

Teacher Empowerment in Relation To School-Based Management Participation of The Teachers in Sta. Cruz North District, Davao Del Sur

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Abstract: Fundamentally, teacher empowerment is a measure expected to improve the school-based management participation of teachers. In this study, the researcher selected the 197 elementary school teachers in Sta. Cruz North District, Davao del Sur as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that teacher empowerment and school-based management participation of teachers in Sta. Cruz North District, Davao del Sur were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between teacher empowerment and school-based management participation of teachers in Sta. Cruz North District in Davao del Sur. Evidently, regression analysis proved that teacher empowerment in terms of meaning and impact were significant predictors of school-based management participation of teachers in Sta. Cruz North District, Davao del Sur. In other words, teacher empowerment has influence on the process in school-based management participation of teachers in Sta. Cruz North District, Davao del Sur. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

Keywords: Educational Management; Teacher Empowerment; School-Based Management Participation of Teachers; Davao Del Sur; Philippines.

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I. INTRODUCTION

➤ The Problem and its Scope

A quality education system is one that achieves its intended goals, responds to the needs of learners and communities, and develops students' knowledge and 21st-century skills. However, the effectiveness of schools may be affected by poor teaching and learning experiences, inadequate teacher competence, weak school management, and ineffective leadership and governance. These concerns highlight the importance of properly implementing School-Based Management (SBM), particularly in strengthening school practices and improving educational outcomes.

Cabardo (2016) emphasized that SBM and stakeholder participation have contributed to the achievement of school goals in various countries, including the Philippines, Australia, the United States, Indonesia, New Zealand, England, and Thailand. Despite its implementation and monitoring by the Department of Education, several school-related concerns remain, including limited access to education, grade repetition, and low student achievement (Kadtong, 2015). Cabardo (2016) further noted that some

schools continue to experience declining outcomes despite efforts to establish partnerships with different stakeholders.

Stakeholder participation in SBM may also be hindered by limited understanding of their roles and responsibilities. Pepito and Acibar (2019) reported that some stakeholders rarely engage with schools because they do not fully understand how they can contribute as education partners. Similarly, Vicera and Bontor (2013) observed that some school administrators are hesitant to involve teachers and stakeholders because of concerns that shared participation may interfere with their authority and decision-making. These situations may create misunderstandings and organizational conflicts that affect the effective implementation of SBM.

Despite these challenges, research indicates that meaningful stakeholder participation can strengthen school processes and improve student outcomes (Lindberg & Vanyushyn, 2013). Khattri, Ling, and Jha (2012) identified teacher participation in SBM as an effective approach to improving educational quality and student achievement, while Moradi, Bin Hussin, and Barzegar (2012) noted that

participation can enhance teachers' morale by making them feel trusted and empowered. Empowerment enables teachers to develop skills, exercise greater control, and participate in decisions affecting their work (Jacobs, 2014; Hobbs & Moreland, 2009). Moran (2015) further explained that empowered teachers who are involved in decision-making are more likely to demonstrate professional growth and develop a stronger sense of ownership of their classrooms and schools.

Human resource management practices may also influence teachers' participation in SBM. Almutairi (2020) found a significant relationship between workforce management and faculty engagement, emphasizing the influence of supportive leadership, creativity, innovation, and positive work attitudes. Likewise, Ambali et al. (2011) found that employee involvement in organizational activities is associated with ethical behavior and greater participation in decision-making. However, much of the existing research was conducted in foreign settings and before the COVID-19 pandemic. Hence, a research gap remains in the Philippine context, particularly in Sta. Cruz North District, Davao del Sur. To address this gap, the present study employs a quantitative descriptive-correlational design and multiple regression analysis to examine teachers' participation in SBM as influenced by teacher empowerment.

➤ Theoretical/Conceptual Framework

The study was anchored on Tuckman's (1968) Model of Work Participation, which explains how teams develop through stages toward greater cohesion, effective relationships, and task-focused performance. Crawford (2010) further linked employee empowerment with professional relationships and service quality, emphasizing that empowerment encourages employees to take responsibility and become more engaged in their work.

O'Donnell (2018) noted that teacher empowerment strengthens professional relationships and confidence in performing teaching responsibilities. Similarly, Hosford and O'Sullivan (2016) emphasized that positive teaching experiences encourage teachers to seek assistance and support from administrators and colleagues.

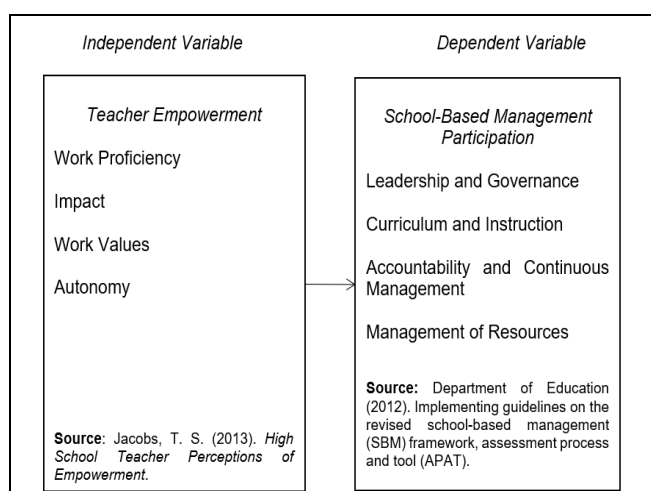


Fig 1 The Conceptual Framework of The Study

As shown in Figure 1, the study consists of two variables: teacher empowerment as the independent variable and school-based management participation as the dependent variable. Teacher empowerment, based on Jacobs (2014), is measured through meaning, competence, self-determination, and impact, which reflect teachers' sense of purpose, capability, autonomy, and influence in the workplace.

School-based management participation refers to the delegation of authority to individual schools. Following DepEd (2012), it is measured through leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. These dimensions reflect teachers' participation in school leadership, instructional implementation, improvement processes, and resource management.

➤ Statement of the Problem

The primary objective of the study was to determine which domain of teacher empowerment significantly influence the school-based management participation of the teachers in Sta. Cruz North District, Davao del Sur. Specifically, the study intended to attain following objectives:

- What is the extent of teacher empowerment of the teachers in Sta. Cruz North District, Davao del Sur in terms of:
 - ✓ Competence;
 - ✓ Impact;
 - ✓ Meaning; and
 - ✓ Self-Determination?
- What is the extent of school-based management participation of the teachers in Sta. Cruz North District, Davao del Sur in terms of:
 - ✓ Leadership and governance;
 - ✓ Curriculum and instruction;
 - ✓ Accountability and continuous improvement; and
 - ✓ Resources management?
- Is there significant relationship between teacher empowerment and school-based management participation of the teachers in Sta. Cruz North District, Davao del Sur?
- Which domains of teacher empowerment significantly influence the school-based management participation of the teachers in Sta. Cruz North District, Davao del Sur?

➤ Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- H₀₁: There is no significant relationship between teacher empowerment and school-based management participation of the teachers in Sta. Cruz North District, Davao del Sur.

- H_{02} : None of the domains of teacher empowerment significantly influence the school-based management participation of the teachers in Sta. Cruz North District, Davao del Sur.

II. METHOD

➤ Research Design

The study employed a quantitative, non-experimental descriptive-correlational research design to gather and analyze numerical data related to the study variables. Quantitative research focuses on numerical data, objective analysis, and systematic reasoning (Babbie et al., 2010). The correlational design examines the relationships between variables and allows researchers to determine how variables are associated (Myers & Well, 2013). Specifically, the study examined the relationship between teacher empowerment and school-based management participation among teachers in Sta. Cruz District, Davao del Sur, and determined which dimensions of teacher empowerment significantly influence their participation in school-based management.

➤ Research Respondents

The respondents were 197 permanent-regular elementary school teachers from five schools in Sta. Cruz District, Davao del Sur, selected through stratified random sampling. This technique involves dividing the population into smaller subgroups or strata (Salkind, 2020), with the five schools serving as the basis for stratification. Only teachers who met the inclusion criteria and voluntarily signed the Informed Consent Form (ICF) participated in the study. The study was limited to the variables stated in the research questions and did not consider the teachers' gender or socioeconomic status.

➤ Research Instrument

The study utilized adapted and modified survey questionnaires suited to the current investigation. The questionnaire consisted of two parts. The first part measured teacher empowerment, which was adapted from Jacobs (2014) and covered competence, impact, meaning, and self-determination. The instrument obtained a Cronbach coefficient value of 0.982, interpreted as excellent, indicating high reliability and consistency among the items. It was also subjected to content validation by a panel of experts to establish its validity and reliability. The researcher modified the questionnaire by grouping all items according to their respective dimensions and domains.

For answering the questionnaire, the respondents used a 5-point Likert scale consisting of 5–Very Extensive, 4–Extensive, 3–Moderately Extensive, 2–Less Extensive, and 1–Never Extensive. As a guide in determining the extent of teacher empowerment, the researcher used the following range of means, descriptive levels, and interpretations: 4.20–5.00 – Very Extensive, wherein teacher empowerment is always observed; 3.40–4.19 – Extensive, wherein teacher empowerment is oftentimes observed; 2.60–3.39 – Moderately Extensive, wherein teacher empowerment is sometimes observed; 1.80–2.59 – Less Extensive, wherein teacher empowerment is seldom observed; and 1.00–1.79 –

Not Extensive, wherein teacher empowerment is never observed.

The second part focused on School-Based Management Participation, which was adapted from the DepEd Revised School-Based Management Assessment Tool. The questionnaire consisted of items covering leadership and governance, curriculum and instruction, accountability and continuous improvement, and management and resources. The reliability of the new scale obtained a Cronbach's alpha value of 0.930, interpreted as excellent, indicating high reliability and consistency among the items. The questionnaire was also subjected to content validation by a panel of experts to establish its validity.

As a guide in determining the extent of School-Based Management Participation, the researcher used the following range of means, descriptive levels, and interpretations: 4.20–5.00 – Very Extensive, wherein school-based management participation is always manifested; 3.40–4.19 – Extensive, wherein school-based management participation is oftentimes manifested; 2.60–3.39 – Moderately Extensive, wherein school-based management participation is sometimes manifested; 1.80–2.59 – Less Extensive, wherein school-based management participation is seldom manifested; and 1.00–1.79 – Not Extensive, wherein school-based management participation is never manifested.

➤ Data Analysis

The study utilized three statistical tools to process and analyze the gathered data. Mean was used to determine the extent of teacher empowerment and school-based management participation, addressing Objectives 1 and 2. Pearson Product-Moment Correlation was employed to assess the significant relationship between teacher empowerment as the independent variable and school-based management participation as the dependent variable, addressing Objective 3. Multiple Regression Analysis was used to determine which domains of teacher empowerment significantly influence teachers' school-based management participation in Sta. Cruz North District, Davao del Sur, addressing Objective 4.

III. RESULTS AND DISCUSSIONS

➤ Teacher Empowerment in Sta. Cruz North District, Davao del Sur

• Meaning

Specifically, the domain of meaning obtained a category mean of 3.82, described as extensive, indicating that teacher empowerment in terms of meaning is oftentimes observed among teachers in Sta. Cruz North District, Davao del Sur. The item means ranged from 3.38 to 4.10. Finding my tasks in school personally meaningful obtained the lowest mean of 3.38, described as moderately extensive and interpreted as sometimes observed, while Believing that the work I do at school is important to me obtained the highest mean of 4.10, described as extensive and interpreted as oftentimes observed. The overall finding suggests that teachers generally perceive their work as valuable and

meaningful in their professional and personal lives. This supports Feinauer (2017), who noted that increased teacher autonomy and administrative support contribute to greater

empowerment and professionalism, which are closely associated with having a sense of purpose and meaning in one's work.

Table 1 Extent of Teacher Empowerment in Terms of Meaning

Statement	Mean	Descriptive Rating
1. Perceiving that my task as an elementary public school teacher is meaningful to me.	3.99	Extensive
2. Believing that the work I do at school is important to me.	4.10	Extensive
3. Finding my tasks in school personally meaningful.	3.38	Moderately Extensive
Mean	3.82	Extensive

• Competence

The result in Table 2 shows that teacher empowerment in terms of competence was assessed as extensive, with a category mean of 3.53, interpreted as oftentimes observed among teachers in Sta. Cruz North District, Davao del Sur. The item means ranged from 3.38 to 3.78. "Having mastered the skills necessary for my teaching job at the school" obtained the lowest mean of 3.38, described as moderately extensive and interpreted as sometimes observed, while "Being confident about my ability to do my job at school" obtained the highest mean of 3.77, described as extensive and interpreted as oftentimes observed.

The finding indicates that teachers generally perceive themselves as capable of performing their teaching responsibilities effectively. This supports Jackson and Marriott (2012), who found that providing teachers with opportunities to participate in new initiatives and responsibilities can strengthen their autonomy. Teacher empowerment also encourages individuals to develop greater awareness of themselves and others, enabling them to interact effectively and exercise greater responsibility in their work.

Table 2 Extent of Teacher Empowerment in Terms of Competence

Statement	Mean	Descriptive Rating
1. Being confident about my ability to do my job at school.	3.78	Extensive
2. Being self-assured about my capabilities to perform my work activities at school.	3.42	Extensive
3. Having mastered the skills necessary for my teaching job at the school.	3.38	Moderately Extensive
Mean	3.53	Extensive

• Self-Determination

In terms of self-determination, Table 3 shows an extensive category mean rating of 3.56 which means that this domain of empowerment is oftentimes observed by the teachers in Sta. Cruz North District in Davao del Sur. The mean rating of the different items ranges from 3.24 to 3.82. The item, "Having considerable opportunity for independence and freedom in how I do my teaching job at the school" reflects a mean rating of 3.24, described as moderately extensive, interpreted as item sometimes

observed. Meanwhile, the item, "Having significant autonomy in how I do my tasks at the school" shows a rating of 3.82, described as extensive, interpreted as item oftentimes observed among teachers. This suggests that teacher's perception of choice in initiating and sustaining their action with tasks is oftentimes observed among the respondents. This finding supports the idea of Van den Broeck et al. (2010) that determination pave way for an individual determine his capability to execute courses of action required to deal with prospective situations.

Table 3 Extent of Teacher Empowerment in Terms of Self-Determination

Statement	Mean	Descriptive Rating
1. Having significant autonomy in how I do my tasks at the school.	3.82	Extensive
2. Deciding on my own how to go about doing my work at the school.	3.38	Extensive
3. Having considerable opportunity for independence and freedom in how I do my teaching job at the school.	3.24	Moderately Extensive
Mean	3.48	Extensive

- *Impact*

In terms of impact, Table 4 shows a category mean of 3.38, described as moderately extensive and interpreted as sometimes observed among teachers in Sta. Cruz North District, Davao del Sur. The item means ranged from 3.02 to 3.52. Having significant influence over what happens in my

school obtained the lowest mean of 3.02, described as moderately extensive and interpreted as sometimes observed, while “Having a great deal of 3.52, described as extensive and interpreted as oftentimes observed. The overall finding suggests that teachers’ ability to influence and control outcomes in their workplace is sometimes observed.

Table 4 Extent of Teacher Empowerments in Terms of Impact

Statement	Mean	Descriptive Rating
1. Perceiving that impact at the school is large.	3.46	Extensive
2. Having a great deal of control over what happens in my school.	3.52	Extensive
3. Having significant influence over what happens in my school.	3.02	Moderately Extensive
Mean	3.33	Moderately Extensive

This finding supports Stacy (2013), who emphasized that empowered teachers are professionals who have the capacity to develop curricula, manage their lessons, and effectively facilitate student learning. Lastly, Table 5 presents the overall extent of teacher empowerment among teachers in Sta. Cruz North District, Davao del Sur. The

results show an overall mean of 3.54, described as extensive and interpreted as oftentimes observed. Among the domains, meaning obtained the highest mean of 3.82, described as extensive and interpreted as oftentimes observed, while impact obtained the lowest mean of 3.33, described as moderately extensive and interpreted as sometimes observed.

Table 5 Summary Table on the Extent of Teacher Empowerment of Teachers in Sta. Cruz north District in Davao del Sur

Indicators	Mean	Descriptive Equivalent
Meaning	3.82	Extensive
Competence	3.53	Extensive
Self-Determination	3.48	Extensive
Impact	3.33	Moderately Extensive
Overall	3.54	Extensive

The result of the analysis implies that the teachers in Sta. Cruz North District in Davao del Sur oftentimes show the ability on getting someone to do something they want them to do. This finding supports the view of Devos et al. (2014) that empowerment is a dynamic, interactive influence process comprised of the concerted action of people working together which brings about a situation in which the amount of energy created is greater than the sum of the individual actions. Accordingly, the school that follows a leadership framework of elevating teacher-leaders is one that follows a model that empowers groups of teachers to act as a professional practice in their school.

➤ *School-Based Management Participation of Teachers in Sta. Cruz North District, Davao del Sur*

- *Curriculum and Instruction*

The result in Table 6 shows that curriculum and instruction was assessed as extensive, with a category mean of 3.69, interpreted as oftentimes manifested among teachers

in Sta. Cruz North District, Davao del Sur. The item means ranged from 3.38 to 4.02. “Encouraging the administration and other external stakeholders to ensure that the creative thinking and problem-solving skills of the learners are developed” obtained the lowest mean of 3.38, described as moderately extensive and interpreted as sometimes manifested, while “Taking responsibility in ensuring that the learning systems are regularly and collaboratively monitored to ensure the holistic growth and development of the learners and the community” obtained the highest mean of 4.02, described as extensive and interpreted as oftentimes manifested. This finding supports Ismail (2012), who emphasized that curriculum and instruction are central to educational institutions because they represent the primary purpose of schools.

Table 6 Extent of School-Based Management Participation of Teachers in Terms of Curriculum and Instruction

Statement	Mean	Descriptive Rating
1. Being involved in ensuring that the curriculum provides for the development needs of all types of learners in the school community.	3.73	Extensive
2. Helping the school in ensuring that programs are fully implemented and closely monitored to address performance discrepancies, benchmark best practices, coach low performer, mentor potential leaders, reward high achievement, and maintain environment that makes learning meaningful and enjoyable.	3.75	Extensive
3. Making sure that the implemented curriculum is localized to make it meaningful to the learners and applicable to life in the community.	3.70	Extensive
4. Encouraging the administration and other external stakeholders to ensure that the creative thinking and problem-solving skills of the learners are developed.	3.38	Moderately Extensive
5. Taking responsibility in ensuring that the learning systems are regularly and collaboratively monitored to ensure the holistic growth and development of the learners and the community.	4.02	Extensive
6. Taking part in ensuring that appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learners and local situation in the attainment of relevant life skills.	3.39	Moderately Extensive
7. Ensuring that the teachers, administrators, and community members nurture values and environments that are protective of all children and demonstrate behavior consistent to organization's vision, mission, and goals.	3.88	Extensive
8. I make sure that methods and resources are learner and community friendly.	3.76	Extensive
Mean	3.69	Extensive

- *Leadership and Governance*

In terms of leadership and governance, Table 7 shows a category mean of 3.68, described as extensive and interpreted as oftentimes manifested among teachers in Sta. Cruz North District, Davao del Sur. The item means ranged from 3.65 to 3.71. Using the Vision, Mission and Goal (VMG) of DepEd as my guide in my participation in the development of school plans obtained a mean of 3.65, while Encouraging the team

to regularly review the school plan to keep it responsive and relevant to emerging needs, challenges and opportunities obtained a mean of 3.71. Both items were described as extensive and interpreted as oftentimes manifested. The finding suggests that school leadership and governance practices, particularly those involving fair leadership, participatory planning, and responsiveness to school needs, are oftentimes manifested among teachers.

Table 7 Extent of School-Based Management Participation of Teachers in Terms of Leadership and Governance

Statement	Mean	Descriptive Rating
1. Contributing in the effort to develop the school plans.	3.70	Extensive
2. Using the Vision, Mission and Goal (VMG) of DepEd as my guide in my participation in the development of school plans.	3.65	Extensive
3. Encouraging the team to regularly review the school plan to keep it responsive and relevant to emerging needs, challenges and opportunities.	3.71	Extensive
4. Perceiving that the school and community collaboratively defines the organizational structure and responsibilities of stakeholders.	3.69	Extensive
5. Thinking that a network has been collaboratively established and is continuously improved by the school community.	3.69	Extensive
6. Contributing to the effort in addressing the training and development needs of the school and the community.	3.66	Extensive
Mean	3.68	Extensive

This finding supports the view Döş and Savaş (2015) that lenses of leadership contributes to the success of the school heads in performing lengthy list of responsibilities related to the leadership of a school. Accordingly, the task of the school head as manager of the school is no longer enough, today's principals are accountable for the oversight of teaching, curriculum, and assessment cycles, evaluation of teachers, fostering relationships with teachers and other stakeholders, evaluating and implementing discipline plans, developing a multi-year plan for needed resources, all while still managing the school building.

• *Management of Resources*

Specifically, in terms of management of resources, Table 8 shows a category mean of 3.68, described as extensive and interpreted as oftentimes manifested among teachers in Sta. Cruz North District, Davao del Sur. The item means ranged from 3.61 to 3.71. Engaging in regular dialogues for planning and resource programming, and support the implementation of community education plans obtained the lowest mean of 3.61, described as extensive and interpreted as oftentimes manifested, while Participating in resource inventory which serves as the basis for resource allocation and mobilization obtained the highest mean of 3.71, also described as extensive and interpreted as oftentimes manifested.

Table 8 Extent of School-Based Management Participation of Teachers in Terms of Management of Resources

Statement	Mean	Descriptive Rating
1. Participating in resource inventory which serves as the basis for resource allocation and mobilization.	3.71	Extensive
2. Engaging in regular dialogues for planning and resource programming, and support the implementation of community education plans.	3.61	Extensive
3. Helping ensure that there is a community developed resource management system towards judicious, appropriate, and effective use of resources.	3.70	Extensive
4. Participating in the monitoring, evaluation, and reporting processes of resource management.	3.68	Extensive
5. Helping to manage and sustain an establish system of partnership with external stakeholders.	3.68	Extensive
Mean	3.68	Extensive

The result implies that teachers' availability and responsiveness to students' needs are sometimes manifested. This finding supports Zadjia and Gamage (2010), who emphasized that meaningful school-community partnerships help share responsibility for educational delivery and make education more relevant and responsive to learners and the wider community.

• *Accountability and Continuous Improvement*

In terms of accountability and continuous improvement, Table 9 shows a category mean of 3.67, described as extensive and interpreted as oftentimes manifested among teachers in Sta. Cruz North District, Davao del Sur. The item means ranged from 3.38 to 3.95.

Taking part in developing and deciding on the accountability assessment criteria tools, feedback mechanisms, and information collection and validation techniques and processes obtained the lowest mean of 3.38, described as moderately extensive and interpreted as sometimes manifested, while "Helping in defining and setting roles as well as responsibilities of accountable person/s and collective body/ies" obtained the highest mean of 3.95, described as extensive and interpreted as oftentimes manifested. This finding supports Balakrishnan et al. (2013), who noted that greater stakeholder engagement can strengthen commitment and willingness to remain in an organization through effective communication, recognition, supervisory support, teamwork, work engagement, and role clarity.

Table 9 Extent of School-Based Management Participation of Teachers in Terms of Accountability and Continuous Improvement

Statement	Mean	Descriptive Rating
1. Helping in defining and setting roles as well as responsibilities of accountable person/s and collective body/ies.	3.95	Extensive
2. Recognizing achievement of goals based on a collaboratively developed performance accountability system and can help address gaps through appropriate action.	3.90	Extensive
3. Helping in the enhancement of the accountability system to ensure that the management structures and mechanisms are responsive to the merging learning needs and demands of the community.	3.71	Extensive
4. Taking part in developing and deciding on the accountability assessment criteria tools, feedback mechanisms, and information collection and validation techniques and processes.	3.38	Moderately Extensive
5. Participating in the school initiated periodic assessment and shared feedback.	3.39	Moderately Extensive
Mean	3.67	Extensive

Lastly, Table 10 shows the summary on the extent of teachers' school-based management participation in Sta. Cruz North District, Davao del Sur. As shown in the table, school-based management participation of teachers obtained an overall mean score 3.68 descriptively rated as extensive and interpreted as oftentimes manifested. Also, the table indicates that school-based management participation in terms of curriculum and instruction acquired the highest

mean score of 3.69 described as extensive and interpreted as oftentimes manifested, while, school-based management participation in terms of accountability and continuous improvement acquired the lowest mean score of 3.67 described as extensive and interpreted as oftentimes manifested by the teachers in Sta. Cruz North District, Davao del Sur.

Table 10 Summary Table on the Extent of School-Based Management Participation of Teachers in Talomo A District, Davao City

Indicators	Mean	Descriptive Equivalent
Leadership and Governance	3.68	Extensive
Curriculum and Instruction	3.69	Extensive
Accountability and Continuous Improvement	3.67	Extensive
Management of Resources	3.68	Extensive
Overall	3.68	Extensive

The result denotes that teachers oftentimes manifested that school management tasks are set according to the characteristics and needs of the school itself, and therefore school members including supervisors, principal, teachers, parents and students have a much greater autonomy and responsibility for the use of resources to carry out effective education activities and solve problems. This finding is congruent to the view of Barrera-Orsorio et al. (2010) that most school-based management programs try to empower principals and teachers, and strengthen their professional motivation, thereby enhancing their sense of ownership of the school. The principal's role as the primary decision maker is dramatically changed under school-based management to involve combination of principals, teachers, parents, and other school members in responsibility and decision-making. Therefore, school-based management flourishes leadership skills by allowing competent

individuals in the schools to make decisions that will improve learning.

➤ *Relationship Between Teacher Empowerment and School-Based Management Participation of Teachers in Sta. Cruz North District, Davao del Sur*

The results of the Pearson Product-Moment Correlation analysis examining the relationship between teacher empowerment and school-based management participation are presented in Table 11. The findings show a significant positive relationship between the two variables, with $r = .964$ and $p = .000 < .05$. This indicates that changes in the extent of teacher empowerment are significantly associated with changes in teachers' school-based management participation. Thus, the null hypothesis stating that there is no significant relationship between the variables was rejected.

Table 11 Relationship Between Teacher Empowerment and School-Based Management Participation of Teachers in Sta. Cruz North District, Davao del Sur

Variables	School-Based Management Participation			
	r-value	p-value	Interpretation	Decision
Meaning	0.756*	0.000	Significant	Reject H_0
Competence	0.823*	0.000	Significant	Reject H_0
Self-Determination	0.992*	0.000	Significant	Reject H_0
Impact	0.547*	0.000	Significant	Reject H_0
Overall Teacher Empowerment	0.964*	0.000	Significant	Reject H_0
*Significant @ $p < 0.05$				

Furthermore, all dimensions of teacher empowerment were significantly correlated with school-based management participation, namely meaning ($r = .756$, $p < .05$), competence ($r = .823$, $p < .05$), self-determination ($r = .992$, $p < .05$), and impact ($r = .547$, $p < .05$). These results indicate that each dimension of teacher empowerment has a significant relationship with teachers' participation in school-based management.

The findings support Donnell (2018), who emphasized that teacher empowerment can strengthen coordination and participation among professionals. Similarly, Hosford and O'Sullivan (2016) noted that empowerment can encourage teachers to seek assistance and support from administrators and colleagues, contributing to greater professional participation and collaboration.

➤ *Relationship Between Teacher Empowerment and School-Based Management Participation of Teachers in Sta. Cruz North District, Davao del Sur*

The significance of teacher empowerment on school-based management participation was examined using multiple linear regression analysis. Table 12 shows that when

meaning, competence, self-determination, and impact were considered as predictors, the regression model was significant, with an F-value of 343.711 and $p < .05$. This indicates that teacher empowerment significantly predicts school-based management participation among teachers in Sta. Cruz North District, Davao del Sur. Moreover, the adjusted R^2 of 0.972 indicates that teacher empowerment accounts for 97.20% of the variability in school-based management participation, while the remaining 2.80% may be attributed to other factors not included in the study.

Furthermore, Table 12 shows that certain domains of teacher empowerment significantly influence school-based management participation among teachers in Sta. Cruz North District, Davao del Sur. Among the predictors, only meaning and impact were found to have significant effects. Specifically, school-based management participation increases by 0.648 and 0.240, respectively, for every unit increase in these dimensions of teacher empowerment. Therefore, the null hypothesis stating that none of the domains of teacher empowerment significantly influence school-based management participation is rejected.

Table 12 Influence of Teacher Empowerment on the School-Based Management Participation of Teachers in Sta. Cruz North District, Davao del Sur

Teacher Empowerment	School-Based Management Participation				
	B	Beta	S.E	p-value	Decisions
Meaning	.648*	.659	.083	.000	Reject H_0
Competence	-.013	-.012	.079	.868	Accept H_0
Self-Determination	-.059	-.057	.107	.583	Accept H_0
Impact	.240*	.234	.060	.000	Reject H_0
$R^2 = 0.972$					
F-value = 343.711*					
p-value = 0.000					
*Significant @ $p < 0.05$					

This finding is consistent with Crawford (2010), who explained that empowerment can enhance service quality by encouraging employees to assume greater responsibility and become emotionally invested in their work. Similarly, Boey (2010) emphasized that involving teachers in planning can

promote job satisfaction, motivation, commitment, effective communication, and more efficient decision-making.

Lastly, the finding supports Tuckman's (1968) model of work participation, which explains that teams develop progressively as members establish relationships, adapt

leadership patterns, and strengthen their ability to work toward shared goals. The model suggests that groups move through distinct stages, gradually developing from individuals into cohesive and task-focused teams.

IV. CONCLUSION AND RECOMMENDATIONS

➤ *Conclusions*

Based on the findings, teacher empowerment among teachers in Sta. Cruz North District, Davao del Sur was rated as extensive. Meaning, competence, and self-determination were rated extensive, while impact was moderately extensive. This indicates that teachers oftentimes demonstrate empowerment through their sense of purpose, competence, autonomy, and ability to influence school-related matters.

School-based management participation was also rated as extensive. The domains of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources were all rated extensive, indicating that teachers oftentimes participate in school management activities, decision-making, resource utilization, and problem-solving responsive to their schools' needs.

The findings further revealed a significant positive relationship between teacher empowerment and school-based management participation. This suggests that higher levels of teacher empowerment are associated with greater participation in school-based management among teachers in Sta. Cruz North District, Davao del Sur.

Finally, teacher empowerment significantly influenced school-based management participation. Among its domains, meaning and impact were found to significantly influence teachers' participation, indicating that teachers' sense of purpose and perceived ability to influence school-related matters contribute to their engagement in school-based management.

➤ *Recommendation*

Based on the findings and conclusions of the study, the following recommendations are proposed:

The Department of Education may assess the specific training needs of public elementary school teachers and provide relevant professional development programs. These programs should be properly planned and implemented to strengthen teacher empowerment and participation in educational processes.

School administrators may utilize appropriate tools and strategies to assess the capabilities and development needs of teaching and non-teaching personnel. They may also establish appropriate recognition and performance-based strategies to encourage productivity, adaptability, and participation in school improvement initiatives.

Teachers are encouraged to actively participate in continuous professional development activities. Ongoing

training and learning opportunities can enhance their knowledge, skills, competence, and capacity to contribute effectively to school-based management and improve learning outcomes.

Lastly, future researchers may investigate other factors that influence teachers' school-based management participation. Although teacher empowerment explained 97.20% of the variability in participation, the remaining 2.80% may be attributed to other factors that were not included in the present study.

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