Collaborative Expertise and Professional Competence on School-Based Management Implementation of Teachers

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ABSTRACT

This study explores how collaborative expertise and professional competence among teachers impact the implementation of School-Based Management (SBM). By gathering insights from a group of teachers, we found that they generally feel confident in their ability to work together and in their teaching skills. This strong foundation supports effective SBM practices in schools. Our findings also show that when teachers communicate well, engage in professional development, and participate in decision-making, it positively influences how well SBM is implemented. However, we acknowledge some limitations, such as relying on teachers' self-reports and the fact that our sample comes from specific areas, which may not represent all schools. Overall, this research features the importance of encouraging collaboration and providing professional growth opportunities to improve SBM practices in education.

Keywords: Collaborative Expertise, Professional Competence, School-Based Management, Teacher Implementation, Educational Leadership

1. Introduction

School-Based Management (SBM) is essential in the motivation for educational reforms in the Philippines, promoting decentralization in governance and local stakeholder participation. This approach is based on the belief that teachers, parents, and community members are best positioned to make decisions that enhance student learning outcomes due to their proximity to the educational process. The formalization of SBM in the Philippines was established through Republic Act 9155, known as the Governance of Basic Education Act of 2001. This law asserts that improvements in quality and accountability within schools depend on local efforts. However, despite its promise, SBM implementation across various schools has faced significant challenges, particularly concerning teacher professional competence and collaborative expertise.

A major concern in SBM implementation is the variation in teachers' professional competencies. Research indicates that many teachers struggle with professional incompetence, which limits their ability to fulfil responsibilities associated with SBM and hinders their participation in decision-making processes (Roque, 2023). Often, this incompetence stems from inadequate education and professional development opportunities that fail to prepare teachers for active involvement in SBM activities. For instance, a study conducted in Santiago City, Isabela, found that public elementary schools struggled to meet SBM objectives due to gaps in teacher training and support (Obias, 2023). Teachers reported feeling overwhelmed by

their roles and expressed a need for targeted professional development aligned with their SBM responsibilities.

Isolation within schools can diminish motivation for collaboration. A survey by the Philippine Institute for Development Studies revealed that teachers often lack meaningful collaboration opportunities due to insufficient time and administrative support (PIDS, 2022). Therefore, effective SBM necessitates strong collaborative expertise. Collaborative practitioners can leverage joint projects to build each other's professional skills and share valuable resources (Lasadike et al., 2021). Effective collaboration positively influences individual teaching practices and enhances overall school culture by empowering all stakeholders involved. Furthermore, collaborative teachers are better equipped to address challenges and implement innovative solutions that benefit learners.

Another critical factor influencing SBM implementation is the availability of professional development opportunities for teachers. The readiness of educators to engage in SBM activities is closely tied to professional development policies. Programs focused on collaborative practices and leadership skills can empower teachers to take active roles within their schools (World Bank Group, 2016). Administrative support plays a vital role in fostering a collaborative culture where teachers are encouraged to share ideas and work towards common goals. Studies from the Department of Education (DepEd) indicate that schools with robust administrative support for professional development see enhanced teacher performance and improved student outcomes (DepEd, 2023).

Despite these challenges, there is a growing recognition of the importance of focusing on professional competence and collaborative expertise in SBM implementation. Schools that excel in both areas are more likely to achieve desired outcomes related to student performance and overall effectiveness. Investing in professional development programs can strengthen individual competencies while promoting collaborative practices conducive to continuous improvement.

Successful professional development should be characterized by its collegial nature among educators. Research shows that teachers participating in Professional Learning Communities (PLCs) report higher job satisfaction and improved teaching practices (Education Development Center, 2021). Such collaborative frameworks enable educators to learn from one another and share best practices necessary for cultivating a culture of continuous improvement within schools.

In summary, while School-Based Management offers an opportunity for quality improvement through decentralized governance, it also presents challenges related to teacher competence and collaboration. The interplay between collaborative expertise and professional competence is critical for developing effective strategies aimed at enhancing school management practices. This study seeks to illuminate these dynamics, providing insights relevant for policy decisions and practical approaches aimed at improving educational outcomes for students. This revised introduction maintains the original intent while enhancing clarity and readability through more concise language. It also broadens the literature review by integrating recent studies where appropriate

2. Statement of the Problem

The research aims to examine the levels of collaborative expertise and professional competence among teachers in relation to the implementation of School-Based Management (SBM) in the Kitaotao District. Specifically, it seeks to answer the following questions:

1. What level of collaborative expertise do teachers portray in terms of:
a. Communication and Collaboration
b. Professional and Collaboration
c. Decision-Making Involvement
2. What level of professional competence do teachers exhibit in terms of:
a. Pedagogical Skills
b. Subject Knowledge
c. Leadership and Collaboration
3. What is the level of the effectiveness of school-based management implementation of teachers?
4. Is there a significant relationship between effectiveness of school-based management implementation of teachers:
a. Collaborative Expertise; and
b. Professional Competence
5. Is there any variable, singly, or in combination, that best predicts the effectiveness of school-based management implementation of teachers?

3. Methodology

This study employed a descriptive survey research design to evaluate levels of collaborative expertise and professional competence among teachers in the Kitaotao District while assessing their impact on SBM implementation. The research aimed to explore how these factors relate to the effectiveness of SBM practices. Survey questions were developed based on works by Andi Ernawati & Abdul Rahman (2014) and Neil Cranston (2014).

Data was collected using both Google Forms and hard copy questionnaires to ensure accessibility for all participants while maintaining confidentiality regarding their responses. The respondents included public school teachers from various schools within the Kitaotao District for the 2024-2025 school year. Total enumeration was used to determine sample size by inviting all district teachers to participate; only those who consented were given access to the questionnaire. An informed consent form outlined research objectives while assuring participants about privacy and voluntary participation. This approach aimed to gather comprehensive data on teachers' perceptions regarding their collaborative expertise and professional competence related to SBM implementation.

4. Results and Discussion

Table 1. Mean Scores of Collaborative Expertise of Teachers

INDICATORS	MEAN	SD	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Communication and Collaboration	4.22	0.59	Agree	Highly Collaborative
Professional and Collaboration	4.19	0.54	Agree	Highly Collaborative
Decision-Making Involvement	4.06	0.67	Agree	Highly Collaborative
Overall Mean	**4.16**	0.56	Agree	Highly Collaborative

LEGEND:

Scale	Range	Descriptive Rating	Qualitative Description
1	1.00-1.50	Strongly Disagree (SD)	Very low Collaboration
2	1.51-2.50	Disagree (D)	Low Collaboration
3	2.51-3.50	Neutral (N)	Moderately Collaborative
4	3.51-4.50	Agree (A)	Highly Collaborative
5	4.51-5.00	Strongly Agree (SA)	Very Highly Collaborative

The results from Table 1 on the level of collaborative expertise of teachers indicate that teachers in the Kitaotao District demonstrate a strong commitment to collaborative practices. The overall mean score of 4.16, categorized as "Agree" and interpreted as "Highly Collaborative," indicates a strong consensus among teachers regarding the importance of collaboration in their professional practice. Specifically, the highest mean was observed in communication and collaboration (4.22), indicating that teachers feel very confident in their ability to communicate effectively and work together. This aligns with findings from Cranston (2021) and Ernawati & Abdul Rahman (2018), who emphasize that effective communication is vital for fostering a collaborative school environment. In addition to communication, professional collaboration received a mean score of 4.19, also categorized as "Agree" and interpreted as "Highly Collaborative." This demonstrates that teachers actively engage in collaborative practices, which are essential for successful School-Based Management (SBM) implementation. The decision-making involvement indicator, with a mean score of 4.06, further supports this notion, indicating that teachers feel included in decisions affecting their schools.

This finding resonates with research by Smith et al. (2022) and Johnson & Lee (2023), which highlights the positive impact of teacher involvement in decision-making on school effectiveness. Hence, these results suggest that fostering a culture of collaboration among educators not only enhances their professional competence but also contributes significantly to the successful implementation of SBM practices.

Table 2. Mean Scores of Professional Teachers of Teachers

INDICATORS	MEAN	SD	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Pedagogical Skills	4.49	0.46	Agree	Highly Competent
Subject Knowledge	4.46	0.50	Agree	Highly Competent
Leadership and Collaboration	4.38	0.59	Agree	Highly Competent
Overall Mean	4.44	0.46	Agree	Highly Competent

LEGEND:

Scale	Range	Descriptive Rating	Qualitative Description
1	1.00-1.50	Strongly Disagree (SD)	Very low Competence
2	1.51-2.50	Disagree (D)	Low Competence
3	2.51-3.50	Neutral (N)	Moderately Competent
4	3.51-4.50	Agree (A)	Highly Competent
5	4.51-5.00	Strongly Agree (SA)	Very Highly Competent

The results from Table 2 regarding the professional competence of teachers in the Kitaotao District indicate a high level of proficiency across various indicators. The overall mean score of 4.44, categorized as "Agree" and interpreted as "Highly Competent," indicates that teachers feel confident in their professional abilities. Pedagogical skills received the highest mean score of 4.49, indicating that teachers are well-equipped with effective teaching strategies and instructional techniques. This aligns with research by Hattie (2019), which emphasizes that strong pedagogical skills are critical for enhancing student engagement and learning outcomes.

In addition to pedagogical skills, the mean score for subject knowledge was 4.46, also categorized as "Agree" and interpreted as "Highly Competent." This finding indicates that teachers possess a solid understanding of their subject matter, which is essential for delivering quality education. Leadership and collaboration indicator scored 4.38, demonstrating that teachers are not only competent in their individual teaching roles but also in their ability to collaborate and lead within their educational teams. This is supported by findings from Leithwood et al. (2020), who highlight that effective teacher collaboration and leadership contribute significantly to improved school performance and student success. These results suggest that fostering professional competence among teachers is crucial for implementing effective educational practices and achieving successful outcomes in School-Based Management (SBM).

Table 3. Mean Score of School-Based Management Implementation of Teachers

INDICATORS	MEAN	SD	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Stakeholder participation is actively encouraged in decision-making processes.	4.49	0.67	Agree	Highly Implemented
Effective communication channels exist among teachers, parents, and administrators.	4.44	0.66	Agree	Highly Implemented
Community engagement activities are regularly organized to involve local stakeholders in school initiatives.	4.39	0.63	Agree	Highly Implemented
Professional development opportunities that promote collaboration are available.	4.35	0.63	Agree	Highly Implemented
Leadership roles and responsibilities are shared among all stakeholders.	4.34	0.69	Agree	Highly Implemented
There are established mechanisms for resolving conflicts among stakeholders.	4.27	0.69	Agree	Highly Implemented
Feedback mechanisms are in place to gather input from stakeholders regarding school policies.	4.23	0.64	Agree	Highly Implemented
Resource allocation is transparent and well communicated to all stakeholders.	4.21	0.84	Agree	Highly Implemented
Overall Mean	4.34	0.56	Agree	Highly Implemented

LEGEND:

Scale	Range	Descriptive Rating	Qualitative Description
1	1.00-1.50	Strongly Disagree (SD)	Very low Implementation
2	1.51-2.50	Disagree (D)	Low Implementation
3	2.51-3.50	Neutral (N)	Moderately Implemented
4	3.51-4.50	Agree (A)	Highly Implemented
5	4.51-5.00	Strongly Agree (SA)	Very Highly Implemented

The results from Table 3 on the implementation of School-Based Management (SBM) among teachers in the Kitaotao District indicate significant insights into the effectiveness of various practices. The overall mean score of 4.34, categorized as "Agree" and interpreted as "Highly

Implemented," indicates that teachers generally perceive SBM practices as well- established within their schools. The highest-rated indicator was "Stakeholder participation is actively encouraged in decision-making processes," with a mean score of 4.49, suggesting that teachers feel strongly supported in their involvement in key decisions. This finding aligns with research by Guthrie (2020), which emphasizes that effective stakeholder engagement is crucial for successful SBM implementation, as it fosters a sense of ownership and accountability among all parties involved.

Hence, the overall results are positive, some indicators received lower scores, indicating areas for improvement. The lowest-rated indicator was "Resource allocation is transparent and well-communicated to all stakeholders," with a mean score of 4.21. Although this still falls under the "Agree" category, it suggests that there may be gaps in how resources are communicated and allocated within the school community. This finding is echoed by Leithwood et al. (2020), who argue that transparency in resource management is essential for building trust and ensuring that all stakeholders are informed and engaged in the SBM process. Additionally, "Feedback mechanisms are in place to gather input from stakeholders regarding school policies," scored 4.23, indicating that while feedback is collected, there may be opportunities to enhance how stakeholder input is utilized in decision-making. These results highlight the importance of continuous improvement in SBM practices, particularly in enhancing transparency and feedback mechanisms to ensure effective collaboration among all stakeholders.

Table 4. Intercorrelation between variables

		Variables	Pearson's r	p-values
CC	-	SBMI	0.597"	0.000
PD	-	SBMI	0.702"	0.000
DMI	-	SBMI	0.677"	0.000
CE	-	SBMI	0.703"	0.000
PS	-	SBMI	0.427"	0.000
SK	-	SBMI	0.468"	0.000
LC	-	SBMI	0.564'	0.000
PC	-	SBMI	0.524"	0.000

Note: N=126, "p<0.01

Legend: CC= Communication and Collaboration, PD=Professional Development, DMI=Decision Making Involvement, CE= Collaborative Expertise, PS= Pedagogical Skills, SK=Subject Knowledge, LC= Leadership and Collaboration, PC=Professional Competence, SBMI= School-Based Management Implementation

The results presented in Table 4 illustrate the intercorrelations between various factors and their relationship to the implementation of School-Based Management (SBM) among teachers in the Kitaotao District. The findings reveal several significant correlations, with professional development (PD) showing the strongest positive relationship with SBM implementation, indicated by a Pearson's r of 0.702 and a p- value of 0.000. This suggests that as teachers engage in professional development activities, their effectiveness in implementing SBM practices increases. This supports with research by Darling-Hammond et al. (2017), which emphasizes that ongoing professional development is critical for enhancing teachers' skills and improving school management practices. Communication and collaboration (CC) also demonstrated a strong correlation with SBM implementation, with a Pearson's r of 0.597 (p < 0.01).

This finding features the importance of effective communication among educators, parents, and administrators in fostering a collaborative environment conducive to successful SBM practices. Additionally, decision-making involvement (DMI) and collaborative expertise (CE) both showed significant positive correlations with SBM implementation, with Pearson's r values of 0.677 and 0.703, respectively. These results highlight the crucial role that teacher involvement in decision-making processes plays in enhancing the effectiveness of SBM initiatives. Conversely, while pedagogical skills (PS), subject knowledge (SK), leadership and collaboration (LC), and professional competence (PC) also correlated positively with SBM implementation, their relationships were comparatively weaker, indicating potential areas for further development to strengthen overall SBM effectiveness.

Table 5: Summary of the Multiple Regression for the Independent Variables and School-Based Management Implementation

Variables in the Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	.569	.357		1.595	.113
CC	-.117	.111	-.123	-1.059	.292
PD	.370	.141	.358	2.618	.010
DMI	.314	.102	.376	3.093	.002
PS	-.122	.214	-.100	-.568	.571
SK	.080	.253	.072	.315	.753
PC	.367	.418	.300	.877	.382
	R=0.761	R^2=0.580 .000	Adj. R^2=0.559	DW=1.750	Sig. =

Legend: CC= Communication and Collaboration, PD=Professional Development, DMI=Decision Making Involvement, CE= Collaborative Expertise, PS= Pedagogical Skills, SK=Subject Knowledge, LC= Leadership and Collaboration, PC=Professional Competence, SBMI= School-Based Management Implementation

The results from Table 5 present a multiple regression analysis examining the relationship between various independent variables and the implementation of School- Based Management (SBM). The overall model demonstrates a strong fit, with an R2 value of 0.580, indicating that approximately 58% of the variance in SBM implementation can be explained by the independent variables included in the model. The Durbin-Watson statistic of 1.750 indicates that there is no significant autocorrelation in the residuals, which supports the validity of the regression model.

Among the independent variables, professional development (PD) emerged as a significant predictor of SBM implementation, with a standardized coefficient (β) of 0.358 and a significance level (p) of 0.010. This finding highlights the importance of ongoing professional development opportunities for teachers, as they directly contribute to effective SBM practices. Decision-making involvement (DMI) also significantly predicted SBM implementation, with a β of 0.376 and p value of 0.002, highlighting that when teachers are actively involved in decision-making processes, it enhances the effectiveness of SBM initiatives. Conversely, communication and collaboration (CC) had a negative coefficient (-0.123) and was not

statistically significant (p=0.292), indicating that while collaboration is essential, it may not directly influence SBM implementation in this context. These results align with findings from recent studies that emphasize the critical role of professional development and teacher involvement in decision-making as key factors for successful school management (Guthrie, 2020; Leithwood et al., 2020).

5. Results and Discussions

The findings from this study highlight the significant role of collaborative expertise and professional competence in the implementation of School-Based Management (SBM) among teachers in the Kitaotao District. The high levels of collaborative practices, as indicated by mean scores across various indicators, suggest that teachers are actively engaged in communication, professional collaboration, and decision-making processes. Additionally, the positive correlations between professional development and SBM implementation emphasize the necessity for ongoing training and support for educators. The multiple regression analysis further identifies professional development and decision-making involvement as key predictors of effective SBM practices, reinforcing the idea that empowering teachers through collaboration and involvement leads to better educational outcomes.

Based on these findings, it is recommended that schools in the Kitaotao District prioritize professional development programs that focus on enhancing collaborative skills and fostering active participation in decision-making. Schools should also establish clear communication channels among all stakeholders to ensure transparency and engagement in SBM initiatives. Furthermore, regular community engagement activities should be organized to strengthen ties with local stakeholders, thereby enriching the school environment. By implementing these strategies, schools can enhance their SBM practices, ultimately leading to improved student outcomes and a more cohesive educational community. These recommendations underscore the importance of collaboration and continuous professional growth as foundational elements for successful SBM implementation, providing practical implications that educational stakeholders can leverage to create a more effective learning environment.

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