

Innovation and Enhancement of School Based Management at Balayan West Central School Through Active Participation, Shared Responsibility and Transparency

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ABSTRACT

School based management at Balayan West Central school promoted active participation, shared responsibility and transparency. Thus, in order to provide stakeholders with the right documents, they are given the digital access to all its dimensions through the use of the QR codes. This study aimed to determine the perception of stakeholders of Balayan West Central School on the effectiveness of QR codes for access of documents of the School-Based Management system. It specifically sought the perception of school stakeholders on the effectiveness of QR codes for access of documents of the school's SBM. It also determined the benefits derived from the use of the QR codes. Finally, a QR codes utilization action plan will be proposed based on the results of the study. One hundred (100), stakeholders of the school composed of teachers, parents, SPTAs

and community leaders were the respondents of this study. It was undertaken during the school year 2026-2027 during the first term. Results showed that the perception of school stakeholders on the effectiveness of QR codes for access of documents of the school's SBM obtained a composite mean of 3.76 interpreted as Strongly Agree. It can be inferred that the school stakeholders of Balayan West Central School were all positive about the effectiveness of the use of QR codes to access documents. The benefits derived from the use of the QR codes obtained a composite mean of 3.86 interpreted as Strongly Agree. Thus, the use of QR codes to access documents of the SBM is beneficial to school stakeholders. The researcher proposed a utilization action plan based on the results of the study.

Keywords: *QR codes, benefits, effectiveness*

INTRODUCTION

The Department of Education's Mission, Vision and Core Values Statement which was echoed by Balayan West Central School is absolutely being continuously improving at almost all aspects of its services to be able to better serve its stakeholders. There are key result areas that the BEDP 2030 has targeted namely access, equity, quality, resiliency and well-being as well as enabling mechanism of governance. A lot has transpired since the formulation of the School Improvement Plan and in all of these plans, the school has undergone complete transformation—from weaving access, value-engagement and safe environment. The different programs, projects and activities (PPAs) have been set in motion since the formulation and these PPAs are not few. However, making these programs work is another matter. While planning has not been easy, the school dealt with all the KSAs with

a thinking mind, a working body, a faith in God and all coordinators and a leadership that had been unwavering in its relentless pursuit of a growing, renewed and transformed Balayan West Central School.

Thus, the researcher, as the school head of Balayan West Central School has wholeheartedly embraced the full responsibility over the school and its stakeholders and with this full responsibility came the management of school – resources, personnel and the programs, projects and activities (PPAs).

During the previous school year, Balayan West Central School has grown in almost all its aspects. Enrolment was 1448 while its efficiency signaled by zero drop-out rate and 97.71 participation rate. Its non-readers dropped from 65 to 24.

School based management at Balayan West Central school promoted active participation, shared responsibility and transparency. Thus, in order to provide stakeholders with the right documents, they are given the digital access to all its dimensions through the use of the QR codes.

Literature Review

DepEd Order No. 21 s. 2019 also known as the Policy Guidelines in the K to 12 Basic Education is a Department of Education policy that integrates existing policies and guidelines for the K to 12 program to create a unified understanding and improve its implementation. It explains the curriculum, programs and learner capabilities of each key stage and provides for a framework for its components and monitoring.

There are a number of factors that affect, either directly or indirectly the school performance. A pupil's academic record can fall due to many factors an uncomfortable environment may lead to pupil failure. The school has to be safe and bullies should not thrive. However, one factor that the school cannot alter is the atmosphere at home of pupils. Negative atmosphere affects the will to study and pupils coming from troubled households mostly have issues concentrating in classroom discussions and lessons and are unable to catch up while studying at home. More importantly, schools with a shortage of teaching equipment, seating area, cramped classrooms, and outdated technology also affect the child's will to learn and basic understanding of the subjects, and consequently, the academic performance (Global Indian International School, 2023).

Sack-Min (2018) cited that successful schools support all students' needs, inside and outside the classroom, to help them become effective, empowered learners. They design and carry out programs that offer all students a rich educational experience, supporting their academic and social/emotional learning so they develop the skills needed to succeed in an ever-changing environment. These schools customize learning to individual students, taking advantage of advances in technology and provide opportunities for them to explore careers and nurture their talents and interests. More so, a successful school is committed to equity and access. They ensure that all students have access to high-quality services and supports enabling them to set and reach high goals for learning.

Saputra and Hartatim (2024) described the general patterns underlying the success of school-based management (SBM) implementation, as well as to identify the main challenges that often arise in its implementation. The stakeholders will be able to reach the access, equity and governance Programs, Projects and Activities (PPAs) of the school. Even the supporting evidence can be accessed through these QR codes.

Faiz et al (2024), traced the progression from early educational tools to advanced digital platforms, illustrating how technology has transformed teaching and learning practices. Through enhanced access to information, personalised learning, and improved engagement, technology contributes to increased student motivation and academic outcomes. For teachers, technology integration enhances professional growth, resource access, and instructional quality, though it also introduces challenges such as increased workload and the need for continuous skill development. In school management, technology fosters efficient administration, data-driven decision-making, and improved stakeholder communication, despite ongoing concerns around privacy, cost, and digital equity.

Research Questions

This study aimed to determine the perception of stakeholders of Balayan West Central School on the effectiveness of QR codes for access of documents of the School-Based Management system.

Specifically, it sought answers to the following questions:

1. What is the perception of school stakeholders on the effectiveness of QR codes for access of documents of the school's SBM?
2. What are the benefits derived from the use of the QR codes?
3. What QR codes utilization action plan may be proposed based on the results of the study?

Scope and Limitation

This study aimed to determine the perception of stakeholders of Balayan West Central School on the effectiveness of QR codes for access of documents of the School-Based Management system. It specifically sought the perception of school stakeholders on the effectiveness of QR codes for access of documents of the school's SBM. It also determined the benefits derived from the use of the QR codes. Finally, a QR codes utilization action plan will be proposed based on the results of the study. One hundred (100), stakeholders of the school composed of teachers, parents, SPTAs and community leaders were the respondents of this study. It was undertaken during the school year 2026-2027 during the first term.

METHODS

Sampling

One hundred (100), stakeholders of the school composed of teachers, parents, SPTAs and community leaders were the respondents of this study. It was undertaken during the school year 2026-2027 during the first term. They were chosen using the purposive sampling technique which was the appropriate method for them. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that are needed in the sample.

Data Collection

The descriptive method of research which is a suitable design for use since a situation within a place in a specific time is under study. According to MacCombes, (2023), descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions.

The studies and literatures of other authors about SBM and innovation were used as background of this study. A researcher-made questionnaire was the main data gathering tool used. All throughout the conduct of this study, the School Research Committee helped in checking all the documents to satisfy the requirements for writing research as well as in the technical aspects of the research. The researcher followed the objectives, procedures and projected benefits of this research which were clearly and methodologically laid down for the respondents. Furthermore, the provisions in the Data Privacy Act of 2012 was observed in the conduct of the research. The weighted mean was used to determine the extent of the responses in the questionnaire.

RESULTS AND DISCUSSION

This part discusses the results of this study.

1. The Perception of School Stakeholders on the Effectiveness of QR Codes for Access of Documents of the School's SBM.

Table 1: *The Perception of School Stakeholders on the Effectiveness of QR Codes for Access of Documents of the School's SBM*

Indicators	Weighted Mean	Interpretation	Rank
1. QR codes provide accessibility to all dimensions of the SBM.	4.0	Strongly Agree	1.5
2. All stakeholders are given access to many documents of the SBM.	3.47	Strongly Agree	4
3. Through the QR codes, the needs of the school can be easily communicated.	3.42	Strongly Agree	5
4. All collaborations among the stakeholders are made possible through the use of the SBM QR codes.	4.0	Strongly Agree	1.5
5. QR codes are the channels for understanding among all school and community stakeholders.	3.94	Strongly Agree	3
Composite	3.76	Strongly Agree	

It is shown in the table that the perception of school stakeholders on the effectiveness of QR codes for access of documents of the school's SBM obtained a composite mean of 3.76 interpreted as Strongly Agree.

The highest mean was obtained by Indicator No. 1 "QR codes provide accessibility to all dimensions of the SBM," and Indicator No. 4 "All collaborations among the stakeholders are made possible through the use of the SBM QR codes," with a mean of 4.0 (Strongly Agree). The lowest mean score was obtained by Indicator No. 3 "Through the QR codes, the needs of the school can be easily communicated," with 3.42 (Strongly Agree).

These findings indicated a high perception of the stakeholders on the effectiveness of QR codes for access of documents of the school's SBM.

From these findings, it can be inferred that the school stakeholders of Balayan West Central School were all positive about the effectiveness of the use of QR codes to access documents.

2. The Benefits Derived from the Use of the QR Codes

Table 2: *The Benefits Derived from the Use of the QR Codes*

Indicators	Weighted Mean	Interpretation	Rank
1. Enhanced access to information for school stakeholders	4.0	Strongly Agree	3
2. Personalized learning of school stakeholders	4.0	Strongly Agree	3
3. Improved stakeholder engagement	3.94	Strongly Agree	6
4. Increased student motivation and academic outcomes	3.88	Strongly Agree	7
5. Technology integration that enhances professional growth for teachers	3.42	Strongly Agree	9
6. Resource access and instructional quality for teachers	3.47	Strongly Agree	8
7. Fosters efficient administration for school leader	4.0	Strongly Agree	3
8. Data-driven decision-making	4.0	Strongly Agree	3
9. Improved stakeholder communication	4.0	Strongly Agree	3
Composite mean	3.86	Strongly Agree	

It is shown in the table that the benefits derived from the use of the QR codes obtained a composite mean of 3.86 interpreted as Strongly Agree.

The highest mean was obtained by five indicators namely Indicator No.1” Enhanced access to information for school stakeholders,” Indicator No. 2 “Personalized learning of school stakeholders,” Indicator No. 7 “Fosters efficient administration for school leader,” Indicator No 8 “Data-driven decision-making, and Indicator No. 9 “Improved stakeholder communication,”

The lowest rank was obtained by Indicator No. 5” Technology integration that enhances professional growth for teachers,” with 3.42 (Strongly Agree).

These findings revealed that the use of QR codes had its benefits to pupils, teachers and the school administration taking into consideration the effects QR codes use has on the three most important stakeholders of Balayan West Central School.

From these findings, it is deduced that the use of QR codes to access documents of the SBM is beneficial to school stakeholders.

3. Proposed QR Codes Utilization Action Plan

Table 3: *Proposed QR Codes Utilization Action Plan*

Objective	Activities	Persons Involved	Time Frame
To train school stakeholders on the use of QR codes	Training of stakeholders	School L and D School Head Teachers Parents Community stakeholders	September 2026
To utilize the QR codes	Utilization	School L and D School Head Teachers Parents Community stakeholders	September 206 onwards
To assess the acceptability of the QR codes	Acceptability testing in terms of usefulness, form, integrity and balance.	Master teachers and School heads of other schools and PSDS (Triangulation)	January 2027

Recommendations

It is recommended that a follow-up to this study is done. The benefits derived from the use of the QR codes should be assessed by the stakeholders in its usefulness, form, integrity and balance.

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