance, or leadership roles, but fewer studies explore the actual experiences, challenges, and perspectives of teachers who directly implement SBM practices. Understanding their lived experiences can provide deeper insights into the realities of SBM implementation and help identify areas where support is needed.

This study therefore seeks to explore the lived experiences of teachers in implementing SBM at Sierra Bullones Central Elementary School. By focusing on their perspectives, the research aims to provide deeper insights into the realities of SBM practice, highlight areas for improvement, and contribute to ongoing efforts to enhance school governance and student learning outcomes.

Research Questions

This study aimed to explore teachers' narratives in the implementation of School-Based Management (SBM) and its impact on teaching and learning in Sierra Bullones Central Elementary School, Division of Bohol for the school year 2025-2026.

Specifically, it aimed to answer the following questions:

1. How do teachers describe their lived experiences in participating in the planning and decision-making processes of School-Based Management (SBM)?
2. How do teachers experience and deal with challenges encountered in implementing SBM programs and activities?
3. How do teachers apply strategies or approaches to overcome difficulties in the implementation of SBM?
4. What is the level of teachers' perception on the impact of SBM implementation on teaching, learning, and school management in terms of:
 - 4.1 Curriculum and instructional practices;
 - 4.2 Accountability and learner outcomes; and
 - 4.3 Leadership and school governance?
5. Based on the findings of the study, what recommendations can be proposed?

Scope and Delimitation of the Study

The study focused on exploring the narratives of teachers regarding the implementation of School-Based Management (SBM) and its impact on teaching and learning at Sierra Bullones Central Elementary School, Division of Bohol, during the School Year 2025-2026. Specifically, it examined teachers' lived experiences in participating in SBM planning and decision-making processes, the challenges they encountered during implementation, the strategies they employed to address these challenges, and their perceptions of SBM implementation in terms of curriculum and instructional practices, accountability and learner outcomes, and leadership and school governance. The study utilized an embedded mixed-methods research design, integrating qualitative data gathered through semi-structured interviews and quantitative data collected using the DepEd School-Based Management Assessment Tool. Qualitative data were analyzed using Colaizzi's Seven-Step Phenomenological Method, while quantitative data were analyzed using descriptive statistics. The study was delimited to fifteen (15) purposively selected teachers who were actively involved in the School-Based

Management planning team of Sierra Bullones Central Elementary School. Only teachers directly participating in SBM planning, decision-making, and implementation were included as participants. The study did not include school heads, parents, learners, or other stakeholders, nor did it compare SBM implementation across other schools or divisions. Furthermore, the quantitative component was limited to teachers' perceptions using the standardized DepEd SBM Assessment Tool and did not include objective measures of student academic performance or longitudinal evaluation of SBM outcomes.

Literature Review

School-Based Management (SBM) has been widely recognized as a governance reform that decentralizes educational decision-making by empowering schools and their stakeholders to actively participate in planning, implementation, monitoring, and evaluation of school programs. According to Barrera-Osorio et al. (2009), decentralizing authority from central education offices to individual schools enables school heads, teachers, parents, and communities to make decisions that are responsive to local needs, thereby strengthening accountability, resource management, and school performance. Permana and Rodiah (2022) emphasized that effective SBM implementation relies on collaborative leadership, stakeholder participation, transparent governance, and efficient resource utilization, while Usuh (2021) argued that institutionalization requires embedding participatory leadership and shared accountability into school culture. These perspectives converge on the idea that SBM is most effective when decentralization is accompanied by genuine collaboration and accountability.

Recent studies further demonstrate that the effectiveness of SBM depends on meaningful stakeholder participation and strong instructional leadership. Saputra and Hartati (2024) concluded that successful SBM enhances organizational effectiveness through collaborative decision-making and instructional quality, while Caluag et al. (2025) found that SBM supports localized policy formulation by enabling schools to design context-responsive programs. Together, these studies highlight SBM's potential to improve governance and teaching quality, but they also suggest that effectiveness depends on the depth of stakeholder engagement and leadership capacity.

The implementation of SBM has been consistently associated with improvements in teaching quality. Bandur et al. (2021) described how SBM policies in Indonesia transformed schools into learning organizations where teachers actively participate in governance and curriculum planning. Rohma et al. (2020) similarly found that SBM strengthens professionalism through collaborative leadership and supervision, while Hardiansyah (2022) reported that shared leadership and efficient resource management improve instructional quality. Afriyanti et al. (2025) added that SBM enhances education quality by fostering teacher collaboration and accountability. Pepugal (2022) found that teachers in Philippine public schools perceive SBM positively, recognizing its contribution to participatory leadership and improved instructional practices. Amisola and Leonor (2024) emphasized SBM's role in continuous quality improvement, while Mahinay et al. (2025) linked SBM practices to improved academic performance. Collectively, these studies suggest that SBM empowers teachers and strengthens instructional delivery, but they differ in emphasis: some highlight governance and leadership (Bandur et al., Rohma), while others stress quality assurance and continuous improvement (Afriyanti, Amisola).

SBM has also been linked to student learning outcomes. Tan et al. (2021) demonstrated that leadership practices promoting collaboration and instructional support indirectly improve student achievement. Saputra and Hartati (2024) emphasized participatory decision-making and instructional supervision, while Ishii and Ogawa (2024) found that SBM increases autonomy and accountability, leading to improved achievement. In the Philippine context, Khattri et al. (2010) reported that decentralization improves resource allocation and performance, Ang et al. (2025) found that SBM strengthens governance and instructional delivery, and Mahinay et al. (2025) established a significant relationship between SBM practices and academic performance. Rabeje and Espiritu (2025) similarly concluded that higher levels of SBM implementation influence achievement, while Mendoza and De Jesus (2024) emphasized leadership and management as essential for fostering excellence. Pepugal (2022), Villanueva and Cruz (2024), and Maca (2019) highlighted SBM's role in curriculum innovation and learner-centered instruction. These findings consistently point to SBM's positive influence on student learning, though the mechanisms vary: some stress leadership and governance, others emphasize curriculum innovation and teacher empowerment.

While much of the literature emphasizes SBM's positive impact, some studies highlight persistent challenges. Baluyot (2025) found that schools struggle with insufficient training, limited resources, heavy administrative workloads, and low stakeholder participation, which hinder effective implementation. This contrasts with studies such as Pepugal (2022) and Ang et al. (2025), which report generally positive perceptions and outcomes. The divergence suggests that SBM's effectiveness is context-dependent: schools with stronger leadership and resources may experience benefits, while those facing systemic constraints may



struggle. This tension underscores the need to examine not only outcomes but also the lived experiences of teachers who navigate these challenges daily.

Given the study's focus on teachers' lived experiences, a phenomenological approach was adopted. Among available traditions, Colaizzi's descriptive phenomenological method was chosen because it provides a systematic process for extracting, organizing, and validating themes from participants' narratives. Unlike narrative inquiry, which emphasizes individual stories, or interpretative phenomenological analysis (IPA), which focuses on subjective meaning-making, Colaizzi's method is particularly suited to capturing common structures of experience across participants. This choice ensures that the analysis remains faithful to teachers' accounts while producing insights that are both rigorous and transferable to broader discussions of SBM implementation.

Methodology

Research Design

This study employed a convergent mixed-methods design, integrating qualitative and quantitative approaches to provide a comprehensive understanding of teachers' experiences and perceptions of School-Based Management (SBM) in Sierra Bullones Central Elementary School. The qualitative strand used Colaizzi's (1978) 7-step phenomenological method to explore teachers' narratives, while the quantitative strand used an adapted survey instrument to measure perceptions of SBM implementation. Data from both strands were collected in parallel and integrated at the discussion stage, where qualitative themes were compared with quantitative mean scores to provide a holistic interpretation of findings.

Research Locale

The study was conducted at Sierra Bullones Central Elementary School, located in the municipality of Sierra Bullones, Bohol. This public elementary school served learners from the town and nearby communities, providing education from kindergarten to Grade 6 based on the Department of Education's curriculum. The school was led by a school head who supervised overall management and worked closely with a team of teachers to implement programs, activities, and policies designed to improve teaching, learning, and school operations. Sierra Bullones Central Elementary School actively practiced School-Based Management, where decision-making, planning, and monitoring of programs were shared among school administrators, teachers, and other stakeholders.

Research Participants

The participants consisted of fifteen (15) teachers purposively selected from the SBM planning team, which had a total of 18 members. This ensured that the sample represented the majority of the team while focusing specifically on those directly involved in planning, decision-making, and implementation processes. Their experiences were directly relevant to the objectives of the study.

Research Instrument

For the qualitative component, a semi-structured interview guide was the primary tool. It explored teachers' participation in planning and decision-making, challenges encountered in implementing SBM programs, strategies employed to overcome these challenges, and perceptions of SBM's impact on teaching, learning, and school management. The guide underwent content validation by three experts in education and qualitative research. For the quantitative component, the study used an adapted version of the DepEd SBM Assessment Tool (DepEd Order No. 83, s. 2012). The original tool is a maturity rubric scored by validation teams; in this study, selected indicators were reformulated into a five-point Likert scale (Strongly Disagree to Strongly Agree) for teachers. This adaptation allowed teachers to rate their perceptions of SBM implementation in curriculum and instructional practices, accountability and learner outcomes, and leadership and governance. The adapted instrument has a reliability testing using Cronbach's alpha yielded a coefficient of 0.87, indicating high internal consistency.

Data Gathering Procedure

The data gathering procedure was conducted in three systematic stages: preliminary, data gathering, and post-data gathering, to ensure the credibility, validity, and rigor of the research process. During the preliminary stage, the researchers secured approval from the Office of the Schools Division Superintendent (SDS), submitted the approved request to the District Supervisor for permission to conduct the study at Sierra Bullones Central Elementary School, and subsequently obtained formal consent from the school head. Informed consent forms were distributed to all participants, clearly explaining the purpose, scope, and procedures of the study, as well as their rights to voluntary participation, confidentiality, anonymity, and

withdrawal at any time. The semi-structured interview guide used for the qualitative component underwent content validation by a panel of three experts in education and qualitative research to establish its clarity, appropriateness, and alignment with the study objectives and participants' lived experiences. For the quantitative component, the DepEd School-Based Management (SBM) Assessment Tool prescribed under DepEd Order No. 83, s. 2012 was adopted without modification, as it is a standardized instrument recognized by the Department of Education and aligned with established SBM assessment criteria in the Philippine educational context. During the data gathering stage, in-depth semi-structured interviews were conducted with fifteen (15) teachers involved in SBM to explore their participation in planning and decision-making, challenges encountered in SBM implementation, strategies employed to address these challenges, and perceptions of SBM's effects on teaching, learning, and school management. With participants' informed consent, the interviews were audio-recorded, while field notes were taken to document relevant non-verbal cues, emotions, and contextual details. The interviews were conducted in a private, comfortable, and non-threatening setting at times convenient to the participants to facilitate openness and honest responses, with ethical principles concerning voluntary participation, confidentiality, and anonymity strictly observed throughout the process. Concurrently, the participating teachers completed the adopted DepEd SBM questionnaire, which assessed their perceptions of SBM implementation in curriculum and instructional practices, accountability and learner outcomes, and leadership and school governance. Following data collection, all qualitative interviews were transcribed verbatim and systematically organized for analysis using Colaizzi's seven-step phenomenological method. The researchers first read the transcripts repeatedly to obtain a comprehensive understanding of the participants' experiences, identified significant statements relevant to the phenomenon, formulated meanings from these statements, and organized the formulated meanings into clusters of themes reflecting recurring patterns and common experiences. An exhaustive description of the phenomenon was then developed by integrating the thematic clusters into a comprehensive narrative, followed by the formulation of a fundamental structure representing the essential aspects of the participants' experiences. The findings were subsequently returned to the participants for validation to enhance the credibility and accuracy of the interpretations and to confirm that their experiences were faithfully represented. Quantitative data obtained through the DepEd SBM Assessment Tool were analyzed using descriptive statistics to provide complementary evidence regarding teachers' perceptions of SBM implementation. The integration of qualitative and quantitative findings provided a comprehensive account of teachers' experiences and perceptions of School-Based Management at Sierra Bullones Central Elementary School.

Results and Discussions

Research Question 1: How do teachers describe their lived experiences in participating in the planning and decision-making processes of School-Based Management (SBM)?

Table 1. Teachers' Lived Experiences in Participating in the Planning and Decision-Making Processes of School-Based Management (SBM)

Research Question	Main Theme	Sub-Themes
How do teachers describe their lived experiences in participating in the planning and decision-making processes of School-Based Management (SBM)?	Collaborative Participation in SBM Processes	1. Participation in school planning (SIP and AIP) 2. Shared decision-making and collaboration 3. limited time due to workload

Using Colaizzi's (1978) 7-step phenomenological method, the data were examined through systematic steps: reading and rereading interview transcripts to become familiar with teachers' narratives, identifying significant statements related to participation in planning and decision-making, formulating meanings from these statements to interpret teachers' experiences, organizing the meanings into clusters of themes, developing an exhaustive description of collaborative participation, distilling the fundamental structure of teachers' experiences, and returning the findings to participants for validation.

Through this process, the main theme "Collaborative Participation in SBM Processes" emerged. Under this theme, the sub-themes included: participation in school planning (SIP and AIP), as teachers actively contributed to creating and reviewing the School Improvement Plan and Annual Implementation Plan; shared decision-making and collaboration, where teachers worked together with school heads and colleagues to discuss and implement SBM initiatives; and the challenge of limited time due to workload, which emphasized the difficulty teachers faced in balancing classroom responsibilities with active involvement in planning and decision-making. These experiences reflect the real-life dynamics of teachers' engagement in SBM and the factors that influence effective participation in school governance.



Participation in School Planning (SIP and AIP). Teachers said that joining these planning meetings helped them share useful ideas, align their lessons with the school's goals, and meet their students' needs. Being part of the planning also let teachers see how their suggestions affected school programs, which made them feel more responsible and involved in running the school. This is shown in the statements of the participants:

"Being part of the planning for SIP and AIP allowed me to suggest activities that suit my learners, so I always share my ideas in the meetings." Teacher 1

"Sa pag-apil nako sa SIP ug AIP planning, mas nasabtan nako ang panginahanglan sa mga estudyante ug maka-adjust ko sa akong mga leksyon." (By joining the SIP and AIP planning, I better understood the students' needs and could adjust my lessons.) Teacher 3

"Through the planning sessions, I could see how my input affected the school programs, so I make sure to participate actively." Teacher 4

"Sa planning meetings sa SIP ug AIP, nakaambit ko sa akong mga ideya ug nakatabang kini sa pagdesisyon sa mga kalihokan sa eskwelahan." (In the SIP and AIP planning meetings, I shared my ideas which helped in deciding school activities.) Teacher 6

"Participating in SIP and AIP planning helped me align my teaching with the school's goals, and I feel my contributions matter." Teacher 8

"Makita gyud nako ang epekto sa akong input sa SIP ug AIP planning, labi na sa pagplano sa mga programa nga angay sa mga estudyante." (I could really see the effect of my input in SIP and AIP planning, especially in planning programs suitable for students.) Teacher 10

"Ang pag-apil sa SIP ug AIP planning naghatag nako og klaro nga ideya unsaon pagtabang sa klase ug sa eskwelahan sa kinatibuk-an." (Joining SIP and AIP planning gave me a clear idea of how to help my class and the school overall.) Teacher 12

The data revealed that teachers actively participated in school planning, particularly in creating and reviewing the School Improvement Plan (SIP) and Annual Implementation Plan (AIP). They reported that joining these sessions allowed them to contribute practical ideas, better understand students' needs, and align their lessons with the school's goals.

The findings imply that teachers' active participation in School Improvement Plan (SIP) and Annual Implementation Plan (AIP) planning strengthened their sense of responsibility, improved instructional alignment, and increased engagement in school governance. This can be explained through Change Theory (Lewin, 1947), as teachers adjusted their roles and contributions to integrate school-based reforms into their daily practice, effectively embedding new processes into routine teaching. Social Constructivist Theory (Vygotsky, 1978) further emphasizes that teachers co-construct knowledge through collaboration and dialogue in planning sessions, allowing them to better understand students' needs and tailor lessons accordingly. Additionally, Distributed Leadership Theory (Spillane, 2006) emphasizes that teachers share leadership in decision-making, contributing expertise and ideas that improve program relevance and implementation. Together, these theories illustrate that teacher engagement in SIP and AIP planning not only aligns classroom instruction with school goals but also fosters collaboration, motivation, and shared ownership in SBM implementation.

Teachers adapt to unexpected events, schedule changes, and limited resources by adjusting tasks, modifying strategies, and shifting timelines to ensure that school programs continue without compromising classroom responsibilities or the quality of outputs. Several studies support this implication. For instance, Febrero (2025) reported that teachers in Cotabato Province managed challenges in SBM, such as heavy workloads and unclear policies, by sharing responsibilities and adapting strategies, highlighting flexibility as essential for sustaining program implementation. Similarly, Patalinghug (2023) found that school leaders in Davao City adjusted their approaches, including reallocating tasks and modifying procedures, to cope with time constraints and organizational conflicts, demonstrating the importance of adaptive decision-making. In addition, Caro, Militante, Jr., and Cornillez, Jr. (2023) observed that SBM stakeholders in Biliran Division faced moderate to high challenges in governance during the COVID-19 pandemic, and successful management required flexible strategies, such as rescheduling activities and reallocating resources.

Shared Decision-Making and Collaboration. Another important part of collaborative participation in SBM is making decisions together as a team. Teachers said that during SBM meetings, they always share their ideas, and even when people have different opinions, discussing them helps find solutions that everyone agrees on. They feel that their opinions matter, which encourages them to participate more actively in planning and decision-making. Collaboration is especially important when solving problems because everyone gives input, so no one decides alone. Sometimes it is challenging because teachers have

different schedules and responsibilities. Still, by listening to each other, sharing classroom experiences, and finding compromises, they can make decisions that are easier to follow and help implement SBM activities more smoothly. This is reflected in the statements of the participants:

"Whenever we have meetings for SBM programs, I always make sure to share my thoughts. Sometimes, we have very different ideas about how to implement an activity, but through discussion, we manage to find a solution that works for everyone. I feel that my opinion actually matters, and it motivates me to participate more actively in planning and decision-making." Teacher 2

"Sa among mga meeting, magtinabangay gyud mi sa pagdesisyon, labi na kung naa'y mga problema nga kinahanglan sulbaron dayon. Dili lang kay ako lang ang maghimo sa desisyon, kundi tanan mi maghatag sa ilang input. Mao nga mas klaro nako nga ang matag opinyon importante ug makatabang gyud sa kalampusan sa mga kalihokan sa eskwelahan. Naka-feel ko nga part ko sa proseso ug appreciated ang akong kontribusyon." (In our meetings, we really collaborate in making decisions, especially when problems need to be solved immediately. It's not just me deciding, but everyone gives their input. This made me realize that every opinion is important and truly helps the success of school activities. I feel that I am part of the process and that my contribution is appreciated.) Teacher 5

"Sometimes it's challenging because we all have different schedules and responsibilities, but during our discussions, we really listen to each other. We share our experiences from the classroom, suggest strategies, and try to compromise when there are disagreements. It feels good to work together because I know that the final decision is something we all agreed on, and it makes implementing SBM activities much smoother." Teacher 7

The data showed that teachers worked together in making decisions during SBM implementation. They shared that discussing ideas and listening to each other helped them find solutions that everyone could agree on. This made them feel that their opinions were important and encouraged them to participate more. Overall, the data indicated that collaboration helped teachers make better decisions, solve problems more easily, and implement SBM activities more smoothly.

The findings imply that shared decision-making and collaboration in SBM meetings enable teachers to contribute ideas, negotiate differences, and collectively solve problems, fostering a sense of ownership and active participation. This aligns with Distributed Leadership Theory (Spillane, 2006), which emphasizes that leadership is shared among teachers and staff, allowing decisions to emerge from interactions rather than relying solely on one individual. Social Constructivist Theory (Vygotsky, 1978) further explains how teachers co-construct knowledge through dialogue, sharing classroom experiences, and negotiating solutions, which enhances understanding and practical application of SBM activities. Together, these theories show that collaborative decision-making not only strengthens teacher engagement and motivation but also ensures smoother and more effective implementation of school-based management programs.

The findings of this study indicate that shared decision-making and collaboration are essential strategies for effective SBM implementation. Teachers engage in discussions, share ideas, negotiate differences, and co-create solutions, which enhances their sense of ownership, motivation, and active participation in school programs. Several studies support this implication. Febrero (2025) reported that teachers in Cotabato Province addressed SBM challenges by promoting collaborative leadership, sharing responsibilities, and negotiating decisions, demonstrating how teamwork strengthens program implementation. Similarly, Patalinghug (2023) found that school leaders in Davao City used consultation and collaboration to resolve organizational conflicts and improve decision-making processes, highlighting the value of participatory approaches in overcoming challenges. In addition, Caluag et al. (2023) observed that active involvement of teachers and stakeholders in planning, decision-making, and problem-solving in Meycauayan schools improved governance, resource management, and program execution, emphasizing that collaboration enhances both participation and the effectiveness of SBM activities.

Limited Time Due to Workload. A common challenge for teachers in participating in SBM planning is managing their time because of heavy teaching responsibilities. Many teachers shared that it is difficult to attend all SBM meetings and planning sessions while also preparing lessons, grading, and handling classroom tasks. Sometimes, they have to skip meetings or delay their participation because teaching duties must come first. Despite this, teachers try their best to join discussions, share their ideas, and coordinate with colleagues to catch up on what they missed. They understand the importance of contributing to planning and decision-making for the benefit of their students and the school, so they make efforts to balance their workload and participation as much as possible. This is reflected in the statements of the participants:



"Honestly, it's sometimes hard to join all the SBM meetings and planning sessions because I still have to prepare lessons and manage my classroom. There are days when I really want to contribute ideas, but I just don't have enough hours in the day. I try to balance it, but it's challenging to give equal attention to both teaching and planning." Teacher 3

"Daghan gyud mi'g workload, labi na kung naa pay mga grading ug report nga deadline. Usahay, malangan mi sa SBM planning tungod kay kinahanglan una i-prioritize ang classroom responsibilities. Pero bisan lisod, maningkamot ko nga mo-apil ug mohatag sa akong input sa mga diskusyon." (We really have a heavy workload, especially when there are grading tasks and reports with deadlines. Sometimes SBM planning gets delayed because classroom responsibilities must come first. But even though it's hard, I try my best to participate and give my input in discussions.) Teacher 4

"Sometimes I skip a few planning meetings because of school events or extra classes. It's frustrating because I want to be involved, but my teaching duties always come first. I just make sure that when I do attend, I provide as much input as I can, and sometimes I coordinate with colleagues to catch up on what I missed." Teacher 8

"Ang kakulang sa oras mao gyud ang pinakadako nga challenge sa pag-apil sa SBM planning. Daghan mi'g classroom activities ug teaching tasks, mao nga usahay kinahanglan i-delay ang participation sa meetings. Apan paningkamotan gihapon namo nga mohatag sa among mga ideya bisan limitado ang oras." (The lack of time is really the biggest challenge in participating in SBM planning. We have many classroom activities and teaching tasks, so sometimes participation in meetings has to be delayed. But we still try to contribute our ideas even with limited time.) Teacher 10

"Even if I'm very busy with lessons and other school responsibilities, I try to manage my time so I can attend SBM discussions. It's not always easy, but I believe that being part of the decision-making process is important for both my students and the school." Teacher 13

"Lisod jud usahay ang workload, labi na kung daghan deadlines sa teaching ug grading. Usahay wala gyud ko'y time mo-apil sa tanan meetings sa SBM, pero paningkamotan gihapon nako mohatag sa akong input kung maka-apil." (The workload is really tough sometimes, especially when there are many teaching and grading deadlines. Sometimes I really don't have time to attend all SBM meetings, but I still try to contribute when I can.) Teacher 14

The data showed that teachers experienced difficulty in participating fully in SBM planning because of their heavy workload. Teaching responsibilities such as lesson preparation, grading, and classroom management often took up most of their time, making it hard to attend all meetings and planning sessions. Overall, the data indicated that although limited time due to workload was a major challenge, teachers still made efforts to be involved and contribute to SBM planning.

The findings imply that teachers face significant challenges in participating fully in SBM planning due to heavy teaching workloads, which limit the time they can devote to meetings and collaborative decision-making. This situation can be understood through Self-Determination Theory (Deci & Ryan, 1985), as teachers' sense of autonomy and competence is tested when balancing classroom responsibilities with SBM participation; despite time constraints, they remain motivated to contribute because they recognize the importance of their input for student learning and school improvement. Change Theory (Lewin, 1947) also provides a useful lens, emphasizing how teachers must adapt to new roles and expectations under SBM and find ways to engage in planning even when workload pressures threaten full participation. Together, these theories explain how teachers' commitment, motivation, and adaptive strategies allow them to remain involved in SBM activities despite limited time.

Several studies support the findings and the implications of the study. Febrero (2025) reported that teachers in Cotabato Province faced heavy workloads and competing responsibilities but remained involved in SBM activities by managing time and sharing tasks strategically. Similarly, Osea (2022) found that teachers in Albay and Camarines Sur had difficulty attending planning sessions due to teaching demands, yet they employed adaptive strategies, such as coordinating with colleagues, to ensure continued participation. In addition, Baluyot (2025) observed that while SBM implementation in Northern Samar was effective, teachers still struggled with administrative and instructional duties, and active engagement in planning required careful time management and prioritization. These studies collectively underscore that despite workload constraints, teachers' commitment, motivation, and adaptive strategies enable meaningful participation in SBM planning, highlighting the critical role of teacher engagement in school governance and program success.

Research Question 2: How do teachers experience and deal with challenges encountered in implementing SBM programs and activities?

Table 2. Teachers' Experiences in Dealing with Challenges Encountered in Implementing SBM Programs and Activities

Research Question	Main Theme	Sub-Themes
How do teachers experience and deal with challenges encountered in implementing SBM programs and activities?	Adaptive Strategies in Addressing SBM Challenges	1. Managing time constraints 2. Seeking support from colleagues and school heads 3. Adjusting implementation strategies

Using Colaizzi's (1978) 7-step phenomenological method, the data were examined through systematic steps: reading and rereading interview transcripts to become familiar with teachers' narratives, identifying significant statements related to challenges in implementing SBM programs, formulating meanings from these statements to interpret teachers' experiences, organizing the meanings into clusters of themes, developing an exhaustive description of how teachers deal with challenges, distilling the fundamental structure of teachers' experiences, and returning the findings to participants for validation.

Through this process, the main theme "Adaptive Strategies in Addressing SBM Challenges" emerged. Under this theme, the sub-themes included: managing time constraints, where teachers struggled to balance classroom responsibilities with SBM tasks; seeking support from colleagues and school heads, as teachers relied on teamwork and guidance to overcome difficulties; and adjusting implementation strategies, which involved modifying activities or approaches to fit the available resources and time. These experiences show how teachers cope with real challenges in implementing SBM and the practical strategies they use to ensure school programs continue effectively.

Managing Time Constraints. One of the main challenges teachers faced in implementing SBM programs was managing their time. Teachers shared that it was often difficult to balance SBM activities with their teaching duties, lesson preparation, grading, and classroom supervision. Sometimes, meetings overlapped with other responsibilities, forcing them to skip or shorten certain activities. To cope, teachers prioritized urgent tasks, coordinated with colleagues to catch up on what they missed, and tried to plan their week to fit in SBM responsibilities. Even though it remained stressful, these strategies allowed them to continue supporting school programs and contribute meaningfully to SBM implementation. This is reflected in the statements of the participants:

"Managing time is really one of the hardest parts of implementing SBM programs. Sometimes, I have meetings scheduled at the same time I need to prepare lessons or supervise activities. I've learned to prioritize what needs my immediate attention, but it's still stressful when everything piles up." Teacher 2

"Ang challenge gyud sa SBM kay ang oras. Daghan kaayong tasks, gikan sa klase hangtod sa planning ug reports. Usahay, maglisod ko og attend sa meetings kay naa pa'y grading ug uban classroom responsibilities. Pero maningkamot gihapon ko nga mo-apil ug mohatag sa akong kontribusyon." (The challenge in SBM is really the time. There are so many tasks, from teaching to planning and reports. Sometimes I struggle to attend meetings because there's still grading and other classroom responsibilities. But I still try my best to participate and contribute.) Teacher 6

"Sometimes I have to skip or shorten some SBM activities because my teaching duties are pressing. I coordinate with colleagues afterward to catch up on what I missed. It's not ideal, but it's the only way I can manage both responsibilities." Teacher 8

"Lisod gyud usahay ang pag-manage sa time tungod sa daghang buhatonon. Apan akong gi-prioritize ang pinaka-importante, sama sa classroom responsibilities, ug i-adjust ang uban nga SBM tasks. Sa ingon ani, makahatag gihapon ko ug suporta sa school programs bisan limitado ang oras." (It's really hard sometimes to manage time because of many tasks. But I prioritize the most important ones, like classroom responsibilities, and adjust other SBM tasks. In this way, I can still support school programs even with limited time.) Teacher 10

"Time management is challenging, especially when multiple SBM programs are happening at once. I try to plan my week, set aside specific time for SBM tasks, and sometimes combine meetings with collaborative work with other teachers. It helps, but it's still a juggling act." Teacher 12



The data revealed that teachers experienced time constraints as one of the most challenging aspects in implementing SBM programs and activities. They shared that balancing teaching duties, lesson preparation, grading, and SBM responsibilities often became difficult, especially when schedules overlapped. However, teachers developed adaptive strategies to deal with these challenges. Overall, the data indicated that although time constraints created stress and difficulty, teachers addressed these challenges through prioritization, coordination, flexibility, and planning, allowing them to continue contributing to SBM implementation.

The findings imply that managing time constraints is a significant challenge for teachers in implementing SBM programs, as they must balance teaching duties, lesson preparation, grading, and participation in school-based activities. This can be interpreted through Self-Determination Theory (Deci & Ryan, 1985), which emphasizes how teachers' motivation and sense of competence drive them to find strategies, such as prioritization, planning, and coordination with colleagues, to remain engaged in SBM despite limited time. Change Theory (Lewin, 1947) also applies, as teachers adapt to new roles and responsibilities under SBM, learning to adjust their schedules and approaches to integrate SBM activities into their workload. Together, these theories explain how teachers' motivation, flexibility, and adaptive strategies enable them to cope with time pressures while sustaining meaningful participation in school governance and program implementation.

Several studies support the findings and implications of the study. Febrero (2025) reported that teachers in Cotabato Province faced heavy workloads and competing responsibilities but remained involved in SBM activities by managing time and sharing tasks strategically. Osea (2022) found that teachers in Albay and Camarines Sur had difficulty attending planning sessions due to teaching demands, yet they employed adaptive strategies, such as coordinating with colleagues, to ensure continued participation. In addition, Baluyot (2025) observed that while SBM implementation in Northern Samar was effective, teachers still struggled with administrative and instructional duties, and active engagement in planning required careful time management and prioritization. These studies collectively emphasize that despite workload constraints, teachers' commitment, motivation, and adaptive strategies enable meaningful participation in SBM planning, emphasizing the critical role of teacher engagement in school governance and program success.

Seeking Support from Colleagues and School Heads. Teachers often relied on the support of their colleagues and school heads when facing challenges in implementing SBM programs. They shared that discussing problems with fellow teachers, dividing tasks, and seeking guidance from the school head helped lighten their workload and made planning and implementation easier. Teachers also mentioned that having someone to brainstorm with or provide advice allowed them to find practical solutions and improved the overall flow of SBM activities. This collaborative support not only reduced stress but also strengthened teamwork and ensured smoother program implementation. This is reflected in the statements of the participants:

"Whenever I face difficulties in implementing SBM programs, I usually approach my colleagues first. We share ideas and help each other plan activities. Sometimes, we discuss problems together before taking them to the school head. It really lightens the load when you have someone to talk to and brainstorm with." Teacher 3

"Kung lisod ang usa ka SBM task, pirmi ko mangayo og tabang sa akong mga kauban nga teachers ug sa school head. Sila makatabang sa pag-suggest og solusyon ug usahay mo-assign pa sa mga duties aron dili mabug-atan. Maka-relieve gyud sa stress kung naa kay support sa uban." (When an SBM task is difficult, I always ask for help from my fellow teachers and the school head. They help suggest solutions and sometimes even redistribute duties so it's not too heavy. It really relieves stress when you have support from others.) Teacher 7

"Sometimes I am overwhelmed with the reports and documentation for SBM programs. I usually coordinate with my co-teachers to divide the workload, and I also ask the school head for guidance when there's a policy or process I don't fully understand. It makes implementation smoother." Teacher 9

"Para mas sayon ang pag-implement sa SBM programs, mangayo gyud ko og advice ug support sa school head ug sa mga kauban nako sa faculty. Ilahang feedback makatabang sa pag-ayos sa plano ug sa pag-solve sa mga challenges nga ako ra unta ang nag-atubang." (To make SBM implementation easier, I really ask for advice and support from the school head and my colleagues. Their feedback helps improve the plan and solve challenges I would otherwise face alone.) Teacher 11



The data revealed that teachers dealt with challenges in implementing SBM programs by seeking support from their colleagues and school heads. They shared that collaboration helped them manage difficulties, reduce workload, and find practical solutions. Overall, the data indicated that seeking support was an important adaptive strategy that helped teachers overcome challenges, reduce stress, and ensure more effective implementation of SBM programs.

The findings imply that teachers relied heavily on the support of colleagues and school heads to navigate challenges in implementing SBM programs. This can be understood through Distributed Leadership Theory (Spillane, 2006), which emphasizes that leadership and problem-solving are shared among members of the school community, allowing teachers to collaborate, divide tasks, and seek guidance effectively. Additionally, Self-Determination Theory (Deci & Ryan, 1985) is relevant, as the social support from peers and school heads enhances teachers' sense of relatedness and competence, motivating them to participate actively and manage workloads despite challenges. Together, these theories explain how collaboration, shared responsibility, and supportive relationships enable teachers to reduce stress, solve problems, and implement SBM programs more effectively.

Several studies support the findings and implications of this study. Baluyot (2025) reported that teachers in Northern Samar relied on peer collaboration and leadership guidance to manage workload and navigate SBM challenges effectively. Febrero (2025) found that in Cotabato Province, teachers who coordinated with colleagues and sought support from school heads were more successful in implementing SBM activities despite heavy responsibilities. Similarly, Osea (2022) observed that in Albay and Camarines Sur, active teacher engagement in SBM planning and implementation was facilitated by shared problem-solving and advice from school leaders, reducing stress and improving program outcomes. These studies mean that collaboration and supportive relationships enhance teachers' capacity to manage SBM tasks, emphasizing the importance of shared leadership and teamwork in school governance.

Adjusting Implementation Strategies. Teachers shared that implementing SBM programs often requires flexibility because plans do not always go as expected. They explained that they adjust steps, schedules, and activities to make the programs more manageable for both teachers and students. For example, some teachers split long activities across several days, prioritize the most important tasks, or change the method of delivery to better engage students. Others mentioned that when resources are lacking or unexpected problems arise, they use substitutes or modify the approach to ensure activities are completed successfully. These adjustments not only help programs run more smoothly but also allow teachers to meet the objectives of SBM while accommodating real classroom conditions. This is reflected in the statements of the participants:

"Usahay, ang plano nga akong gihimo para sa SBM programs dili gyud mo-fit sa tinuod nga situasyon sa classroom. Mao nga akong i-adjust ang mga steps ug mga activities para mas masayon. Pananglitan, kung daghan kaayo ang tasks, i-prioritize lang namo ang pinaka-importante sa una." (Sometimes, the plan I made for SBM programs doesn't fit the real situation in the classroom. So I adjust the steps and activities to make them easier. For example, if there are too many tasks, we prioritize the most important ones first.) Teacher 4

"If a particular SBM activity doesn't engage the students, I try a different approach. For instance, instead of doing a lecture-style discussion, I let the students participate in group tasks. Adjusting strategies helps ensure the activity meets its objectives." Teacher 5

"Ang pag-implement sa SBM programs usahay lisod kung ang mga learners o teachers busy. Mao nga akong i-adjust ang strategy, sama sa pag-reschedule sa activity o pag-assign sa tasks sa ubang members sa team. Mas smooth ang dagan sa programa ani." (Implementing SBM programs is sometimes difficult if learners or teachers are busy. So I adjust the strategy, like rescheduling the activity or assigning tasks to other team members. The program runs more smoothly this way.) Teacher 8

"Sometimes I follow the school improvement plan strictly, but when challenges appear, I modify the steps. For example, if some resources are unavailable, I find alternatives or rearrange the schedule. Flexibility is key to implementing SBM successfully." Teacher 13

"Kung naay kalit nga problema sa SBM activity, akong i-adjust dayon ang approach. Pananglitan, kung kulang ang materials, magamit ko og substitute or laing method aron mahuman gihapon ang activity." (When unexpected problems happen in an SBM activity, I immediately adjust my approach. For example, if materials are lacking, I use substitutes or another method so the activity can still be completed.) Teacher 14

"Most of the time, I follow the plan, but sometimes things change. I adjust activities depending on the needs of students and teachers, like breaking down big tasks into smaller steps so everyone can participate easily." Teacher 15

These accounts show that teachers view flexibility as essential in SBM implementation. Adjustments are made in response to classroom realities, resource limitations, and student engagement needs. Strategies include rescheduling, prioritizing tasks, modifying delivery methods, and substituting materials. Such practices ensure that SBM activities remain feasible and effective despite challenges.

This sub-theme reflects Lewin's Change Theory, particularly the "changing" stage, where teachers adapt existing plans to fit new conditions. It also resonates with Heifetz's Adaptive Leadership, which emphasizes mobilizing people to respond to complex challenges. Teachers' adjustments demonstrate adaptive leadership at the classroom level, where responsiveness and problem-solving sustain program implementation.

Research Question 3: How do teachers apply strategies or approaches to overcome difficulties in the implementation of SBM?

Table 3. Teachers' Applications of Strategies or Approaches to Overcome Difficulties in the Implementation of SBM

Research Question	Main Theme	Sub-Themes
How do teachers apply strategies or approaches to overcome difficulties in the implementation of SBM?	Practical Strategies in SBM Implementation	1. Time management 2. Teamwork and collaboration 3. Flexibility in implementation

Using Colaizzi's (1978) 7-step phenomenological method, the data were examined through systematic steps: reading and rereading interview transcripts to become familiar with teachers' narratives, identifying significant statements related to strategies used in overcoming difficulties in SBM, formulating meanings from these statements to understand teachers' experiences, organizing the meanings into clusters of themes, developing an exhaustive description of the strategies used, distilling the fundamental structure of teachers' experiences, and returning the findings to participants for validation.

Through this process, the main theme "Practical Strategies in SBM Implementation" emerged. Under this theme, the sub-themes included: time management, where teachers planned and organized their time to handle both teaching and SBM tasks; teamwork and collaboration, as teachers worked together with colleagues and school heads to share responsibilities and support one another; and flexibility in implementation, which involved adjusting plans and activities based on available time and resources. These strategies show that teachers use simple and practical ways to overcome difficulties and continue the effective implementation of SBM in their school.

Time Management. Teachers shared that managing time is one of the most important strategies for successfully implementing SBM programs while keeping up with classroom responsibilities. They explained that they make daily schedules, set aside specific hours for planning, and prioritize urgent tasks to ensure nothing is left undone. Some teachers combine SBM activities with teaching duties, like monitoring learners while taking notes on program implementation, to save time and be more efficient. Others break down bigger projects into smaller steps or block certain hours for reports, coordination, and preparation to avoid rushing at the last minute. These practices help teachers balance their responsibilities and contribute effectively to SBM. This is reflected in the statements of the participants:

"Balancing classroom responsibilities and SBM tasks is not easy, so I make a daily schedule to allocate time for both. I usually set aside early mornings or afternoons for planning meetings and reports without affecting my teaching time." Teacher 1

"Sometimes, the workload piles up, so I prioritize the most urgent tasks first. I also break down bigger projects into smaller steps to manage my time effectively." Teacher 3

"Kung daghan kaayo ang tasks sa SBM ug sa klase, akong i-set ang priority sa mga pinaka-importante nga activities. Mao ni akong strategy para dili ko malangan sa tanan responsibilities." (If SBM and classroom tasks pile up, I set priorities for the most important activities. This is my strategy so I won't fall behind on all responsibilities.) Teacher 5



"I try to combine some SBM activities with my teaching schedule. For instance, while monitoring learners, I also take notes on SBM implementation. This way, I save time and cover multiple responsibilities at once." Teacher 7

"Time management is crucial. I usually block specific hours in my day for SBM tasks, like checking reports, coordinating with colleagues, and preparing materials. It helps me avoid rushing at the last minute." Teacher 10

"Kung naglibog ko sa daghan nga tasks, akong buhaton mao ang pag-schedule og specific time para sa SBM activities kada adlaw. Pinaagi ani, mas ma-manage nako ang oras ug ma-accomplish ang tanan tasks." (When I'm overwhelmed with many tasks, I schedule specific times daily for SBM activities. This way, I manage time better and accomplish all tasks.) Teacher 12

The data revealed that teachers managed challenges in implementing SBM programs by practicing effective time management. They shared that organizing their schedules, prioritizing tasks, and using their time wisely helped them balance SBM responsibilities with their teaching duties. Overall, the data indicated that time management was an important adaptive strategy that enabled teachers to stay organized, complete their tasks effectively, and continue contributing to SBM implementation despite their busy schedules.

The findings imply that teachers' strategies for managing time in implementing SBM programs align closely with Time Management Theory (Lakein, 1973), which emphasizes the importance of planning, prioritizing tasks, and allocating time efficiently to achieve goals. Teachers reported creating daily schedules, setting aside dedicated hours for planning and reports, and prioritizing urgent tasks to ensure both classroom responsibilities and SBM duties are addressed. Some teachers combined SBM activities with teaching tasks, such as monitoring learners while taking notes on program implementation, reflecting effective multitasking to maximize productivity. Others broke down larger projects into smaller, manageable steps or blocked specific hours for coordination, report checking, and preparation to avoid last-minute stress. These practices illustrate a proactive approach to organizing workload and maintaining efficiency. Furthermore, elements of Self-Determination Theory (Deci & Ryan, 1985) are evident, as teachers exercised autonomy in deciding how to manage their time and tasks, which enhanced their sense of competence and intrinsic motivation to participate in SBM activities. Overall, the data suggest that effective time management enables teachers to balance multiple responsibilities, optimize efficiency, and contribute meaningfully to the successful implementation of SBM programs.

Several studies support the present findings. Febrero (2025) reported that teachers in Cotabato Province faced heavy workloads, unclear policies, and limited training, yet they managed time effectively by sharing responsibilities and promoting collaborative leadership. Osea (2022) found that teachers in Albay and Camarines Sur used prioritization and coordination with colleagues to cope with overlapping duties and documentation challenges. Baluyot (2025) observed that teachers in Northern Samar allocated time strategically to manage administrative tasks and classroom responsibilities, which facilitated effective participation in SBM. Similarly, Patalinghug (2023) emphasized that school leaders in Davao City relied on scheduling and planning strategies to cope with time constraints and ensure program continuity. Internationally, Ela and Bambang (2023) emphasized that improving teacher participation through time management practices supports better school management and educational outcomes. These studies mean that time management is a key strategy enabling teachers to balance SBM duties with teaching responsibilities and sustain program engagement.

Teamwork and Collaboration. Teachers emphasized that working together with colleagues is a key strategy for overcoming difficulties in implementing SBM programs. They shared that dividing tasks, sharing ideas, and helping each other when someone is busy makes the workload lighter and the process more efficient. Collaboration also helps ensure that large tasks are completed on time and that activities run smoothly, especially when coordinating planning and reporting. Teachers described regular meetings to assign responsibilities, discuss problems, and support each other as vital for sustaining SBM programs even when everyone has multiple obligations. This is reflected in the statements of the participants:

"Working together with my colleagues makes the workload lighter. We divide tasks, share ideas, and help each other whenever someone is busy or has an urgent task." Teacher 2

"Kung magtinabangay mi sa SBM activities, dali ra kaayo ang implementation. Labi na kung mag-coordinate mi sa planning ug sa reporting, mas smooth ang flow sa tanan tasks." (When we collaborate in SBM activities, implementation becomes easier. Especially when we coordinate on planning and reporting, the flow of tasks is smoother.) Teacher 4

"Collaboration is important because some tasks are too big to handle alone. By consulting with fellow teachers and supporting each other, we ensure that activities are completed on time and effectively." Teacher 8



"Sa SBM, teamwork gyud ang pinaka-epektibo. Magtagbo-tagbo mi aron i-assign ang responsibilities ug mag-discuss sa mga problema. Mao ni nakatabang sa pagpadayon sa programa bisan daghan obligations ang matag usa." (In SBM, teamwork is really effective. We meet to assign responsibilities and discuss problems. This helps sustain the program even if everyone has many obligations.) Teacher 15

The data revealed that teachers addressed challenges in implementing SBM programs through teamwork and collaboration. They shared that working together helped reduce workload, improve efficiency, and ensure that tasks were completed on time. Overall, the data indicated that teamwork and collaboration were effective strategies that enabled teachers to overcome challenges, support one another, and ensure the smooth implementation of SBM programs.

The findings imply that teachers effectively addressed challenges in implementing SBM programs through teamwork and collaboration, which helped reduce workload, improve efficiency, and ensure tasks were completed on time. These practices are supported by Social Interdependence Theory (Johnson & Johnson, 1989), emphasizing that positive interdependence and cooperative interactions enhance both group outcomes and individual accountability. Additionally, Organizational Theory (Morgan, 2006) supports the idea that coordinated efforts, clear roles, and shared responsibilities within a structured system strengthen the capacity of schools to implement programs successfully. Overall, the data imply that fostering collaboration and cooperative problem-solving among teachers is a key strategy for sustaining SBM programs and overcoming operational challenges.

Several studies support these findings. Ya et al. (2020) emphasized that shared decision-making and teacher participation are critical in SBM implementation, highlighting collaboration as essential to program success. Caluag et al. (2023) found that teamwork among principals, teachers, and stakeholders promoted efficient use of resources and smooth school operations. Osea (2022) and Baluyot (2025) reported that cooperation and task-sharing among teachers and school heads helped address documentation challenges and administrative workloads, supporting successful SBM execution. Similarly, Febrero (2025) noted that teachers in Cotabato Province overcame unclear policies and heavy workloads through collaborative leadership and shared responsibility. Patalinghug (2023) emphasized that school leaders relied on teamwork, communication, and support networks to cope with time constraints and program complexities. These studies collectively demonstrate that collaboration and cooperative problem-solving are vital strategies that sustain SBM programs and enhance teacher effectiveness.

Flexibility in Implementation. Teachers emphasized that being flexible is essential for successfully implementing SBM programs. They shared that unexpected events, changes in schedules, or limited resources often require adjusting tasks, shifting deadlines, or modifying strategies. Flexibility allows teachers to continue SBM activities without disrupting their classroom responsibilities or the quality of outputs. Some teachers adjust meeting times, divide tasks among staff, or conduct activities in smaller groups to accommodate everyone. Others reflect on problems and revise steps to ensure programs are completed smoothly. Overall, teachers emphasized that adapting plans to the situation helps reduce stress, maintain participation, and achieve the objectives of SBM programs. This is reflected in the statements of the participants:

"Sometimes plans don't go as expected because of unexpected events, like sudden school activities or changes in schedules. I try to adjust my tasks and sometimes shift deadlines so that the SBM programs can still be implemented without disrupting my other responsibilities." Teacher 1

"Kung maglisod ang implementation sa usa ka activity, ako lang usbon ang schedule o approach aron ma-accommodate ang tanan. Dili ko magpugos sa original plan kung dili kini posible kay mas importante nga ma-complete ang programa kaysa sa pagsunod lang sa plano." (If an activity is difficult to implement, I just change the schedule or approach to accommodate everyone. I don't force the original plan if it's not possible because it's more important to complete the program than just follow the plan.) Teacher 3

"Flexibility really helps me manage SBM tasks alongside teaching duties. For example, if a planned meeting conflicts with my class schedule, I propose an alternative time or adjust the agenda so everyone can still participate effectively." Teacher 5

"Usahay kinahanglan ko i-adjust ang mga steps sa SBM implementation depende sa availability sa mga teachers ug sa school events. Kini nga approach nakatabang aron dili ma-delay ang activities ug ma-maintain ang quality sa output." (Sometimes I need to adjust the steps



in SBM implementation depending on teachers' availability and school events. This approach helps prevent delays and maintains the quality of outputs.) Teacher 6

"I always try to be flexible in implementing SBM programs. If something doesn't work, I reflect on what caused the problem and change the strategy. For instance, I may conduct workshops in smaller groups instead of all at once if time is tight." Teacher 7

"Kung magka-problema sa schedule o resources, kinahanglan ko mo-adjust. Pananglitan, ang usa ka training nga naka-assign sa Monday gibalhin sa Wednesday aron ma-apil tanan nga kinahanglan mo-participate." (If there are problems with schedule or resources, I have to adjust. For example, a training scheduled on Monday was moved to Wednesday so that everyone who needed to participate could join.) Teacher 9

"Flexibility is key for me because sometimes unexpected challenges arise, like sudden teacher absences or last-minute changes in school plans. I learn to adjust the sequence of tasks and even delegate responsibilities to keep everything on track." Teacher 10

"Dili jud pwede puro sa plano lang magsalig. Kung naay kalit nga activity or mga bag-ong requirements gikan sa school head, akong i-revise ang SBM implementation aron ma-accommodate ang tanan ug dili ma-stress ang team." (We can't just rely on the plan. If there's a sudden activity or new requirements from the school head, I revise the SBM implementation to accommodate everyone and keep the team from getting stressed.) Teacher 11

"Being flexible allowed me to adapt SBM activities to the needs of teachers and students. For instance, if a data-gathering activity overlaps with class hours, I reschedule it or divide tasks among available staff so that it doesn't disrupt lessons." Teacher 12

"Sa SBM implementation, importante kaayo ang pagka-flexible. Usahay kinahanglan i-adjust ang deadlines ug ang approach sa usa ka project base sa situation sa school ug availability sa teachers." (In SBM implementation, being flexible is very important. Sometimes I have to adjust deadlines and the approach of a project based on the school situation and teacher availability.) Teacher 13

"Flexibility sa akong pag-implement sa SBM nagpasabot nga dili ko mahadlok mo-change sa strategy kung kinahanglan. Kung ang usa ka activity lisod i-execute tungod sa limited time o resources, akong gi-prioritize ang essential steps aron masiguro nga successful ang programa." (Flexibility in my SBM implementation means I'm not afraid to change strategy if needed. If an activity is hard to execute because of limited time or resources, I prioritize the essential steps to ensure the program's success.) Teacher 14

The data revealed that teachers addressed challenges in implementing SBM programs by being flexible in their approach. They shared that unexpected events, schedule changes, and limited resources often required them to adjust plans, modify strategies, and shift timelines. Overall, the data indicated that flexibility was an important adaptive strategy that allowed teachers to respond to challenges, reduce stress, and ensure the smooth and successful implementation of SBM programs.

This aligns with Contingency Theory (Fiedler, 1964), which emphasizes that effective organizational actions depend on adapting strategies to situational variables, and Adaptive Leadership Theory (Heifetz, 1994), which highlights the importance of adjusting approaches in response to emerging challenges. The data also imply that flexibility enables teachers to maintain participation, reduce stress, and achieve program objectives despite dynamic school conditions, reinforcing the value of adaptive and responsive planning in educational program implementation.

Several studies support these findings. Osea (2022) and Baluyot (2025) reported that teachers and SBM teams often faced challenges such as heavy workloads, limited resources, and documentation requirements, but adapted through flexible planning and task adjustments. Febrero (2025) found that teachers addressed unclear policies and changing priorities by sharing responsibilities and modifying strategies as needed. Caro et al. (2023) also highlighted that flexibility was essential during the COVID-19 pandemic when restrictions, technology issues, and personal priorities required adaptive approaches. These studies mean that flexibility is a key strategy for overcoming situational and contextual challenges in SBM implementation.

Research Question 4: What is the level of teachers' perception on the impact of SBM implementation on teaching, learning, and school management in terms of Curriculum and instructional practices, Accountability and learner outcomes, and Leadership and school governance?

Table 4. Curriculum and Instructional Practices

Indicator	Mean	Standard Deviation	Descriptive Rating
1. The school curriculum is aligned with the learning needs of the students.	4.06	0.59	Strongly Agree
2. Teachers are involved in planning instructional programs and activities.	3.86	0.51	Agree
3. Teaching strategies are regularly reviewed to improve learning outcomes.	3.80	0.67	Agree
4. Learning resources and materials are sufficient and effectively used.	3.66	0.61	Agree
5. Innovative teaching practices are encouraged and supported in the school.	3.60	0.63	Agree
Aggregated Mean	3.80	0.18	Agree

Table 4 revealed that teachers generally perceived the implementation of School-Based Management in terms of curriculum and instructional practices as evident, with an aggregated mean of 3.80 interpreted as "Agree." The standard deviation values (0.18) indicated that the responses of the teachers were relatively consistent across all indicators, implying that the implementation of School-Based Management in terms of curriculum and instructional practices supports a structured and responsive learning environment. Teachers' involvement in planning, reviewing strategies, and using resources demonstrates their active role in ensuring that instruction meets learners' needs. Lewin's Change Theory strengthens this implication by emphasizing how teachers adapt to changes in curriculum and teaching approaches through unfreezing old practices, applying new strategies, and integrating them into daily routines. Similarly, Social Constructivist Theory emphasizes the importance of collaboration and interaction in developing effective instructional practices, showing that teachers' shared planning and reflection enhance learning outcomes. Overall, these theories suggest that responsive curriculum and engaged instructional practices promote effective teaching, encourage professional growth, and contribute to improved student learning.

Several studies support the findings and implications of the study. Ya et al. (2020) emphasized that teachers play a crucial role in planning and implementing school programs, highlighting the importance of their participation in curriculum and instructional activities. Similarly, Caluag et al. (2023) found that active teacher involvement in managing resources and supporting school improvement contributed to more effective SBM implementation. Osea (2022) and Baluyot (2025) also reported that while teachers faced challenges such as administrative tasks and workload, their engagement in instructional planning remained vital for the success of SBM. Moreover, Febrero (2025) and Torregosa (2022) indicated that teachers employed adaptive strategies, including collaboration and shared responsibilities, to ensure continuity in teaching practices despite these challenges. These studies collectively underscore that teacher participation, commitment, and collaborative strategies are essential in curriculum and instructional practices, reinforcing the structured, responsive, and effective learning environment highlighted in the present study.

Table 5. Accountability and Learner Outcomes

Indicator	Mean	Standard Deviation	Descriptive Rating
1. Student learning outcomes are regularly monitored and assessed.	4.26	0.59	Strongly Agree
2. Teachers are held accountable for their instructional performance.	4.20	0.56	Strongly Agree
3. Feedback from assessments is used to improve teaching and learning.	4.00	0.38	Agree
4. Data on student performance is analyzed and shared with stakeholders.	3.93	0.46	Agree
5. Programs and interventions are implemented to address learning gaps.	3.93	0.59	Agree
Aggregated Mean	4.06	0.15	Strongly Agree

Table 5 revealed that teachers generally perceived the implementation of School-Based Management in terms of accountability and learner outcomes as evident, with an aggregated mean of 4.06 interpreted as Strongly Agree. This implies that the implementation of School-Based Management in terms of accountability and learner outcomes has strengthened teachers' focus on monitoring and improving student learning. Teachers' adherence to accountability practices and use of assessment feedback suggest a culture of responsibility and continuous improvement in the school. Kurt Lewin's Change Theory strengthens this implication by explaining how teachers adapt to new practices through structured processes, allowing them to integrate accountability measures into their daily routines effectively. Similarly, Self-Determination Theory

emphasizes that teachers' motivation and engagement in implementing these practices are enhanced when they feel competent, autonomous, and supported by colleagues, fostering collaboration and sustained effort. Overall, these theories suggest that structured change management and the fulfillment of teachers' psychological needs play a critical role in ensuring the effectiveness of accountability practices and positive learner outcomes.

Several studies support the findings and implications of the study. Febrero (2025) reported that teachers in Cotabato Province remained committed to monitoring student progress and using assessment feedback despite heavy workloads and competing responsibilities. Similarly, Osea (2022) found that teachers in Albay and Camarines Sur ensured accountability by coordinating with colleagues and adapting to challenges in implementing assessment practices. Baluyot (2025) also observed that teachers in Northern Samar maintained responsibility for learner outcomes while addressing instructional and administrative demands, highlighting the importance of strategic time management and prioritization. In addition, Torregosa (2022) emphasized that active teacher engagement in evaluating and improving learning outcomes strengthened school practices and overall performance. Collectively, these studies underscore that teacher commitment, adaptive strategies, and collaborative efforts are essential in sustaining accountability and improving learner outcomes, reinforcing the importance of structured practices, motivation, and support as highlighted in the present study.

Table 6. Leadership and School Governance

	Indicator	Mean	Standard Deviation	Descriptive Rating
1.	School leadership promotes the participation of teachers in decision-making.	4.33	0.48	Strongly Agree
2.	School policies are clearly communicated and implemented consistently.	4.20	0.41	Strongly Agree
3.	The school leadership ensures transparency in school management.	4.06	0.59	Strongly Agree
4.	Collaboration among teachers, staff, and administrators is encouraged.	4.40	0.63	Strongly Agree
5.	The school leadership supports professional development and capacity building of teachers.	4.20	0.41	Strongly Agree
	Aggregated Mean	4.24	0.13	Strongly Agree

Table 6 revealed that teachers perceived the implementation of School-Based Management in terms of leadership and school governance positively, with an aggregated mean of 4.24, interpreted as Strongly Agree. It implies that the implementation of School-Based Management in terms of leadership and school governance has fostered a collaborative and supportive school environment. Teachers' active participation in decision-making, the encouragement of teamwork, and support for professional development indicate a leadership approach that empowers staff and promotes shared responsibility. Distributed Leadership Theory strengthens this implication by emphasizing how leadership responsibilities can be shared among teachers, staff, and administrators, allowing collective expertise to improve school governance and instructional practices. Additionally, Lewin's Change Theory suggests that structured support from school leaders helps teachers adapt to new roles and responsibilities, ensuring smooth integration of SBM practices. Overall, these theories indicate that effective leadership and collaborative governance enhance teacher engagement, professional growth, and the overall quality of teaching and learning in the school.

Several studies support the findings and implications of the study. Ya et al. (2020) reported that shared decision-making and active teacher participation in school governance enhanced collaboration and improved management of school resources. Similarly, Caluag et al. (2023) found that teachers' involvement in planning, professional development, and teamwork strengthened school leadership and governance in the Division of Meycauayan. Osea (2022) also observed that, despite challenges such as administrative workload, cooperative strategies among teachers and school heads ensured continued participation in decision-making and policy implementation. In addition, Baluyot (2025) emphasized that while SBM implementation was effective in Northern Samar, active teacher engagement in leadership tasks required careful prioritization and collaboration. Collectively, these studies underscore that teacher involvement, shared responsibility, and supportive leadership are critical in fostering effective governance, collaborative work, and professional growth, reinforcing the importance of distributed and structured leadership approaches highlighted in the present study.

Ethical Considerations

This study was reviewed and approved by the Research and Ethics Committee of the Graduate School, Cebu Technological University. All participants were fully informed about the purpose, objectives, and nature



of the study before their participation. Informed consent was obtained through a signed consent form, which clearly outlined their voluntary participation. Participants were assured that they had the right to withdraw from the study at any time without facing any form of penalty or consequence. The confidentiality and privacy of all participants were strictly maintained throughout the research process. Personal information and collected data were treated as highly confidential and were stored securely by the researcher. Only the researchers had access to the raw data, which was used solely for academic purposes. Identifying details were removed or coded to protect participant anonymity in all reports and publications.

Conclusion

Based on the findings, it can be concluded that the participating teachers generally perceive the implementation of School-Based Management (SBM) at Sierra Bullones Central Elementary School positively. They reported active involvement in SBM planning and decision-making processes and described using adaptive strategies, including time management, collaboration, and flexibility, to address challenges such as workload and time constraints. Their responses also indicate positive perceptions of curriculum and instructional practices, accountability for learner outcomes, and collaborative leadership and school governance. These findings suggest that, from the perspectives of the participating teachers, SBM supports collaborative and learner-centered school practices. However, these conclusions should be interpreted with caution because the study was conducted in a single school, involved only fifteen (15) teacher participants, relied on self-reported perceptions, and did not include the perspectives of school heads, parents, learners, or objective measures of school performance. Consequently, the findings are limited to the context of the study and should not be generalized beyond similar settings.

Recommendations

Based on the findings and conclusions of the study, several recommendations are proposed for key stakeholders involved in School-Based Management (SBM). Teachers are encouraged to strengthen their participation in SBM by improving time management, engaging in collaborative planning, and adopting innovative teaching practices. Given that innovative teaching practices obtained the lowest mean ($M = 3.60$), teachers may participate actively in relevant professional development programs, peer-learning activities, and other capacity-building initiatives to enhance their instructional strategies while effectively balancing their teaching workload and SBM responsibilities. School administrators are encouraged to provide adequate institutional support by reviewing workload distribution, allocating sufficient time for SBM-related responsibilities, fostering a collaborative school environment, and facilitating capacity-building activities that address teachers' identified challenges. In particular, administrators may provide appropriate resources, technical support, and opportunities for professional learning to strengthen teachers' participation in SBM and promote the use of innovative teaching practices. At the Schools Division of Bohol level, sustained professional development, technical assistance, and mentoring programs may be strengthened to support teachers in implementing SBM and enhancing innovative instructional practices. The Division may likewise review existing workload policies and distribution mechanisms to ensure that teachers have adequate time, resources, and institutional support to participate meaningfully in SBM planning and decision-making processes. Finally, future researchers are encouraged to investigate the effectiveness of interventions designed to address teachers' workload constraints and improve innovative teaching practices within the context of SBM. Further studies may be conducted across different schools, school divisions, and educational settings using larger and more diverse samples, as well as complementary research designs, to validate, extend, and compare the findings of the present study.

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