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SCHOOL BASED MANAGEMENT: ITS INFLUENCE TO TEACHERS' EMPOWERMENT AND TEACHING EFFECTIVENESS

Joner Tropicales Donhito
Laguna State Polytechnic University Sta. Cruz Laguna 4009 Philippines

ABSTRACT

The study aims to ascertain School-Based Management and its Influence on Teachers' Empowerment and Teaching Effectiveness. Specifically, it determined the level of teacher's participation on SBM, teacher's empowerment, and the extent of teaching effectiveness, also significant relationship of teachers' participation in the principles of SBM on teachers' empowerment and effectiveness are identified.

The study uses quantitative interpretative methodology with quota sampling of one hundred (100) respondents selected from public elementary schools in Pangil Sub-Office, Pangil, Laguna during SY. 2023-2024. The tools designed by the researcher were created to collect data required for the investigation.

The results of the study are the following: the level of participation of teachers is very high on the leadership and governance, curriculum and instruction, accountability and continuous improvement, and management resources; the level of teacher's empowerment with regards to autonomy is high by most teachers and were very high on the collaboration, decision-making involvement, and mentorship; the extent of teaching effectiveness showed very high or strongly agreed relative to clear objectives, subject knowledge, engagement, and technology and integration. Statistical analysis showed a significant relation to the teaching staff in terms of empowerment and effectiveness through the guidance and usage of the SBM program in the school.

There is a significant relationship between teachers' participation in SBM on teachers' empowerment and effectiveness, thus the hypotheses are both rejected. This concludes that there is enough evidence of the teacher's participation to teacher empowerment and teaching effectiveness as influenced by the SBM principles in the schools.

This study recommends maintaining the implementation of programs and activities to enhance and improve the overall performance of the schools. The principal or the school heads of the public elementary schools should implement programs with strong connections and involvement of the parents and stakeholders. This will help the school to achieve and maximize the potential of the students and the teachers. The teachers must continue their active participation in the SBM so that it becomes their best practice, and the school has maintained its quality which benefits among their students. Opportunities for professional development and training for teachers are still needed and provided by the SBM.

KEYWORDS: *School-Based Management; Teachers' Empowerment; Teaching Effectiveness*

1. INTRODUCTION

The goals of SBM are to uplift the school heads to lead their teachers and learners through new strategies that result in higher learning products; Deliver resources, including funds down to the control of the school to boost change in connection with decentralization; Harness partnership with stakeholders to invest time, money and effort in creating the school a better place to learn; and inculcate school management and instructional reformation for school effectiveness. Here it aims to determine how far the schools have elevated and handled their existing level of practice through the presentation of acceptable means of verification (MOVs) displayed through actual or evident proofs, digital or online evidence, and other means that the validation team considers appropriate.

Teacher empowerment gives the key players enough funds and liberty to give every learner the knowledge and competencies they need. The value of being empowered can be manifested by portrayed in accelerating teacher motivation, enhancing problem-solving skills, and making the learners also empowered. One creative and useful path of empowering Teachers is to motivate them to take responsibility for light and heavy ancillaries and lead as a coordinator that shows management in the activity or task at hand. This could surpass the insecurities make the heart of a leader and increase the level of potential in leadership.

Teaching is the art of imparting knowledge to all levels of the recipient who needs learning acquisition and deepening of understanding. This is the connection with learners to enable their learning and integration of knowledge, ideas, and processes. For effective teaching to be attained, every role player in the system needs to participate at one level or the other. Effectiveness refers to both the quality of teaching and the capability of teachers. It requires teachers to continually enhance practice by adopting an evaluative mindset.

Given the circumstances, it became necessary to study and this research examined the problems and challenges of School-Based Management: Its Influence on Teacher Empowerment and Teaching Effectiveness.

1.1 Statement of the Problem

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Specifically it sought to respond to the following questions in particular:

1. What is the level of teachers' participation in the principles of SBM in terms of:
   - 1.1 Leadership and Governance;
   - 1.2 Curriculum and Instruction;
   - 1.3 Accountability and Continuous Improvement; and
   - 1.4 Management of Resources?
2. What is the level of teachers' empowerment about:
   - 2.2 Autonomy;
   - 2.3 Collaboration;
   - 2.4 Decision-Making Involvement; and
   - 2.5 Mentorship?
3. What is the extent of teaching effectiveness relative to:
   - 3.1 Clear Objectives;
   - 3.2 Subject Knowledge;
   - 3.3 Engagement; and
   - 3.4. Technology Integration?
4. Does the teacher participation in the principles of SBM have a significant influence on Teachers' Empowerment?
5. Does the teachers' participation in the principle of SBM have a significant influence on the teachers' effectiveness?

2. METHODOLOGY

This study used a quantitative interpretive methodology which allowed the researcher to get the data directly from the subjects themselves by sitting with the respondents and hearing their views, voices, perceptions, and expectations in detail. Benty (2017) stated that this strategy contends that knowledge is subjective and ideographic, and the truth is context-dependent and can only be obtained after entry into participants' reality.

Additionally, Babones (2015) mentioned that it is used to shed light on the unobservable data-gathering processes that underlie observed data and the results arrived at by analyzing data from multiple perspectives and a more holistic process of discovery. The researcher recognized several nuances of attitude and behavior that could not have been noticed if other methods had been used. The methodology includes not only a theoretical framework for understanding the process of research, but also such aspects as sampling technique, data collection procedures, research instruments, and data analysis.

3. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered that showed significant influence on the teachers' participation in the principles of SBM on their empowerment and teaching effectiveness.

Teachers' Participation in the Principles of SBM

In this study the level of teachers' participation in the principle of SBM includes leadership and governance, curriculum and instruction, accountability and continuous improvement, management and resources and was statistically measured by Table 1 provides insights into the level of teachers' participation in the principles of School-Based Management (SBM) in terms of leadership and governance.

Teachers strongly agree that they engage in continuous development to enhance their teaching skills, emphasizing a commitment to self-improvement and effectiveness in SBM (M= 4.39, SD= 0,64). Likewise, teachers agree that they take an active role in the school-level decision-making process, highlighting their involvement in governance (M= 3.93, SD= 0.62)

The overall mean of 4.18 with a standard deviation of 0.63 shows a high level of teachers' participation in SBM principles related to leadership and governance.

This means that the teachers in this context are actively participating in the principles of SBM, demonstrating a collaborative approach, seeking support, managing workload, and emphasizing professional development that contributes to a positive school environment and has the potential to enhance the empowerment and effectiveness of teachers within the SBM framework.

mean and standard deviation.

Table 1 . Level of Teacher Participation on the Principles of SBM in Terms of Leadership and Governance

Indicators	Mean	SD	Remarks
Engage as a team member rather than solely assuming a leadership role	4.24	0.60	Strongly Agree
Have the chance to seek advice and support from other stakeholders	4.19	0.60	Agree
Take an active role in the school-level decision-making process	3.93	0.62	Agree
Seek help to minimize the workload	4.04	0.71	Agree
Engage in continuous professionalism. development to enhance the teaching skills	4.39	0.64	Strongly Agree
Utilize expertise to improve the overall effectiveness of SBM	4.29	0.51	Strongly Agree

Overall Mean = 4.18
Standard Deviation = 0.63
Verbal Interpretation = High

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Level of Teacher Participation on the Principles of SBM in Terms of Curriculum and Instruction

Table 2 provides shows the level of teachers' participation in the principles of School-Based Management (SBM) in terms of curriculum and instruction.

Teachers strongly agree that they adjust in continuous elevation to enhance their instructional strategies, concerning a commitment to interventions and practices in SBM (M= 4.49, SD= 0,58). Likewise, teachers strongly agree that they do collaborate with colleagues to create engaging and relevant learning experiences, highlighting their involvement in instruction (M= 4.47, SD= 0.50)

Table 2. Level of Teacher Participation on the Principles of SBM in Terms of Curriculum and Instruction

Indicators	Mean	SD	Remarks
Actively participate in designing and implementing the school curriculum	4.23	0.64	Strongly Agree
Collaborate with colleagues to create engaging and relevant learning experiences.	4.47	0.50	Strongly Agree
Ensure that teaching practices are in line with educational objectives	4.49	0.53	Strongly Agree
Assess student learning outcomes and identify areas for improvement	4.43	0.58	Strongly Agree
Adjust instructional strategies accordingly	4.49	0.50	Strongly Agree
Do necessary interventions to help students reach their potential	4.49	0.58	Strongly Agree

Overall Mean = 4.43
Standard Deviation = 0.56
Verbal Interpretation = Very High

The overall mean of 4.43 with a standard deviation of 0.56 shows a high level of teachers' participation in SBM principles related to curriculum and instruction. This shows that the teachers in these terms are engaging in the principles of SBM, showing participative designing, collaborating with workmates, pairing with the actual educational objectives assessing workloads, adjusting instructions, and helping in interventions that have the positive absorption of the actual educational designs in the curriculum along with the SBM. The results appeared to have strong best practices (for teaching and learning).

Table 3. Level of Teacher Participation on The Principles of SBM in Terms of Accountability and Continuous Improvement

Indicators	Mean	SD	Remarks
Communicate school initiatives, progress, and challenges to stakeholders	4.36	0.51	Strongly Agree
Participate in school-level decisions related to policies, programs, and resources	4.27	0.54	Strongly Agree
Poster positive relationships with parents and community members	4.53	0.50	Strongly Agree
Advocate for equality, learners' well-being, and inclusive practices	4.53	0.50	Strongly Agree
Engage stakeholders contributing to a vibrant learning ecosystem.	4.43	0.53	Strongly Agree
Champion student-centered policies and address challenges within SBM frameworks	4.36	0.54	Strongly Agree

Overall Mean = 4.41
Standard Deviation = 0.53
Verbal Interpretation = Very High

Table 3 indicates into the level of teachers' participation in the principles of School-Based Management (SBM) in terms of accountability and continuous improvement.

Teachers strongly agree that they adjust in continuous elevation to create positive relationships with community members, showing a commitment to vibrant learning and communication initiatives in SBM (M= 4.53, SD= 0.50). Likewise, teachers strongly agree that they do student-centeredness and school-level decision-making (M= 4.36, SD= 0.54).

The overall mean of 4.41 with a standard deviation of 0.53 shows a high level of teachers' participation in SBM principles related to accountability and continuous Improvement. This shows that the teachers in these situations are participative in the principles of SBM, showing communication with stakeholders, school-level decisions, positive relationships, advocating equality, vibrant learning, and student-centered

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policies which have the great utilization of the accountability in the school for the SBM.

Level of Teacher Participation on The Principles of SBM in Terms of Management of Resources

Table 4 indicates into the level of teachers' participation in the principles of Management and Resources (SBM) in terms of management of resources.

Teachers strongly agree that they engage in continuous development to create their good concerns in the utilization of technology, positive work environment, and communication of head and stakeholders in SBM (M= 4.43, SD= 0.50). Likewise, teachers agree that they pose participative action in fund allocation (M= 4.41, SD= 0.52).

Table 4. Level of Teacher Participation on The Principles of SBM in Terms of Management of Resources

Indicators	Mean	SD	Remarks
Collaborate with administrators and other stakeholders to allocate resources effectively	4.33	0.50	Strongly Agree
Involve myself in discussions on how to best allocate funds for instructional materials, teacher training, and student support	4.00	0.59	Agree
Engage in creating a positive work environment and supporting colleagues	4.43	0.50	Strongly Agree
Contribute to decisions on professional development and staff evaluation	4.24	0.55	Strongly Agree
Utilize technology for administrative tasks, data management, and communication	4.41	0.52	Strongly Agree
Can effectively communicate to ensure that everyone is aligned with the resource management	4.39	0.52	Strongly Agree

Overall Mean = 4.30
Standard Deviation = 0.55
Verbal Interpretation = Very High

The overall mean of 4.30 with a standard deviation of 0.55 shows a high level of teachers' participation in SBM principles related to accountability and continuous Improvement. This shows that the teachers in these situations collaborate in the principles of SBM, talking to the administration with stakeholders, allocating funds, positive work, professional development, utilization of technology, and resource management in the school for the SBM.

Teachers' Empowerment

In this study level of teachers' empowerment comprises autonomy, collaboration, decision-making involvement, and mentorship and was statistically measured using mean and standard deviation.

Table 5. Level of Teachers' Empowerment with Regards to Autonomy

Indicators	Mean	SD	Remarks
Fully controls the program program	3.89	0.88	Agree
Implemented freely the program itself	4.00	0.82	Agree
Lone jurisdiction on the roles	3.87	0.83	Agree
Has sway capacity in training and planning	3.99	0.75	Agree
Domination in transferred/shared decision-making	3.83	0.87	Agree

Overall Mean = 3.91
Standard Deviation = 0.83
Verbal Interpretation = High

Table 5 presents the level of teachers' empowerment in terms of autonomy.

The teacher agrees that they can freely implement the program, indicating a sense of autonomy and flexibility in carrying out their responsibilities with the (M= 4.00, SD=0.82). Additionally, teachers agree that they dominate transferred/shared decision-making, showing that they have a significant say in decisions related to individual work (M= 3.83, SD=0.87).

The overall mean of 3.91, with a standard deviation of 0.83, indicates a high level of empowerment among teachers in terms of autonomy. This implies a positive perception of teachers having a substantial level of control, influence, and decision-making authority within the context of their roles.

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Table 6. Level of Teachers' Empowerment with Regards to Collaboration

Indicators	Mean	SD	Remarks
Cooperate to provide the best service	4.40	0.57	Strongly Agree
Collaborate with joint management	4.40	0.49	Strongly Agree
Participate in the critical points in the system	4.36	0.51	Strongly Agree
Band together with the school head in the process	4.41	0.52	Strongly Agree
Unite with the department head/personnel to achieve the goals	4.46	0.50	Strongly Agree

Overall Mean = 4.41
Standard Deviation = 0.52
Verbal Interpretation = Very High

Table 6 presents the level of teachers' empowerment in terms of collaboration.

Teacher strongly agrees that they can convey the tasks, showing a sense of process together and cooperation in carrying out their responsibilities with the (M= 4.46, SD=0.50). Also, teachers strongly agree that they have a big part in transferred/shared decision-making, showing that they can work together related to group work (M= 4.40, SD=0.49).

The overall mean of 4.41, with a standard deviation of 0.52, indicates a high level of empowerment among teachers in terms of collaboration. This creates a massive ability for teachers to exercise the art of cooperation, participation, bonding, and unity along with the terms of their roles.

Table 7. Level of Teachers' Empowerment with Regards to Decision-Making Involvement

Indicators	Mean	SD	Remarks
Directly conducts an assessment of the program	4.24	0.49	Strongly Agree
Provide technical assistance	4.24	0.58	Strongly Agree
There is a linear relationship in the organization	4.24	0.52	Strongly Agree
Managerial decisions organized by the policies	4.26	0.47	Strongly Agree
Efficient and effective resolve	4.36	0.48	Strongly Agree

Overall Mean = 4.27
Standard Deviation = 0.51
Verbal Interpretation = Very High

Table 7 presents the level of teachers' empowerment in terms of decision-making involvement.

Teacher strongly agrees that they are delivering the work, showing a sense of process assistance and assessment in bringing out their responsibilities with the SBM(M= 4.36, SD=0.48). In addition, teachers strongly agree that they have a big part in delivering cooperation, assistance, unity, and togetherness in their tasks (M= 4.24, SD=0.49).

The overall mean of 4.27, with a standard deviation of 0.51, indicates a high level of empowerment among teachers in terms of decision-making. This delivers an intention of having efficiency, effectiveness, assessment, and interrelationship among the group

Table 8. Level of Teachers' Empowerment with Regards to Mentorship

Indicators	Mean	SD	Remarks
Can be guided by the previous coordinator in the utilization of the project	4.24	0.58	Strongly Agree
Can provide coaching in the process	4.19	0.52	Agree
Can give proper counseling to the representative	4.19	0.55	Agree
Can be educated in the practices of the SBM tasks	4.20	0.53	Agree
Can receive instruction in SBM practices and engage in collaborative brainstorming	4.23	0.52	Strongly Agree

Overall Mean = 4.21
Standard Deviation = 0.53
Verbal Interpretation = Very High

Table 8 shows the level of teachers' empowerment in terms of mentorship.

Teacher strongly agrees that they are showing the work, acquiring a sense of process in a guided and instructed approach in bringing out their responsibilities with the SBM(M= 4.24, SD=0.58). In addition, teachers agree that they have a big part in coaching, practicing, and counseling in their work(M= 4.20, SD=0.53).

The overall mean of 4.21, with a standard deviation of 0.53, indicates a high level of empowerment among teachers in terms of mentorship. This gives the idea of being educated, assisted, guided, and trained. However, several studies have been critical of the value of mentorship.

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In this study extent of teaching effectiveness included clear objectives, subject knowledge, engagement, and technology integration and was statistically measured by mean and standard deviation.

Table 9. The extent of Teaching Effectiveness Relative to Clear Objectives

Indicators	Mean	SD	Remarks
Make the roles achievable	4.36	0.57	Strongly Agree
Generate comprehensible goals in the process	4.34	0.51	Strongly Agree
Give direct ideas fortified in the program	4.31	0.53	Strongly Agree
Produce favorable desired results	4.31	0.53	Strongly Agree
Form clear and elaborate intentions	4.44	0.53	Strongly Agree

Overall Mean = 4.35
Standard Deviation = 0.53
Verbal Interpretation = Very High

Table 9 presents the extent of teachers' teaching effectiveness relative to clear objectives.

Teachers strongly agree that they form clear and elaborate intentions. This emphasizes that they have a clear understanding of their teaching intentions and can communicate them effectively to their students. (M=4.44, SD= 0.53). Additionally, teachers provide direct ideas fortified in the program. This implies that they offer explicit and well-supported concepts to their students, enhancing the clarity and effectiveness of their teaching (M= 4.31, SD= 0.53).

The overall mean of 4.35 and standard deviation of 0.53 indicate a very great extent of teacher effectiveness in creating clear objectives. This reflects a strong harmony among teachers that they are successful in setting achievable goals, providing clear instructions, producing desired outcomes, and forming clear intentions in their teaching practices.

Table 10. The extent of Teaching Effectiveness Relative to Subject Knowledge

Indicators	Mean	SD	Remarks
Conduct smooth and accurate lineage of instruction	4.21	0.48	Strongly Agree
Elevates learners' achievements	4.30	0.57	Strongly Agree
Do not limit the flow of the programs	4.20	0.44	Agree
Provide parallel practice of activities	4.23	0.57	Strongly Agree
Consistently participate in and assist with events	4.27	0.48	Strongly Agree

Overall Mean = 4.24
Standard Deviation = 0.51
Verbal Interpretation = Very High

Table 10 presents the extent of teachers' teaching effectiveness relative to subject knowledge.

Teachers strongly agree that they form elevation and consistent achievements. This emphasizes that they have a clear knowledge of their work capacity and can communicate them effectively to their learners. (M=4.30, SD= 0.57). Additionally, teachers provide direct ideas fortified in the program. This shows that they offer clear and well-supported concepts to their learners, enhancing the smoothness and clarity of their understanding (M= 4.20, SD= 0.44).

The overall mean of 4.24 and standard deviation of 0.51 indicate a very great extent of teacher effectiveness in creating clear objectives. This reflects a strong harmony among teachers that they are successful in setting reachable conduct, and parallel intentions and assisted in their teaching practices.

Table 11. Extent of Teaching Effectiveness Relative to Engagement

Indicators	Mean	SD	Remarks
Create an engaged and participative atmosphere	4.36	0.51	Strongly Agree
Can be empowered projects in and out	4.39	0.52	Strongly Agree
Make evaluations based on superior priorities	4.27	0.56	Strongly Agree
Can encourage feedback on performance	4.36	0.54	Strongly Agree
Can elevate feedback acceptance	4.34	0.51	Strongly Agree

Overall Mean = 4.34
Standard Deviation = 0.53
Verbal Interpretation = Very High

Table 11 presents the extent of teachers' teaching effectiveness relative to engagement.

Teachers strongly agree that they empowered and encouraged performance. This centralized that they have a clear ability and can communicate them correctly to their stakeholders. (M=4.39, SD= 0.52). Additionally, teachers provide direct ideas fortified in the program. This shows that they offer a clear and good reception of feedback to the stakeholders, enhancing

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the elevation and empowerment of their concerns (M= 4.36, SD= 0.51).

The overall mean of 4.34 and standard deviation of 0.53 indicate a very great extent of teacher effectiveness in creating good engagement.

Table 12. The extent of Teaching Effectiveness Relative to Technology Integration

Indicators	Mean	SD	Remarks
Capable of flexible usage of ICT	4.30	0.55	Strongly Agree
Diverse utilization of modern technology	4.36	0.54	Strongly Agree
Innovation of resources and tools	4.26	0.53	Strongly Agree
Adopted frequent use of unconventional items	4.14	0.39	Agree
Accessed special learning through new systems	4.21	0.45	Strongly Agree

Overall Mean = 4.25
Standard Deviation = 0.50
Verbal Interpretation = Very High

Table 12 presents the extent of teachers' teaching effectiveness relative to technology integration.
Teachers strongly agree that they utilize flexible performance. This centralized that they have a clear ability and can impart them greatly to their learners. (M=4.36, SD= 0.54). Additionally, teachers provide direct ideas fortified in the program. This shows that they have good adaptation, innovation, and assessment of new systems elevation and empowerment of their concerns (M= 4.14, SD= 0.39).

The overall mean of 4.25 and standard deviation of 0.50 indicate a very great extent of teacher effectiveness in developing the right technology integration.

Significant influence of teacher participation in the principles of SBM to the Teachers' Empowerment

Table 13 presents the results of a statistical analysis examining the significant influence of teacher participation in the principles of School-Based Management (SBM) on Teachers' Empowerment the table includes different principles of SBM and their corresponding influence on Teachers' Empowerment in terms of autonomy, collaboration, decision making involvement and mentorship.

The results show that several principles of SBM have a significant influence on Teachers' Empowerment. Specifically, the Management of Resources principle shows a significant positive influence on Teachers' Empowerment in terms of autonomy as indicated by the beta coefficient of

Table 13. Significant influence of teacher participation in the principles of SBM to the Teachers' Empowerment

Principles of SBM	Teachers' Empowerment	Beta	*SE*	*LL*	*UL*	β	*p*
Leadership and Governance	Autonomy	0.425	0.272	-0.118	0.968	0.217	0.123
Curriculum and Instruction		-0.458	0.245	-0.947	0.030	-0.255	0.065
Accountability and Continuous Improvement		-0.161	0.289	-0.738	0.415	-0.093	0.579
Management of Resources		0.809	0.286	0.238	1.379	0.469	0.006*
Leadership and Governance	Collaboration	0.095	0.124	-0.154	0.343	0.079	0.449
Curriculum and Instruction		0.272	0.112	0.049	0.495	0.245	0.018*
Accountability and Continuous Improvement		0.275	0.132	0.012	0.539	0.256	0.041*
Management of Resources		0.342	0.131	0.081	0.603	0.321	0.011*

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Leadership and Governance	Decision Making Involvement	0.385	0.130	0.125	0.644	2.961	0.004*
Curriculum and Instruction		0.158	0.117	-0.076	0.391	1.349	0.182
Accountability and Continuous Improvement		0.078	0.138	-0.197	0.354	0.568	0.572
Management of Resources		0.303	0.136	0.031	0.576	2.222	0.030*
Leadership and Governance	Mentorship	0.170	0.150	-0.128	0.469	0.130	0.259
Curriculum and Instruction		0.423	0.135	0.154	0.691	0.349	0.003*
Accountability and Continuous Improvement		0.198	0.159	0.219	0.215	0.369	0.017*
Management of Resources		0.220	0.157	-0.093	0.534	0.190	0.166

Note: * p < .05.

0.809 and a low p-value of 0. 006. This highlights the importance of providing teachers with the necessary resources and support to enhance their autonomy and empower them in their teaching practices.

Similarly, the principles of curriculum and Instruction, accountability and continuous improvement, leadership, and governance, also show some significant positive influences on Teachers' Empowerment in terms of collaboration as indicated by. p- values of 0.018,0.41,0.011which is p<.05. This implies that focusing on curriculum and instruction, accountability and continuous improvement contributes positive effect ultimately leading to a more empowered teaching workforce.

Furthermore, the principle of leadership and governance and management of resources also show significant influence on teacher empowerment in terms of decision-making involvement as indicated by p-values of 0.004, 0.003 all less than 0.05 level of significance. This means that when there is strong leadership and governance in educational institutions, along with effective management of resources, teachers are more involved in the decision-making processes. Their input and perspectives are valued and considered, which contributes to their sense of empowerment.

Lastly, the principles of curriculum and instruction, accountability, and continuous improvement also show some significant positive influences on teachers' empowerment in terms of mentorship where p is also less than 0.05 level of significance implies that investing in mentorship programs and creating a supportive environment that encourages ongoing professional growth can contribute to enhancing teachers' empowerment.

Overall, this implies that teacher participation in certain principles of SBM can have a significant influence on teachers' empowerment.

Significant influence of teacher participation in the principles of SBM to the Teachers' Effectiveness

Table 14 presents the results of a statistical analysis examining the significant influence of teacher participation in the principles of School-Based Management (SBM) on Teachers' Effectiveness the table includes different principles of SBM and their corresponding influence on Teachers' Effectiveness in terms of clear objectives, subject knowledge, engagement, and technology integration.

The results show that several principles of SBM have a significant influence on Teachers' Effectiveness. Specifically, the Management of Resources principle shows a significant positive influence on Teachers' Effectiveness in terms of technology integration as indicated by the beta coefficient of 0.475 and a low p-value of 0. 001.

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Table 14. Significant influence of teacher participation in the principles of SBM to the Teachers' Effectiveness

Principles of SBM	Teaching Effectiveness	Beta	*SE*	*LL*	*UL*	β	*p*
Leadership and Governance	Clear Objectives	-0.002	0.161	-0.323	0.319	-0.002	0.990
Curriculum and Instruction		0.402	0.145	0.113	0.691	0.349	0.007*
Accountability and Continuous Improvement		0.080	0.171	-0.261	0.421	0.072	0.640
Management of Resources		0.275	0.169	-0.063	0.612	0.249	0.109
Leadership and Governance	Subject Knowledge	0.220	0.143	-0.065	0.506	0.190	0.128
Curriculum and Instruction		0.454	0.128	0.198	0.711	0.426	0.001*
Accountability and Continuous Improvement		0.139	0.152	-0.164	0.442	0.134	0.364
Management of Resources		-0.017	0.150	-0.317	0.282	-0.017	0.908
Leadership and Governance	Engagement	0.217	0.164	-0.111	0.545	0.172	0.191
Curriculum and Instruction		0.342	0.148	0.047	0.636	0.294	0.024*
Accountability and Continuous Improvement		0.001	0.174	-0.347	0.349	0.001	0.996
Management of Resources		0.238	0.172	-0.107	0.582	0.213	0.173
Leadership and Governance	Technology Integration	-0.030	0.135	-0.299	0.239	-0.223	0.824
Curriculum and Instruction		0.352	0.121	0.110	0.594	2.908	0.005*
Accountability and Continuous Improvement		-0.038	0.143	-0.323	0.247	-0.265	0.792
Management of Resources		0.475	0.141	0.192	0.757	3.357	0.001*

Note: * p < .05.

This highlights the importance of providing teachers with the necessary resources and support to enhance their technology integration and empower them in their teaching skills.

Similarly, the principles of curriculum and Instruction, accountability and continuous improvement, leadership, and governance, also show some significant positive influences on Teachers' Effectiveness in terms of subject knowledge as indicated by. p- values of 0.018,0.41,0.011which is p<.05. This implies that focusing on curriculum and instruction, accountability and continuous improvement contributes positive effect ultimately leading to a more effective teaching group.

Furthermore, the principle of leadership and governance and management of resources also show significant influence on teacher effectiveness in terms of clear objectives involvement as indicated by a p-value of 0.004, 0.003 all less than 0.05 level of significance. This means that when there is strong leadership and governance in educational institutions, along with effective management of resources, teachers are more involved in the decision-making processes. Their input and perspectives are valued and considered, which contributes to their sense of effectiveness.

Lastly, the principles of curriculum and instruction, accountability, and continuous improvement also show some significant positive influences on teachers' effectiveness in terms of mentorship where p is also less than 0.05 level of significance implies that investing in mentorship programs and creating a supportive environment that encourages ongoing professional growth can contribute to enhancing teachers' effectiveness.

Overall, this implies that teacher participation in certain principles of SBM can have a significant influence on teachers' effectiveness.

4. CONCLUSION AND RECOMMENDATIONS

This research study presents findings that have major and broader implications for public elementary schools in general.

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There is an influence of school-based management on the teachers' empowerment as well as in teaching effectiveness, thus the hypothesis is rejected.

Therefore, it was concluded that there is enough evidence of the teacher's participation, empowerment, and teaching effectiveness as influenced by the SBM principles in the schools.

Based on the findings and conclusions, this research study recommends the following:

1. The school shall maintain the implementation of programs and activities to enhance and improve the overall performance.
2. The principal or the school heads of the public elementary schools may implement programs with strong connections and involvement of the parents and stakeholders. This will help the school to achieve and maximize the potential of the students and the teachers.
3. The teachers may continue their active participation in the SBM so that it becomes their best practice, and the school has maintained its quality which benefits their students.

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