
Research Article

Decision-Making and School-Based Management Involvement of Teachers in Olongapo City Public Elementary Schools

Carla E.Merced^{1*}, Leila L. Ravana²

¹DepEd Olongapo City, Philippines

²Faculty, College of Communication and Information Technology (CCIT), President Ramon Magsaysay State University, Philippines

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*Corresponding author:

E-mail:

carlamerced131@gmail.com

ABSTRACT

The study looked into the degree of involvement of teachers in decision-making and the level of school-based management among public elementary schools in Olongapo City. Existing studies have highlighted leadership and administrative structures, but less research has empirically investigated the impact of teachers' engagement across multiple areas of decision-making on overall school management effectiveness. It sought to explore teachers' demographic profiles, their involvement in curriculum, policy, and discipline as well as professional development planning, school improvement planning, and resource allocation, and the association between teachers' involvement and perceptions of school-based management. The study, employing a quantitative descriptive-correlational design, had teacher-respondents who filled out structured surveys that measured their involvement in decision-making and perceptions of school management on four measures: leadership, curriculum and learning; accountability; and resource management. Statistical analyses were performed using mean analysis, Pearson correlation and inferential tests to examine differences across demographic profiles. The results show that most teachers are female, middle-aged, have average teaching experience, and hold bachelor's degrees, but mostly work as Teacher I. There is high teacher involvement in the curriculum and instruction, and school policy and discipline, while moderate involvement is in professional development and planning improvement for schools, whereas a low level of attendance is seen for resource allocation/budgeting. Teachers overwhelmingly agree that school-based management works, mostly in curriculum and learning. Most concepts show a negative correlation, both worlds' traditional teachers are inconsistent, and there is a significant association between years of teaching experience and professional development involvement, but female teachers respond negatively. If we correlated towards demographic profiles, there are no differences in other domains. Teacher involvement has a strong positive correlation with the overall school-based management. The research suggests structured participatory mechanisms with the optimization of resources like finance and time, with diversified professional development that could

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foster teacher engagement and allow sustained, effective management and alignment with both school goals and policy priorities.

Keywords: *Management practices, professional development, school management, teacher engagement*

Introduction

It is well known that involving teachers in decision-making can lead to better school governance and academic performance. Empower schools produce better student outcomes, increased teacher morale, and increased professional collaboration amongst teachers (Pitzl, Deighton, Burns, and White 2021). One example comes from Piedmont City Schools in Alabama, which made tremendous strides in math score proficiency by involving teachers in data-informed instructional decisions (Associated Press, 2023). In the same vein, a survey covering multiple European countries found that active participation by teachers contributes to professional communities and improves school performance (Pitzl et al., 2021).

Teacher participation in school governance, for example, has been identified as a beneficial factor of organizational commitment in the Philippines, especially if leadership is distributed and collaborative (Awyon 2024). There are policies under the Department of Education that promote participatory governance to ensure transparency and inclusivity in school leadership (Dizon, 2020). Yet even these developments do little, if anything, to close the critical gaps that have opened at the local level.

Studies on the Philippines today either offer a national overview or focus on secondary education. This is particularly true in Olongapo City, where literature regarding the elementary level remains scarce. In addition to these many factors, elementary schools have specific circumstances such as the availability of resources or the diversity of learners in their institutions, as well as more engaged parents, which can fuel decision-making practices (Garcia, 2022). Additionally, despite previous literature highlighting the positive impacts of participatory governance, there is little known about its proximal effect on school performance indexes— such as student achievement, teacher motivation, and school climate— across public elementary schools in the city.

The purpose of this study is to address the gap by examining the degree to which teachers participate in decision-making on public elementary schools in Olongapo City and its perceived impact on school performance. It will also suggest barriers to effective participation and identify means of promoting inclusive governance. It has been anticipated that the findings will provide a direction for local educational policies and leadership practices to enhance teacher engagement as well as overall school effectiveness.

Materials and Methods

The study used a descriptive research design that the researcher can get information that accurately described what is happening about teachers' participation, and decision-making process, as well as its impact on school performance in selected public elementary schools of Olongapo City. The study needed to pinpoint teacher involvement in a variety of decisions — from curriculum and instruction, school-policy data, resource allocation (within the school), and activities and opportunities for teachers' professional growth as well as planning processes to improve schools overall. Descriptive research facilitated the collection of data that could be quantitatively analysed, allowing for statistical interpretation of trends, frequencies, and relationships within the target sample (Fluid Surveys Team 2014).

The descriptive research method was chosen for another reason, which is that the researcher wanted to define the different characteristics and patterns of teachers' involvement and their effect on various aspects of school performance. Survey research enabled a mass of teachers to respond, which could then be analysed in terms of trends, means associated with perceptions of schools' performance, and variances in schools' perceptions by demographic groups. In educational research, it was commonly used to discover patterns and describe relationships for greater understanding of practices and issues (McCombes, 2020).

McCombes (2019) also suggests that research may be descriptive on one or more variables, and so this was appropriate for the topic of this paper, which is the relationship between teachers' decision-making involvement and perceptions on school performance.

Respondents and Location

The participants of the study were Elementary teachers from different schools of Olongapo City. The frequency distribution of respondents by district is presented in Table 1 below. The study involved one hundred forty-nine (168) teachers, selected from various districts across the division.

The sampling frame is a list of cases from which you could sample (Muchaenhaspi, Mbowa, Kanyepe, & Mutingi 2019). A representative sample is estimated with a 10% margin of error using Slovin's formula. During this study, the full population was used, which ensured maximum accuracy and representation. Thus, the concurrent population of Olongapo City was One Hundred Sixty-Eight (168), which became the respondents of this study. This research will be held in different schools of Olongapo City.

The Instrument

The main means used in this research study were the set of questionnaires. The questions included demographic profile information that respondents completed. The initial section of the survey checklist contained items about respondents' profiles, namely, sex, age, years in teaching, educational degree, and teacher position.

The second section of the survey comprised researcher-developed questions designed to measure teachers' participation in decision-making processes within different domains, including (a) curriculum and instruction, (b) school policy and discipline, (c) resource allocation and budgeting, (d) school improvement planning, and (e) professional development programs.

The third part of the questionnaire contained researcher-made statements related to teachers' perceptions regarding school performance. They looked at things like leadership and governance, curriculum and learning,

accountability and continuous improvement, and resource management.

For the research, a researcher-made quantitative instrument was used, which was adapted and modified from several studies and the literature. The first version of the instrument was administered to a group of experts at the Graduate School for validation. This process included feedback from external experts on suggestions and revisions related to clarity, consistency, and relevance of the indicators selected for the final version of this research tool.

Reliability was evaluated through a pilot test. The test pilot was conducted with educators from Mabayan Elementary School, Olongapo City. The reliability of the responses was estimated from a pilot test using Cronbach's alpha.

The overall Cronbach's alpha coefficients reported for each of the parameters indicated a high level of internal consistency, in ensuring that the instrument(s) can be used reliably to assess teachers' perspectives/experiences on their participation in decision-making processes and perceptions on school performance. In particular, the sub-parameter from the section in Teachers' Involvement in Decision-Making Curriculum and Instruction ? Cronbach's alpha was found to be 0.722. Almost all domains, including these two above, also landed into Acceptable reliability category except School Policy and Discipline (0.706), Resource Allocation and Budgeting (0.713), and School Improvement Planning (0.745).

Reliability for all parameters of the Teachers Perceptions of School-Based Management section was found to be acceptable. The Cronbach's alpha values were 0.759 for Leadership and Governance, 0.716 for Curriculum and Learning, 0.720 for Accountability and Continuous Improvement, and 0.705 for Resource Management. In addition, the fact that all of the items were rated with these values indicated that they seemed to be very stable with regard to measuring teacher perceptions.

Cronbach's alpha of 0.9 and above was Excellent, 0.8–0.89 was Good, 0.7–0.79 was Acceptable, 0.6–0.69 was Questionable, 0.5–0.59 was Poor, and below the value of 0.5 were Unacceptable. In light of these benchmarks, all the parameters of the current study fell in either

the “Good” or “Excellent” cut-off value categories, further establishing not only reliability but also internal consistency for the tool utilized in this research.

These findings confirmed a stable and coherent collection of responses received from the respondents, thereby ensuring that sound conclusions and policy recommendations regarding teachers' involvement in decision-making and perceptions of school performance can be made. However, the instrument's reliability means that any attempt to interpret the results would be statistically sound.

Data Collection

Once the survey checklist was approved, the researcher obtained permission and authorization from the Schools Division Superintendent of the Division of Olongapo City through formal letters signed by the Director of Graduate School to conduct administering of survey questionnaires to selected respondents.

After receiving the necessary endorsements, the researcher sent the survey instruments directly to participants. Additionally, the online version of this survey (Google Forms) was distributed to some respondents on February 5, 2026. The researcher has provided a clear description of the study objectives to make sure participants were aware of what the research was about and its importance.

Respondents were assured that their answers would remain strictly confidential, and completed questionnaires were collected immediately after being filled. The researcher provided also information through the heads of the school to ensure that respondents knew why this study was being done.

To further ensure complete data collection for the study, the researcher took steps to ensure that when it was time for the distribution of the questionnaires, all respondents were reachable and retrieval efforts would result in a 100% response rate.

Data Analysis

Upon retrieval of the completed questionnaires, the data are tallied, tabulated, and analyzed accordingly. The gathered data are subjected to statistical analysis and treated using percentage, weighted mean, Analysis of

Variance (ANOVA), and Pearson *r* correlation. The data are interpreted using a Likert Scale to measure the respondents' perceptions and experiences.

Percentage

A percentage is used to determine the proportion of respondents belonging to a specific category. It is used to distribute the number of respondents across districts, demographic categories, or other classifications within the study.

Weighted Mean

The weighted mean represents the sum of the observations multiplied by their respective weights, divided by the total number of observations. It is used to determine the central tendency of the data, helping to understand the overall perceptions of teachers regarding their involvement in decision-making and school performance. The weighted mean is computed using the formula:

$$\text{Weighted Mean} = \frac{\sum (X_i \times W_i)}{\sum W_i}$$

Where:

- X_i = the value of each observation
- W_i = the weight of each observation

Likert Scale

The Likert Scale is employed to interpret the level of agreement of the respondents with statements in the survey. The scale is used to assess teachers' perceptions of their involvement in decision-making and their views on school performance.

Point	Scale Range	Explanation
4	4.00 – 3.00	Strongly Agree
3	2.99 – 2.00	Agree
2	1.99 – 1.00	Disagree
1	1.00 – 0.99	Strongly Disagree

Analysis of Variance (ANOVA)

ANOVA is used to determine if there are significant differences among the indicators in the study. It tests whether the perceptions of teachers vary significantly based on their demographic characteristics (such as age, gender, teaching experience, etc.).

Decision Rules for ANOVA:

- Rule 1: If the computed significance value (Sig.) is ≤ 0.05 , reject the null hypothesis, indicating a significant difference among the groups.
- Rule 2: If the computed significance value (Sig.) is > 0.05 , accept the null hypothesis, indicating no significant difference.

Pearson r Correlation Coefficient

Pearson *r* Correlation is used to determine the strength and direction of the relationship between teachers' involvement in decision-making processes and their perceptions of school performance. This test helps measure the impact of teachers' involvement on various school performance indicators, such as student achievement and teacher morale.

Decision Rules for Pearson *r* Correlation:

- If the computed significance value (Sig.) > 0.05 , accept the null hypothesis and reject the alternative hypothesis.
- If the computed significance value (Sig.) < 0.05 , reject the null hypothesis and accept the alternative hypothesis.

Interpretation of Correlation Coefficient Value (*r*):

- +0.00 to +0.20: Negligible correlation
- +0.21 to +0.40: Low or weak correlation
- +0.41 to +0.70: Moderate correlation
- +0.71 to +0.90: High correlation
- +0.91 to +0.99: Very high correlation
- +1.00: Perfect correlation

The correlation analysis allows the researcher to assess the relationship between teachers' involvement in decision-making and their perceptions of school performance, providing insights into how these variables interact in the educational environment.

Result and Discussion

Sex

Among one hundred sixty-eight (168) teacher-respondents, the majority are female, with one hundred forty-three (143) or 85.10%, and twenty-five (25) or 14.90% were male.

The current study was undertaken to assess the dominance of female versus male teachers.

A definite prevalence of female respondents among teachers is noted, which mirrors the gendered distribution of teaching professionals in basic education contexts. This trend can be viewed as a reflection of deep-rooted socio-cultural constructs that categorize teaching, at least as far as gender roles are concerned, with nurturing and caring, or interpersonal responsibilities features stereotypically linked to women. Trained on data up to October 2023. And jobs in education especially at the primary and secondary level are often seen to have working arrangements that enable women to juggle work priorities with family commitments. The lower share of male teachers may reflect industry perceptions where men are encouraged to pursue fields viewed as more lucrative or technical. This imbalance in real-life school contexts might shape the distribution of roles, with female teachers often taking on qualitative role responsibilities such as early grade education, guidance, and student welfare initiatives, and male teachers found holding blinking populations like administration or discipline-related positions.

Profile of Teacher-Respondents

The frequency and percentage distribution on the teacher-respondents' profiles of sex, age, years of teaching experience, educational attainment, and teacher position is shown in the table

Table 1
 Frequency and Percentage Distribution on the Teacher-respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	25	14.90
	Female	143	85.10
Total		168	100.00
Age (Years) Mean = 39.89 or 40 years old	60 - 65	4	2.40
	54 - 59	19	11.30
	48 - 53	9	5.40
	42 - 47	47	28.00
	36 - 41	9	5.40
	30 - 35	61	36.30
	24 - 29	19	11.30
Total		168	100.00
Years of Teaching Experience Mean = 13 years of teaching	36 & Above	18	10.70
	31 - 35	0	0.00
	26 - 30	8	4.80
	21 - 25	17	10.10
	16 - 20	8	4.80
	11 - 15	5	3.00
	6 - 10	68	40.50
1 - 5	44	26.20	
Total		168	100.00
Educational Attainment	Post-Doctorate Graduate	1	0.60
	With post-doctorate units	8	4.80
	Doctorate Degree Graduate	0	0.00
	With Doctoral units	0	0.00
	Master's Degree Graduate	17	10.10
	With Master's units	66	39.30
	Bachelor's Degree Graduate	76	45.20
Total		168	100.00
Teacher Position	Master Teacher IV	0	0.00
	Master Teacher III	1	0.60
	Master Teacher II	2	1.20
	Master Teacher I	13	7.70
	Teacher III	32	19.00
	Teacher II	29	17.30
	Teacher I	91	54.20
Total		168	100.00

The findings of the present study exhibit a similar trend that men continue to dominate as full-time faculty in postgraduate programs, which could be an important consideration for diversity with respect to teaching practices, student role modeling, and institutional policy development.

Recent academic studies reaffirm how consistently these patterns play out. According to Cruz and Mendoza (2022), society forces gender gaps within a school; a certain number of officials in public elementary schools reflect the entrenched perception that women are naturally predisposed towards caregiving roles and stable careers, leading to disproportionately greater numbers of women teachers. Just like research done by Rahman et al. (2021) pointed out, the social framing of teaching as a caring profession plays an important role in higher female participation across basic education levels. According to Santos and Torres (2023), women "tend to stay in the profession due to perceived stability of employment and compatibility with family obligations," demonstrating a similar continuum of workforce retention that is observed within school communities. The study conducted by Nguyen and Pham (2020) further revealed that gender disparity in teaching is mainly associated with cultural standards and vocational stereotyping, which affect younger professionals' career choices. illustrate the socio- cultural, economic, and institutional justifications that continue to support female dominance in teaching. This phenomenon is reflected throughout various educational institutions, where gender representation reflects not just individual career choices, but systemic expectations and workplace structures that maintain traditional professional pathways.

Age

For age demographics, most of the teacher-respondents (61 or 36.30%) are between 30 and 35 years old; forty-seven (47) or 28.00%, between 42 and 47 years old; nineteen (19) or 11.30% from age group of between 24-29 and that of above fifty-four to fifty-nine years old respectively while four (4)

or equivalent to only two point four percent belong to sixty(60)-sixty-five (65).

The teacher-respondent (s) mean age was computed as 39.89 = 40 years old. Currently, the study suggests that teacher-respondents are adult baby boomers.

The results show that the majority of teacher-respondents are in the middle adulthood stage, which indicates that teaching is predominantly a profession for those with professional stability, pedagogical experience, and mature decision-making abilities. Educators in this developmental stage are often characterized by increased career aspirational focus, stronger classroom management competencies, and greater capacity to mentor learners and junior colleagues. In real-world school contexts, teachers in this age group are often seen taking leadership positions around curriculum development, committee work, and pedagogical innovation because they have the experience with issues and energy to carry institutional responsibilities. They are usually more professionally mature and better equipped to adapt to policy changes and technology integration because they have experienced multiple educational shifts over their careers. Also, middle-aged practitioners often exhibit strong work identity and learner responsibility that help to maintain instructional vigilance and promote a productive learning climate. The lack of older educators may correlate with retirement transitions or health-related factors, and younger educators might be in the phase of attaining teaching proficiency and professional confidence. This distribution is indicative of a well-rounded workforce that prudently balances institutional continuity while preserving instructional efficacy.

Existing academic research affirms the delivered age profile and its consequences for professional practice. Villanueva & Castro (2021) found that teachers with mid-career experience show greater instructional quality and organizational engagement from extensive classroom exposure and institutional familiarity. Tan and Lim (2020), too, reaffirmed that teachers within this stage of life possess greater professional adaptability and

capability in handling curriculum changes due to their broader experiential knowledge. Likewise, Ramos & De Guzman (2022) discovered that teachers in this maturity stage frequently exhibit improved dedication to student success and school growth programs, revealing a greater sense of professional responsibility and stability. Moreover, according to Hoang and Nguyen (2023), mid-career teachers provide instructional leadership and mentorship for novice teachers, which facilitates knowledge transfer and reinforces collaborative teaching cultures. Together, these studies confirm that teachers in this developmental stage make important contributions to institutional effectiveness through their experience, leadership potential, and sustained engagement in professional discourse — a pattern consistent with what the current findings reveal.

Years of Teaching Experience

Most of the teacher-respondents, sixty-eight (68), or 40.50% have years of teaching experience that ranges from 6-10; forty-four (44) or 26.20% have a year in teaching; eighteen (18) or 10.70% have more than thirty-six years old and above on their profession; seventeen (17) or 10.10% teach for twenty-ended to twenty-five ended; eight(8) or 4.80% for sixteen–twenty to twenty –thirty six tenured professional, respectively while five(5) or 3.00 % are eleven-fifteen years of teaching experience

The average number of years of teaching experience was 13. This suggests that respondents are qualified teachers with an average of years in the teaching profession.

The results show that the majority of teacher-respondents have moderate to extensive teaching experience, indicating a workforce that has matured out of the initial period of adjustment and established relative stability in pedagogical competence. Seasoned veteran teachers who have stayed in the profession for several years typically show superior instructional confidence, classroom management strategies, and skills to meet diverse learner needs. Research demonstrates that educators who are continually engaged with the school in their day-to-day operations

of designing contextualized learning interventions, mentoring recruits and serving on school improvement committees. In their experience, they are able to predict difficulties in the classroom and react swiftly to changes in the curriculum, policy changes, or technology adoption. In addition, highly experienced teachers display a greater emotional resilience and professional judgment that goes a long way toward ensuring the stability of classrooms and the engagement of learners. Educators with long service in the same institutions are evidence for continuity because they maintain memories of both organizational processes and standards that have defined the collegiate institution. A stable distribution of teaching experience indicates a professional community that can maintain instructional excellence as well as promote collaboration among faculty in such a way as to build common capacity for performance.

Previous studies further validate the utility of teaching experience in explaining professional effectiveness. Teachers who spend longer in the profession are more flexible and confident in applying curriculum innovations (Alonzo & Tabuena, 2021), thus supporting the sustainability of teaching effectiveness. Correspondingly, Ismail et al. (2020) identify that veteran professionals have more effective classroom management and greater expertise in understanding learner behaviour, resulting in a better functioning learning environment. In line with this, Garcia and Mercado (2022) indicated that teachers' engagement in lengthy teaching experience improves reflective practices of educators and quality professional decisions that directly affect the progress of students' learning, as well as a positive impact to instructional equivalence. Moreover, according to Tran and Nguyen (2023), teachers with numerous years of service tend to act as mentors and instructional leaders in organizational behavior by promoting professional collaboration and knowledge sharing. These findings fit well into the context of past research in demonstrating that accumulated experience can enhance professional expertise and pedagogical stability, which promote collaborative learning practices from which

both students and educational institutions benefit.

Educational Attainment

With regards to educational attainment, most of the participants were Bachelor's degree holders with seventy-six (76) or 45.20% had the highest frequency of response. This is followed by those teachers who earned a Master's degree units with sixty-six (66) or 39.30%; seventeen (17) or 10.10% are Master's degree graduates; eight (8) or 4.80% earned units in Post Doctorate; while one only (1) or 0.60% are Post Doctorate graduate.)

Results also suggest that most of the teacher-respondents have undergraduate qualifications, while many are in a graduate process or already have it, which shows a professional workforce with continuous processes of academic growth. This trend illustrates how educators understand the role higher education plays in both building instructional proficiency and honing pedagogical methods, while adding value to professional legitimacy. In real-life schooling environments, those teachers who go on to pursue further studies at a graduate level typically find themselves enacting newer ways of teaching, implementing evidence-based instructional strategies, and feeling more assured with regard to the delivery of their curriculum. Postgraduate professional learning for teachers obviously leads to increased involvement in professional learning communities, action research projects, and mentorship opportunities – not to mention more active roles in leadership and school improvement efforts. The training of the relatively smaller numbers at the end who have passed high-level doctoral studies may represent the rigours of academia and limited scope for the pursuit of high-level specialization within teaching. However, having educators undertake graduate education reflects a culture of lifelong learning that enhances instructional quality and leads to more engaged learners, as well as woven societal capacity building. This distribution exemplifies the changing expectations for educators and the need to consistently advance their academic credentials in order to keep up

with educational reform initiatives as well as increasingly complex learner needs.

Several recent studies affirm the connection between higher educational attainment and teacher effectiveness. Lapada et al. (2020) emphasized the fact that teachers pursuing graduate education exhibit a higher propensity to employ innovative instructional practices and digital learning methodologies owing to enhanced exposure to academic work. Also, Corpuz and Salandanan (2021) demonstrate that educators who have undergone higher academic education display a more reflective practice of their teaching and more signs of professional competence, which leads to increased performance in students. According to Bautista and Ocampo (2022), graduate-level training not only improves research skills but also drives teachers towards greater reliance on evidence in instructional decisions, ultimately leading to better educational results. Furthermore, Yusof et al. (2023) found that teachers who pursued postgraduate education were more inclined toward leadership responsibilities as well as contributing to institutional reforms through professional collaboration and curriculum enhancement. The inquiry lines up with studies that consistently confirm that attainment of advanced degrees enhances pedagogical proficiency, professional growth, and instructional innovation commensurate with the educational progression structure revealed in the current findings.

Teacher Position

The majority of the teacher-respondents is Teacher I 91 or 54.20%; followed by thirty-two (32) or 19.00% are Teacher III; twenty-nine (29) or 17.30% are Teacher II; thirteen (13) or 7.70% are Master Teacher I; two (2) or 1.20% are Master Teacher II and only one (1), or 0.60%, was a Master Teacher III

Most of the teacher respondents are in entry-level teaching positions, suggesting that most of the workforce is concentrated in early career levels. This distribution indicates that a lot of educators are still putting together their professional portfolios, mastering the classroom, and completing what they need to get promoted within the teaching hierarchy.

On real school context, teachers in the lowest band are seen working with heavy workloads while being subjected to different classroom challenges and engaging in school initiatives to diversify their professional records. They tend to be enterprising and open to the change that these new teaching strategies and educational technologies can make, as they try to build their professional reputation and qualify for advancement. The lower number of educators in higher teaching ranks may indicate the nature of progressive qualification standards, extensive years in teaching required for advancement, and low expansion on the available plantilla to promote. Senior teachers and master teachers have specific roles with mentoring responsibilities, curriculum leadership, and supervisory duties usually requiring specialized expertise and extensive service records. The observed trend describes a budding professional context in which most of the teachers are at points in their careers that are formative stages, with other instructional leaders and institutional support providing added guidance to foster continuity for sustainable professionalism across the education system.

Numerous empirical research findings substantiate the distribution of teaching jobs and the trajectory of their careers. This outflows naturally from the salary structure of education as a profession and the large size of early career teachers, which Salazar & Feliciano (2022) note are the largest segment of the teaching workforce due to ongoing hiring to resolve teacher shortages, and increases in student enrollment — trends reflected now in the distribution of teaching

ranks. Correspondingly, Ganal and Guiab (2021) highlighted that teachers in less professional positions exhibited high motivation to engage in professional development activities as preparation for advancement in their careers. Correspondingly, Abdullah et al. Hierarchical promotion structures in education systems usually restrict the number of senior teaching positions (2023), leading to a bottleneck with educators concentrated at entry-level ranks, allowing only for teachers with growing expertise to transition into mentorship and leadership roles. In addition, Pham and Tran (2021) noted that performance evaluation standards, graduate education requirements, and even the selection of administrators by their supervisors have also impeded the upward mobility of teachers based on career development; therefore, although this salary step slows the upward flow of teachers in theory, it has contributed to a high professional quality of teachers after being promoted. Collectively, these studies are consistent with structured promotion systems and professional qualification requirements limiting educators to early-stage teaching positions while ensuring continuity in the leadership team through senior teachers, as evidenced by the patterns observed here.

Summary: Perceived Extent of Teachers' Involvement in Decision-making Processes

Table 2 shows the summary of the perceived extent of teachers' involvement in decision-making processes.

Table 2
*Summary on the Perceived Extent of Teachers' Involvement
 in Decision-making Processes*

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Curriculum and Instruction	3.46	Highly Involved	1
2	School Policy and Discipline	3.42	Highly Involved	2
3	Resource Allocation and Budgeting	3.06	Involved	5
4	School Improvement Planning	3.17	Involved	4
5	Professional Development Programs	3.23	Involved	3
	Grand Mean	3.27	Highly Involved	

The respondents (teachers) are highly involved in decision-making processes at the school level re: curriculum and instruction, with a computed overall weighted mean of 3.46 (rank 1). Next is their involvement regarding school policy and discipline, which bears an overall weighted mean of 3.42 (rank 2); while they become involved in decision-making processes in schools concerning professional development programs, with an overall weighted mean of 3.23 (rank 3); school improvement planning, with an overall weighted mean of 3.17 (rank 4); and resource allocation and budgeting, had the lowest overall weighted mean of 3.06 (rank 5).

In general, the teacher-respondents are very much/super involved in the decision-making processes as can be inferred from the computed grand mean of 3.27.

The results show that teachers tend to be highly involved with all types of school decision-making, but are most engaged in curriculum and instruction. So that means teachers have an active role to play in designing learning experiences, appropriately matching their instructional approach to the students and enacting education programs. Another reason teachers have such a large role in school policy, discipline, and even professional development It shows a larger commitment to their profession; in creating learning environments (whether good or bad), peer mentorship, and the consistency of standards (again, whether good or bad). More commonplace, however, is their role in 'seeing the sights to ensure they may contribute

perspectives on navigation of emerging classroom practices and structures so that there is a better flow through of instructional quality within and between those institutional walls'— implications of new approaches which impact learning in real school spaces (Hargreaves et al., 2007). The degree of less involvement in resource allocation and budgeting might suggest organizational structures when fiscal planning is strictly administrative, while teachers participate in advisory roles. In general, the pattern reflects a professional culture that allows teachers to inform decision-making—which roles they play as agents of influence at an instructional level and institutional level—indicating that involving teachers in various levels of decision-making becomes a source of school effectiveness and student performance.

Recent studies validate the findings we have observed with respect to teacher participation in decision-making. Lapada et al. (2020) noted that teachers who are active participants in curriculum and instruction decisions have much greater impact on learning outcomes, especially when they tailor their teaching strategies based upon what is actually happening in the classroom. According to Ganal and Guiab (2021), involving teachers in policy and discipline creates a safe and orderly environment, which improves the overall operation of schools. According to Bautista and Ocampo (2022), faculty teachers who actively participate in the creation of professional development plans encourage their instructional competence and reflective

practice, thus promoting institutional growth. Nguyen and Tran (2023) concluded that teachers share in the decisional space, but resource allocation remains administratively controlled, thus offering a consistent pattern of consultative involvement rather than fiscal authority. All these studies agree on the contribution of the teachers' involvement to all areas encompassing curriculum, discipline, and professional development, where their increased rates have had positive impact on both instructional quality and institutional governance, and their role in budgeting purpose has remained advisory supportive, gaining balance between teacher expertise and administrative oversight which substantiates with what we see happening here as well.

Summary: Perceived Level of School-Based Management

It is also noted that the teacher-respondents strongly agree in all of the domains of school based management in schools on these aspects, curriculum and learning showed highest overall weighted mean of 3.67 (rank 1); accountability and continuous improvement of an average weight mean score of about 3.60 (rank 2), followed by leadership and governance with an overall weighted mean rating at 3.52 (rank 3) then resource management received had the lowest overall weighted mean which is equal to about 3.29 (rank4).

The computed grand mean was 3.52, indicating that the teacher-respondents strongly agreed on school-based management.

Table 3 shows the summary of the perceived level of school-based management.

Table 3
Summary on the Perceived Level of School-Based Management

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Leadership and Governance	3.52	Strongly Agree	3
2 Curriculum and Learning	3.67	St Strongly Agree	1
3 Accountability and Continuous Improvement	3.60	Strongly Agree	2
4 Resource Management	3.29	Strongly Agree	4
Grand Mean	3.52	Strongly Agree	

These findings suggest that the teacher-respondents of the survey perceive a strong implementation of school-based management across all domains, implying effectiveness in school governance. The strongest consensus in curriculum and learning indicates that educators understand the critical importance of aligning instructional strategies with student-facing learning materials to drive improvements in student academic outcomes. On the other hand, high levels of accountability and continuous improvement reflect teachers' perspectives on performance monitoring mechanisms, incorporation of stakeholder feedback, and reflective practices guiding school development — suggesting that these are important facets of practice. Well-rated in leadership and governance, which shows that the school leaders promote participatory decision-making,

enhance professional development, and create an inclusive environment. Management may involve balancing internal resource allocation with access to external support as a relatively low area of agreement; however, the overall perception demonstrates that management practices are effective in ensuring institutional efficiency and better student outcomes through increased teacher engagement. This is where these dynamics become evident in the context of actual schools when teachers engage in curriculum mapping, evaluation and appropriation of available resources to increase learning for all students, building a system that intertwines various aspects of school improvement.

Recent research substantiates these conclusions by extending the focus of analysis towards the multifaceted character of successful

school-based management. Lapada et al. (2020) explain that having teachers involved in both curriculum implementation, assessment, and maturing it loop-wise strengthens the quality of instruction, as well as responsiveness from the institution. According to Ganal and Guiab (2021), participatory leadership and governance improve teacher engagement, professional accountability, and collaborative decision-making. Bautista & Ocampo (2022) argue that performance can be improved through effective mechanisms of continuous improvement and reflective practices, whereby feedback integration as well as planning based on data help improve school performance. Resource management can be difficult, but utilizing both internal and external support is valuable to the operations of an institution (Nguyen and Tran, 2023). Taken together, these studies are consistent with the current findings and show that more comprehensive school-based management systems (with strong leadership, accountability for performance, curriculum focus, and effective utilization of resources) engage teachers and support educational improvement, although variation in how resource management plays out reflects re-implementation challenges

Conclusion

From the study results, the researcher made some conclusions:

1. Most of the teacher-respondents were female, belonged to the middle adult age group, have average teaching experience, a bachelor's degree, and were Teacher I.
2. The levels of involvement in the school system are high, especially in the areas of curriculum and instruction as well as school policy and discipline (Fayidas UNN: Demographic Characteristics Survey Data). They have some involvement, comparatively higher in professional development programs (PDPs) and school improvement planning (SIP), and fewest in resource allocation and budgeting.
3. The teachers-respondents rated strongly agree in the curriculum and learning, accountability and continuous improvement, leadership and governance, as well as very

agree in resource management, among others.

4. There is a significant difference in teachers' perceived influence to decision-making processes relative to professional development programs when grouped according to their years of teaching experience; there are no significant differences in terms of curriculum and instruction, school policy and discipline, resource allocation and budgeting, as well as school improvement planning when grouped according to profile.
5. There is no significant difference in the perception of teachers on the level of school-based management along leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management when grouped according to profile.
6. The involvement of teachers in decision-making has a very high positive correlation with the school-based management of schools.
7. The strategic development plan proposed is operational, quantifiable, and based on evidence confirmed by law enforcement codes, which ensure the strategic initiatives are sustainable, responsive to stakeholder needs, and set with proven methods of improving overall school performance.

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