

Teachers' Participation in School Improvement Towards School-Based Management (SBM) Engagement Model

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Abstract

The mandated thrust of schools nowadays is school improvement within the framework of school-based management, encompassing domains on leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. This study aimed to assess teachers' participation in school improvement towards the School-Based Management (SBM) engagement model. The questions answered consisted of the extent is the school improvement in the School-Based Management in the public elementary schools in Davao Oriental Division implemented in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources, the teachers' participation moderated school improvement through School-Based Management as to: school committee involvement, participative decision-making, operational aspects of SBM; and school heads' leadership and governance. Moreover, this study was quantitative with 50 elementary school heads and 150 teachers who participated as respondents. The locale of the study is the public elementary schools in the Davao Oriental division. The output of the study is a School-Based Management (SBM) Engagement Model dubbed as I-CAN School-Based Management (SBM) Engagement Model. It aims to empower teachers to be involved and participate in school management. The findings consisted of the school improvement in School-Based Management (SBM) in terms of leadership and governance, curriculum and instruction, accountability and school improvement, and management of resources to a moderate extent, teachers' participation moderates school improvement through School-Based Management (SBM) in terms of school committee involvement, participative decision making, operational aspects of School-Based Management (SBM) and school heads' leadership and governance to a moderate extent, there is a significant difference on the teachers' participation moderating the school improvement through School-Based Management (SBM), and the ICAN- School-Based Management (SBM) Engagement Model aims to raise the bar of the teachers' participation in school improvement through SBM. Recommendations consisted of the teachers participating more arduously in terms of school committee involvement, participative decision-making, operational aspects of School-Based Management (SBM), and school heads' leadership and governance, and for future researchers may validate the proposed I-CAN School-Based Management (SBM) Engagement Model to truly involve themselves in the school management.

Keywords: School-Based Management (SBM), school improvement, teachers' participation, I-CAN engagement model