

School-Based Management Implementation and Instructional Styles on Teachers' Productivity

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ABSTRACT

This study investigated the relationship between school-based management, instructional styles, and teachers' productivity in the Damulog North and South Districts during the 2023-2024 school year. It assessed teachers' attitudes towards school-based management and examined various instructional styles: authority, facilitator, delegator, hybrid, and demonstrator. The research described teachers' productivity in the teaching-learning process, student outcomes, and professional growth, exploring correlations with the independent variables. Data were collected from 203 public school teachers via surveys, revealing that teachers demonstrated a high level of agreement toward school-based management and instructional styles, with generally high productivity reported, particularly in student outcomes. Satisfactory ratings were noted in the teaching-learning process and professional growth. Significant relationships were found between school-based management, instructional styles, and productivity, with teachers' attitudes towards implementation and the five instructional style components correlating with productivity. Regression analysis identified demonstrator, teachers' attitudes, and authority as significant predictors of productivity, while delegator was not found to be statistically significant.

Keywords: School-Based Management, Instructional Styles, Teachers' Productivity, Public School Teachers, Philippines

INTRODUCTION

Teachers' productivity is a crucial issue affecting educational systems worldwide, significantly influencing student learning outcomes and overall educational quality (Guerriero, 2014). Factors such as large class sizes, limited resources, administrative burdens, and evolving instructional demands overwhelm teachers, leading to decreased effectiveness and efficiency. This decline in productivity can result in learning gaps, lower academic performance, and reduced educational attainment for students. Additionally, low productivity negatively impacts teacher morale, contributing to burnout and high turnover rates (Bryant et al., 2023). Addressing this issue is vital for ensuring optimal learning experiences and fostering a supportive educational environment. However, there is a gap in understanding the specific factors affecting teacher productivity in the Philippines, warranting a comprehensive assessment of various dimensions such as lesson planning, instructional delivery, and professional growth (Anesah et al., 2020).

One promising approach to enhance teacher productivity is the implementation of School-Based Management (SBM), which empowers teachers by involving them in decision-making processes, fostering ownership, and increasing job satisfaction (Cogtas, 2018). Research indicates that SBM practices can create environments that promote collaboration and continuous professional growth, ultimately improving productivity and educational outcomes. Additionally, instructional styles significantly influence teacher effectiveness and student achievement (Sim & Mohd, 2022). Effective instructional strategies enhance student engagement and understanding, contributing to overall teaching success (Inayat & Ali, 2020). By adopting appropriate instructional methods, teachers can improve their productivity and meet diverse learning needs (Hein et al., 2012). Therefore, implementing SBM and employing effective instructional styles are essential for enhancing teachers' productivity and improving educational outcomes (Khanal & Guha, 2023).

Framework

School-Based Management (SBM) plays a crucial role in enhancing educational quality and improving student outcomes, as evidenced by research from various countries, including Indonesia and the Philippines. Studies indicate that effective SBM implementation leads to positive changes in school management, teaching-learning environments, and student academic achievements. For example, Tansiri and Bong (2019) found that SBM in Indonesian State Junior High Schools fostered participatory decision-making, budgetary transparency, and community involvement, which are essential for effective governance. Similarly, Bandur (2018) highlighted that SBM contributes to healthier teaching-learning environments and better academic performance, emphasizing the importance of positive attitudes towards SBM for improved educational outcomes. The Colombian Full-Day Schooling program also supports the notion that decentralization and SBM enhance school management and educational quality (Parra, 2022). Overall, favorable perceptions of SBM among educators are vital for its effectiveness in improving governance, teacher performance, and student learning outcomes.

The relationship between instructional styles and student academic performance is well-documented, with numerous studies demonstrating a significant correlation. For instance, Ariem and Cabal (2018) found a strong link between teacher instructional styles and student performance, which aligns with Walker's (2019) research on the impact of these styles on student engagement. Incorporating diverse instructional methods is particularly effective in enhancing student engagement and achievement. Agustin et al. (2018) revealed that Filipino students in applied science courses benefit from a mix of visual, group, and kinesthetic learning approaches. This highlights the necessity for instructors to adapt their teaching strategies to accommodate various learning preferences, fostering a dynamic learning environment that encourages active participation and success for all students.

Research on teachers' productivity in the Philippine Basic Education system has identified several factors contributing to low research engagement. Studies in regions like Cabadbaran, Butuan, and Surigao City emphasize the need for improved research support, self-efficacy, and impact, despite generally positive attitudes towards research. In Calbayog City, minimal research productivity was linked to factors such as gender, teaching experience, and training attendance. At the higher education level, barriers to research productivity include lack of funding and a supportive research culture. These findings underscore the necessity for targeted interventions to enhance teachers' research engagement. Additionally, professional growth significantly impacts teacher performance, as demonstrated by Padillo et al. (2021), who found that teachers participating in professional growth activities showed mastery in key competencies, positively influencing student outcomes and contributing to their overall professional growth.

Objectives

This study investigated the effectiveness of school-based management implementation and instructional styles on the productivity of public-school teachers. Specifically, it aimed to: 1) assess teachers' attitudes and general opinions towards school-based management, evaluate the levels of various instructional styles (authority, facilitator, delegator, hybrid, and demonstrator); 2) describe teachers' productivity in terms of the teaching-learning process, student outcomes, and professional growth, examine the relationship between school-based management and instructional styles on teacher productivity, and 3) identify which variable or combination of variables best predicts teachers' productivity.

METHODS

This study employed a descriptive-correlational research design to assess the productivity levels of public school teachers in the Damulog North and South Districts. The descriptive method was utilized to describe teachers' productivity, while the correlation method was applied to examine the relationships between school-based management, instructional styles, and teachers' productivity. The participants included 203 public school teachers from the Damulog North and South Districts within the Division of Bukidnon for the 2023-2024 school year.

Data collection involved obtaining permission from the Division Superintendent of Bukidnon through a formal request, with the study being noted by the subject professor. Respondents were informed about their participation via a cover letter before completing the questionnaires, ensuring they had sufficient time to provide accurate responses. The research utilized three sets of instruments, including a tool based on the “Framework and Standards for Effective School-Based Management Practice” by the Department of Education. Data analysis incorporated various statistical techniques, including descriptive statistics to summarize variables such as school-based management, instructional styles, and teacher productivity, as well as Pearson r to explore relationships between independent and dependent variables. Additionally, linear regression analysis was conducted to identify the variables that most effectively predict teachers' performance.

Ethical Considerations. Ethical approval was obtained prior to data collection. Permission was secured from the Schools Division Superintendent, and participation of respondents was voluntary. Informed consent was obtained, and respondents were assured of confidentiality and anonymity. All data collected were used solely for academic and research purposes.

RESULTS AND DISCUSSION

Table 1 Profile of the Respondents

Variable	Description
Age	28-58 years old
Gender	Male and Female
Years of Teaching Experience	5-20 years
Grade Level Taught	Grade 1-6
Educational Attainment	Bachelor’s Degree and Master’s Degree

The respondents of the study consisted of 203 public elementary school teachers from the Damulog North and South Districts. In terms of age, the teachers ranged from 28 to 58 years old, indicating the presence of both early-career and experienced educators. Both male and female teachers participated in the study. Regarding teaching experience, respondents had between 5 to 20 years of service, reflecting substantial professional exposure. The participants were assigned across Grade 1 to Grade 6 levels, representing the full range of elementary education. In terms of educational attainment, teachers held either a bachelor’s degree or a master’s degree, indicating engagement in professional advancement.

Table 2 Level of School-based Management

Sub-variable	Mean	Descriptive Rating	Qualitative Interpretation
Attitude of Teachers Towards Implementation	4.33	Agree	Highly Favorable
General Opinions on School-Based Management	4.30	Agree	Highly Favorable
Overall Mean	4.32	Agree	Highly Favorable

The findings indicate that teachers demonstrated a highly favorable level of school-based management (SBM), as reflected by the overall mean of 4.32. Among the indicators, attitude of teachers towards implementation obtained a mean of 4.33, while general opinions on SBM recorded a mean of 4.30, both interpreted as highly favorable. These results suggest that teachers positively perceive and support the implementation of SBM in their schools. This finding aligns with the study of Tansiri and Bong (2019), which emphasized the role of participatory decision-making and community involvement in effective school governance. Similarly, Bandur

(2018) highlighted that positive perceptions of SBM contribute to improved educational outcomes. Furthermore, Parra (2022) noted that effective SBM implementation enhances school management and overall educational quality. Collectively, these studies support the present findings, indicating that favorable teacher attitudes are essential for the successful implementation of SBM.

Table 3 Level of Instructional Styles

Sub-variable	Mean	Descriptive Rating	Qualitative Interpretation
Hybrid	4.47	Often	Very Important
Demonstrator	4.46	Often	Very Important
Facilitator	4.43	Often	Very Important
Delegator	4.38	Often	Very Important
Authority	4.35	Often	Very Important
Overall Mean	4.32	Often	Very Important

The results reveal that teachers frequently employ a variety of instructional styles, as indicated by the overall mean of 4.32, interpreted as very important. Among the instructional styles, hybrid obtained the highest mean (4.47), followed closely by demonstrator (4.46) and facilitator (4.43), while delegator (4.38) and authority (4.35) recorded slightly lower but still high ratings. These findings suggest that teachers tend to adopt flexible and student-centered approaches, particularly through hybrid and demonstrator styles, to enhance student engagement and learning. The consistent high ratings across all styles indicate that teachers recognize the importance of utilizing diverse instructional strategies in the classroom. This finding supports Ariem and Cabal (2018), who reported a significant relationship between instructional styles and student performance. Likewise, Agustin et al. (2018) emphasized that the use of varied instructional methods improves student engagement and learning outcomes. Therefore, the present results highlight the importance of adaptive teaching approaches in promoting effective instruction.

Table 4 Teachers' Productivity

Sub-variable	Mean	Descriptive Rating	Qualitative Interpretation
Student's Outcome	4.41	Highly Evident	Very Satisfactory
Teaching-Learning Process	4.40	Highly Evident	Very Satisfactory
Professional Growth and Development	4.30	Highly Evident	Very Satisfactory
Overall Mean	4.37	Highly Evident	Very Satisfactory

The results show that teachers demonstrated a high level of productivity, with an overall mean of 4.37, interpreted as very satisfactory. Among the indicators, student outcomes obtained the highest mean (4.41), followed by the teaching-learning process (4.40), while professional growth and development recorded a slightly lower mean (4.30). These findings indicate that teachers consistently perform well across key areas of their professional responsibilities, particularly in facilitating student learning outcomes. The uniformly high ratings suggest that teachers maintain a strong level of engagement in both instructional practices and professional growth activities. This result is supported by previous studies which highlight that teacher productivity is influenced by both instructional effectiveness and professional growth opportunities (Padillo et al., 2021). However, other studies have identified challenges in research productivity among teachers in the Philippine basic education system, such as limited institutional support and varying levels of research engagement (Herrera, 2023; Magnaye, 2023;

Alcazaren, 2022). These findings suggest that while teaching-related productivity is high, there remains a need to further strengthen research and professional growth support systems.

Table 5 Correlation Analysis Showing Relationship of Independent Variable to the Productivity of Teachers

	DV: Teachers' Productivity	
Variables	R-Value	Probability
School-Based Management	.630	.000**
Attitude Of Teachers Towards Implementation	.625	.000**
General Opinions On School-Based Management	.578	.000**
Instructional Styles	.716	.000**
Authority	.632	.000**
Facilitator	.603	.000**
Delegator	.671	.000**
Hybrid	.601	.000**
Demonstrator	.637	.000**

The results reveal that both School-Based Management (SBM) and instructional styles have significant positive relationships with teachers' productivity. Specifically, SBM showed a strong positive correlation with productivity ($r = 0.630$, $p < 0.01$), indicating that improvements in SBM practices are associated with increased teacher productivity. Among its components, attitude of teachers towards implementation ($r = 0.625$) and general opinions on SBM ($r = 0.578$) also demonstrated moderate to strong positive relationships.

Similarly, instructional styles exhibited a strong positive correlation with teachers' productivity ($r = 0.716$, $p < 0.01$), suggesting that the use of varied instructional approaches is closely associated with higher productivity levels. Among the specific instructional styles, delegator ($r = 0.671$), demonstrator ($r = 0.637$), and authority ($r = 0.632$) showed strong positive correlations, while facilitator ($r = 0.603$) and hybrid ($r = 0.601$) demonstrated moderate to strong relationships.

These findings indicate that both effective school management practices and the use of diverse instructional strategies contribute significantly to enhancing teachers' productivity. This supports Cogtas (2018), who found that SBM implementation is positively associated with teacher performance, as well as Tansiri and Bong (2019), who emphasized the role of SBM in improving school effectiveness. Additionally, Ariem and Cabal (2018) and Agustin et al. (2018) highlighted the importance of instructional styles in improving student performance, which is closely linked to teacher productivity.

Table 6 Regression Analysis on Teachers' Productivity

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	.485	.254		1.910	.058
Delegator	.148	.089	.155	1.675	.096

Attitude of Teachers Towards SBM Implementation	.263	.074	.242	3.545	.000
Demonstrator	.290	.071	.288	4.092	.000
Authority	.184	.078	.185	2.341	.020
R= .745 R ² = .555 F-Value= 61.749 Prob= .000					

The regression analysis revealed that teachers’ productivity is significantly predicted by selected variables related to school-based management and instructional styles. Specifically, demonstrator ($\beta = 0.288, p < 0.001$), attitude of teachers towards SBM implementation ($\beta = 0.242, p < 0.001$), and authority ($\beta = 0.185, p = 0.020$) were found to be significant predictors of productivity. Among these, the demonstrator instructional style emerged as the strongest predictor, indicating that teachers who effectively demonstrate concepts and skills tend to exhibit higher productivity.

On the other hand, delegator ($\beta = 0.155, p = 0.096$) was not found to be a statistically significant predictor, suggesting that its influence on productivity may be limited in this context. The overall model was statistically significant ($F = 61.749, p < 0.001$) and explained 55.5% of the variance in teachers’ productivity ($R^2 = 0.555$), indicating a substantial predictive capacity.

These findings suggest that both positive attitudes toward SBM and the use of effective instructional strategies, particularly demonstrator and authority styles, play important roles in enhancing teacher productivity. This is supported by Banerjee and Duflo (2020), who emphasized that effective demonstration of skills improves student performance and instructional effectiveness. Overall, the results highlight the importance of combining strong school management practices with appropriate instructional strategies to improve teacher performance.

Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted only among public elementary school teachers in the Damulog North and South Districts, which may limit the generalizability of the results to other districts or educational settings. Second, the study relied solely on a survey questionnaire for data collection, which may be subject to self-report bias, as respondents may have provided socially desirable answers. Lastly, the research employed a cross-sectional design, collecting data at a single point in time, which limits the ability to establish causal relationships among school-based management, instructional styles, and teachers' productivity. Future studies may consider including a wider sample, multiple data sources, and longitudinal designs to provide more comprehensive and generalizable findings.

CONCLUSIONS

The findings of the study indicate that teachers demonstrate a highly favorable perception of School-Based Management (SBM), as reflected in their positive attitudes and general opinions toward its implementation. In terms of instructional practices, teachers frequently employ a range of instructional styles, with hybrid, demonstrator, and facilitator approaches being the most prominent. Teachers also exhibit a high level of productivity across key areas, particularly in student outcomes, teaching-learning processes, and professional growth.

Furthermore, the study established that both SBM and instructional styles are significantly related to teachers’ productivity, indicating that improvements in school management practices and instructional approaches are associated with enhanced teacher performance. Regression analysis further revealed that demonstrator instructional style, teachers’ attitudes toward SBM, and authority style significantly predict teachers’ productivity, with demonstrator emerging as the strongest predictor.

Overall, the results underscore the importance of fostering positive attitudes toward SBM and promoting effective instructional strategies to enhance teachers’ productivity. These findings provide valuable insights for

school administrators and policymakers in designing targeted interventions that support teacher performance and improve educational outcomes.

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