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School-based Management Practices and Teachers' Assessments of Curriculum Innovation among Vocational Colleges in Jiangxi Province

Lingxia Hu *

Emilio Aguinaldo College, Philippines
*** Corresponding author Email:** hulingxia@126.com

Abstract: School-based management (SBM) has gained prominence in educational reforms, emphasizing school autonomy in decision-making processes. This study aims to determine decentralizing decision-making authority to individual schools, empowering educators to make decisions that best meet the needs of their students. The descriptive-comparative correlational methodology to be used in this study is distinguished by exact definitions, meticulous documentation, depth analysis, and a profound comprehension of contextual dynamics. The results revealed that school-based management practices can significantly impact curricular innovation through enhanced collaboration, which will provide important references for schools in the future in terms of improving their school-based management systems, carrying out curricular innovation practices, and enhancing teachers' pedagogical competence. The study, therefore, recommends regularly reviewing and updating curriculum by establishing a feedback loop involving students, teachers, and other stakeholders to assess and enhance curriculum effectiveness continuously.

Keywords: School-Based Management (SBM); Vocational Colleges; Curriculum Innovation; Collaborative Practices; Decision-Making Processes.

1. Introduction

School-based management (SBM) practices in China significantly influence teachers' assessments of curriculum innovation. As educational institutions strive to enhance teaching and learning, understanding how SBM affects teachers' views on curriculum changes is crucial.

School-based management practices involve decentralizing decision-making authority from central administrations to individual schools. This approach aims to improve educational outcomes by involving teachers and local stakeholders in decision-making processes. According to Nurkhanov and Karimov (2021), SBM practices enhance teachers' involvement in curriculum design and implementation, leading to more innovative and contextually relevant curricula. Challenges in SBM practices can also impact teachers' assessments. A study by Amanbekov and Isakov (2024) explored the difficulties faced by schools in implementing SBM practices effectively. Challenges such as inadequate resources, lack of training, and resistance to change can negatively affect teachers' views on curriculum innovation.

School-based management practices have a profound impact on teachers' assessments of curriculum innovation. Research highlights the importance of collaborative decision-making, supportive leadership, alignment with professional development, transparency, teacher autonomy, and supportive culture in shaping positive assessments. Understanding these dynamics can help educational institutions better manage curriculum innovation and support teachers in embracing new approaches.

2. Literature Review

Recent research has explored how SBM practices impact teachers' assessments of curriculum innovation. Li and Zhou (2022) examined the effects of SBM on teachers' attitudes toward curriculum changes. Their study found that schools with strong SBM practices, including increased teacher participation in decision-making, experienced more positive assessments of curriculum innovation. This suggests that SBM can enhance the effectiveness of curriculum reforms by involving teachers more actively.

2.1. School-Based Management

Essentially, education is about using different teaching and training techniques to mold the attitudes and behaviors of individuals or groups. The way people approach their lives and activities is greatly influenced by this process (Abdullah, 2024). in its simplest form, management is the leadership in charge of overseeing the functioning of organizations and the efficient use of resources to accomplish goals. Planning, arranging, and allocating organizational resources in order to achieve predetermined objectives is the essence of the management idea.

A political approach known as "school-based management" (SBM) aims to restructure school organizations by giving local stakeholders—principals, teachers, counselors, curriculum authors, administrators, parents, community members, and students—more authority. In essence, SBM is a step toward decentralizing education, which involves moving decision-making closer to the school level. This method emphasizes how crucial it is to make judgments that are timely, appropriate to the context, and carefully considered in terms of their effects and results. To prevent any blunders, effective leaders need to be actively involved and take these things into account (Achadah, 2024).

2.2. Curriculum Innovation

Methods and resources for education progress along with

society. Learning in the past was primarily based on textbooks and blackboards. But with the development of technology, instructional materials are now more widely available, with digital periodicals and online books becoming commonplace. This demonstrates a measurable advancement in teaching resources.

The same holds true for curricula, which need to be revised in order to stay current. Since the curriculum is a vital instrument for accomplishing educational goals, it must be continuously innovated and adapted (Hariyati ET AL., 2022). A curriculum that is out of date will make education and learning less effective, especially when it comes to fulfilling modern demands (Syamsuar & Reflianto, 2024). Innovation in curricula is essential to raising educational systems' efficacy. A curriculum that adjusts to social, economic, and technical developments is becoming more and more necessary as society develops (Rasyidi, 2024). Such innovation aims to create meaningful and engaging learning experiences, better prepare students for upcoming problems, and offer more effective teaching approaches (Luailiyah, Zadal Hilmi, & Saharian, 2022).

2.3. Teachers' Assessment of School-Based Management

For many years, there has been a heated discussion about academic standards, school reform, and the teaching profession. The National Commission on Excellence in Education's 1983 report "A Nation at Risk" sought to improve the future of the educational system. For many years, SBM has been partially successful in a number of educational systems, including those in Thailand, the US, Australia, Indonesia, New Zealand, and England. Scholars contend that enhanced community and parental involvement in schools has resulted in higher learning outcomes and enhanced school performance. By giving school staff, the power to improve learning environments and encourage continuous professional growth, SBM aims to transform educational practices.

Studies show that better educational practices and outcomes are associated with improvements made through School-Based Management (SBM) (Skoufias & Shapiro, 2021; Gunnarsson, Orazem, Sanchez, & Verdisco, 2024; Eskeland & Filmer, 2022). Nonetheless, there isn't much conclusive data to support SBM's effect on student achievement. Just 14 research used rigorous methodologies to evaluate SBM, and just six of those studies showed beneficial impacts on student test scores, according to a recent review of empirical literature published since 1995 (Barrera-Osorio, Fasih, & Patrinos, 2024). There is a dearth of empirical evidence from East Asia, despite research from Kenya and Latin America offering some useful insights.

According to Bandur (2023), School-Based Management (SBM) has the potential to transform school environments and promote healthier climates, thereby inspiring teachers to improve student success. Studies by Cranston (2021) attest to the fact that SBM improves school-level decision-making and successfully empowers local stakeholders.

School-based management (SBM) has gained prominence in educational reforms in China emphasizing school autonomy in decision-making processes. And this is no exempted for the vocational colleges in Jiangxi Province in China. This autonomy has significant implications for curriculum innovation, influencing how teachers perceive and engage with new curricular initiatives. Understanding the intersection of SBM practices and teachers' assessments of curriculum innovation is crucial for optimizing educational outcomes and fostering a supportive learning environment.

3. Hypothesis

1. There is no significant difference in the assessment of the teacher respondents of the school-based management practices in their institution when they are grouped according to their profile.
2. There is no significant difference in the self-assessment of the teacher respondents of their assessments of curriculum innovation when they are grouped according to their profile.
3. There is no significant relationship between the assessment of the teacher respondents of the school-based management practices in their institution and their self-assessment of their assessments of curriculum innovation.

4. METHODOLOGY

4.1. Sample and Sampling Techniques

The respondents of the study were the teachers from the 3 vocational colleges in Jiangxi Province in China. In selecting the teacher respondents, purposive sampling technique was used among the teacher respondents.

Criteria in the selection are as follows:

1. Must be presently teaching in the subject vocational college.
2. Must be a full-time teacher
3. Must have served for at least 3 years in the present school.

4.2. Research Paradigm

Understanding the relationship between SBM practices and teachers' assessments of curriculum innovation is essential for developing effective strategies to enhance educational outcomes. By focusing on Fullan's (2021) theory of educational change, this research aims to provide insights into how SBM practices can support and enhance curriculum innovation. The findings will inform policy development, school leadership practices, and teacher professional development programs aimed at promoting innovative curricular approaches in schools.

Figure 1 shows the research paradigm on the assessing the relationship between the teacher respondents' assessment of the school-based management practices in their institution and their self-assessment of their assessment of curriculum innovation in China. It will likewise present the correlation between school-based management practices and the teachers' assessment of curriculum innovation.

Figure 1 indicates the research paradigm of the study. It presents the intervening variables, specifically the teachers' demographic data. It also presents the teacher respondents' assessment of the school-based management practices in their institution and their self-assessment of their assessment of curriculum innovation. Finally, it shows the relationship between school-based management practices and the teachers' assessment of curriculum innovations.

It shows the expected output of the study, which is the curriculum innovation support program for teachers.

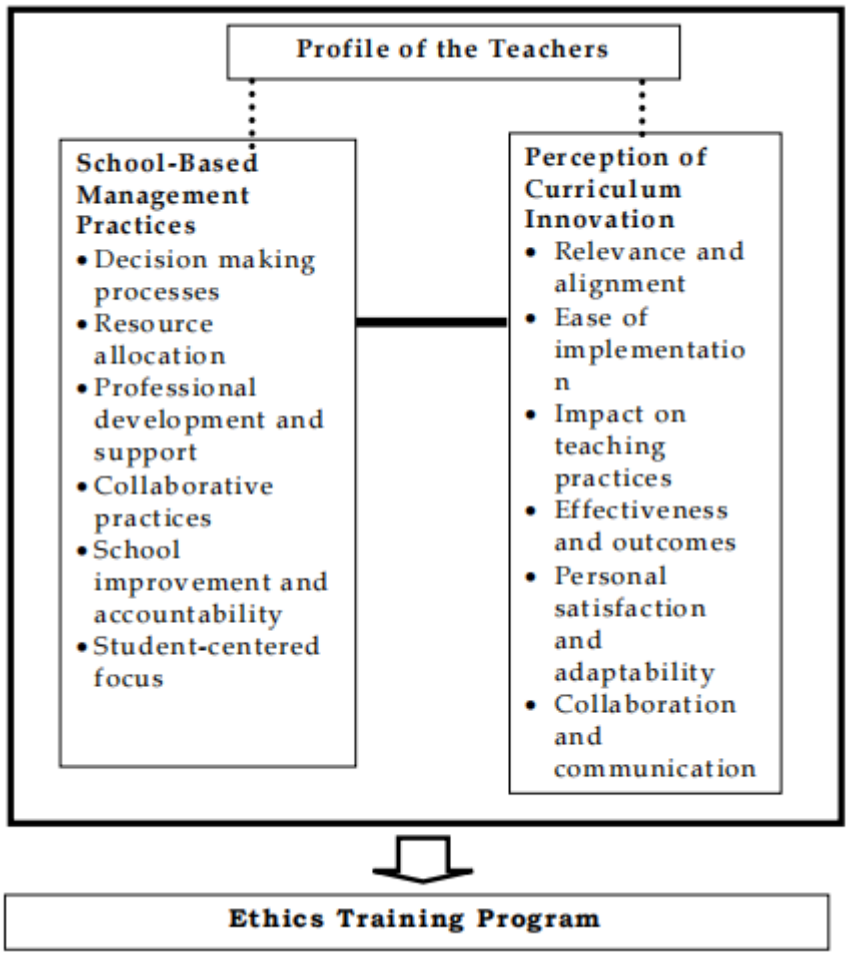

Figure 1. Research Paradigm

4.3. Research Design

This study's descriptive-comparative-correlational methodology offers a strong foundation for examining the intricate connections between the variables and study environments. This methodology incorporates methodological suggestions from Adams and Gamage (2023) and builds upon the core notions of Taylor (2024) through the integration of comprehensive descriptions, comparative analysis, and correlational insights. This thorough approach improves the findings' validity and depth and provides a solid foundation for further study and real-world applications in related domains.

This study aims to investigate the teachers' assessment of the school-based management practices in their institution and its relationship to their self-assessment of their assessment of curriculum innovation.

All the above discussions on the descriptive research method will suit the nature of research that this present study would do; hence this method will be adopted.

4.4. Instrumentation Techniques

In gathering the needed data, the researcher used a researcher-made questionnaires on the school-based management practices and the teachers' assessment of curriculum innovation.

The researcher used face to face or onsite in administering this questionnaire.

The questionnaire was composed of the following parts.

Part 1 – This section determines the demographic profile of the teacher respondents.

Part 2 – This section determines the teachers' assessment of the school-based management practices in their institution.

Part 3 – This section identifies the teachers' self-assessment of their assessment of curriculum innovation.

The adapted questionnaire and the researcher-made questionnaire was subjected to content validation of the experts who are knowledgeable in the field of research. The suggestions of the experts were made integral in the instrument.

The same instrument was submitted for face validation with at least five experts. The questionnaires were pilot tested to measure reliability. The pilot testing was computed using Cronbach's Alpha through the Statistical Package of Social Science (SPSS). The researcher welcomes the suggestions of the experts and made necessary revisions to construct the said instruments valid.

4.5. Statistical Treatment of the Data

The responses to the survey questionnaire were tallied using the SPSS, and then they were tabulated and organized accordingly. The data was presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

School-Based Management Practices

Scale	Verbal Interpretation
3.51 - 4.00	**Very Effective** *If the statements are very true of their institution, 76%-100% level of effectiveness.*
2.51 -3.50	**Effective** *If the statements are true of their institution, 51%-75% level of effectiveness.*
1.51 -2.50	**Slightly Effective** *If the statements are slightly true of their institution, 26%-50% level of effectiveness.*
1.00-1.50	**Not Effective** *If the statements are not true of their institution, 1%-25% level of effectiveness.*

Teachers' Assessment of Curriculum Innovation

Scale	Verbal Interpretation
3.51 - 4.00	**Very High** *If the statements are very true of them, 76%-100% level of assessment.*
2.51 -3.50	**High** *If the statements are true of them, 51%-75% level of assessment.*
1.51 -2.50	**Low** *If the statements are slightly true of them, 26%-50% level of assessment.*
1.00-1.50	**Very Low** *If the statements are not true of them, 1%-25% level of assessment.*

Figure 2. Instrumentation Techniques

1 For research question no. 1, descriptive statistics such as frequency counts and percentages were used to treat responses in the demographic profile of the teacher respondents.

2 For research question nos. 2 and 4, weighted means was utilized to treat the assessment of the teacher respondents of the school-based management practices in their institution in terms of decision-making processes, resource allocation, professional development and support, collaborative practices, school improvement and accountability, and student-centered focus.

Weighted means was also used to compute for the self-assessment of teacher respondents of their assessment of curriculum innovation in terms of relevance and alignment, ease of implementation, impact on teaching practices, effectiveness and outcomes, personal satisfaction and adaptability, and collaboration and communication.

The following table 1 were used to interpret the WM of the responses:

3 For research question nos. 3 and 5, one way ANOVA with post-hoc analysis (Scheffe) was used to find out the significant difference in the assessment of the teacher respondents of the school-based management practices in their institution, and their self-assessment of their assessment of curriculum innovation.

4 For research question no. 6, Pearson's r correlation analysis was utilized to determine the significant relationship between school-based management practices and the teachers' assessment of curriculum innovation.

Table 1. used to interpret the WM of the responses

Mean Range	Verbal Description
3.51 - 4.00	Very True of My Institution/ Very True of Me
2.51 - 3.50	True of My Institution / True of Me
1.51 - 2.50	Slightly True of My Institution / Slightly True of Me
1.00 - 1.50	Not True of My Institution / Not True of Me

5. Results and Discussions

The gathered data are presented here with the analysis and interpretation according to the statement of the problem. The demographic profile of the teacher respondents in terms of sex, age, educational attainment, years of service, and school affiliation, their assessments on the school-based management practices in their institution, as well as on the curriculum innovation, differences in their assessments when they are grouped according to profile, and the relationship between the school-based management practices, and curriculum innovation based on the teacher respondents' assessments are hereby presented with the end view of the proposed curriculum innovation support program for teachers.

5.1. Demographic Profile of the Teacher Respondents

Table 2. Frequency Distribution of Teacher Respondents' Profile

Profile	Frequency	Percentage
Sex		
Male	57	23.8%
Female	183	76.3%
Total	**240**	**100%**
Age		
Less than 25 years old	26	10.8%
25-35 years old	152	63.3%
36-45 years old	55	22.9%
Above 45 years old	7	2.9%
Total	**240**	**10%**
Educational Attainment		
Bachelor's degree	65	27.1%
w/ Master's units	5	2.1%
Master's degree	163	67.9%
w/ Doctoral units	3	1.3%
Doctoral degree	4	1.7%
Total	**240**	**100%**
Years of Service		
Less than 5 years	163	67.9%
5-10 years	36	15.0%
11-15 years	24	10.0%
16-20 years	12	5.0%
More than 20 years	5	2.1%
Total	**240**	**100%**
School Affiliation		
Vocational A	204	85.0%
Vocational B	26	10.8%
Vocational C	10	4.2%
Total	**240**	**100%**

As shown in Table 2, the majority of the teacher respondents are female (76.3%), while 23.8% are male; the majority are within the age group of 25-35 years old, while others are less than 25 years old (10.8%), 36-45 years old (22.9%), and above 45 years old (2.9%); the majority are Master's degree holders (67.9%), while others are Bachelor's degree holders (27.1%); have earned Master's units (2.1%), earned Doctoral units (1.3%), and holders of Doctoral degrees (1.7%); have been in The majority (85%) are linked with Vocational A, while others are affiliated with Vocational B (10%) and Vocational C (4.2%).

5.2. Teacher Respondents' Assessment of School-Based Management Practices in their Institution

Table 3. Summary of the Teacher Respondents' Assessment of School-Based Management Practices in their Institution

School-Based Management Practices Indicators	Mean	SD	Qualitative Description	Interpretation	Rank
1. Decision Making Processes	1.71	0.62	STI	SE	1
2. Resource Allocation	1.60	0.66	STI	SE	2.5
3. Professional Development & Support	1.56	0.63	STI	SE	4.5
4. Collaborative Practices	1.60	0.72	STI	SE	2.5
5. School Improvement & Accountability	1.56	0.66	STI	SE	4.5
6. Student-Centered Focus	1.49	0.59	NTI	NE	6
Over-all Mean	1.59	0.61	STI	SE	

Legend: 3.51-4.00 Very True of my Institution (VTI)/Very Effective (VE);2.51-3.50 True of my Institution (TI)/Effective(E); 1.51-2.50 Slightly True of my Institution (STI)/Slightly Effective (SE); 1.00-1.50 Not True of my Institution (NTI)/Not Effective (NE)

As shown in Table 3, it was perceived by the teacher respondents that the school-based management practices in their institution was slightly effective in terms of decision making processes, resource allocation, collaborative practices,

professional development and support, and school improvement and accountability. On the other hand, it was perceived by the teachers that it was not effective in terms of student-centered focus. An over-all mean value of 1.59 reveals that the school-based management practices in subject institution was slightly effective based on the assessment of the teacher respondents.

5.3. Differences in the Assessment of Teacher Respondents of the School-Based Management Practices in their Institution When Grouped According to Profile

Table 4. Differences in the Assessment of Teacher Respondents of the School-Based Management Practices in their Institution when they are Grouped According to Educational Attainment

School-Based Management Practices Indicators	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Decision Making Processes	Bachelor's degree	1.67	0.64	0.84	0.50	Accepted	Not Significant
	w/ Master's units	1.80	0.50				
	Master's degree	1.70	0.61				
	w/ Doctoral units	2.03	0.87				
	Doctoral degree	2.16	0.45				
2. Resource Allocation	Bachelor's degree	1.54	0.68	1.14	0.34	Accepted	Not Significant
	w/ Master's units	1.51	0.72				
	Master's degree	1.60	0.65				
	w/ Doctoral units	1.91	0.87				
	Doctoral degree	2.21	0.47				
3. Professional Development & Support	Bachelor's degree	1.51	0.66	0.65	0.63	Accepted	Not Significant
	w/ Master's units	1.44	0.60				
	Master's degree	1.57	0.63				
	w/ Doctoral units	1.85	0.79				
	Doctoral degree	1.93	0.30				
4. Collaborative Practices	Bachelor's degree	1.60	0.63	0.48	0.75	Accepted	Not Significant
	w/ Master's units	1.69	0.60				
	Master's degree	1.61	0.61				
	w/ Doctoral units	1.94	0.64				
	Doctoral degree	1.91	0.19				
5. School Improvement & Accountability	Bachelor's degree	1.54	0.68	0.26	0.90	Accepted	Not Significant
	w/ Master's units	1.51	0.67				
	Master's degree	1.55	0.66				
	w/ Doctoral units	1.79	0.70				
	Doctoral degree	1.82	0.26				
6. Student-Centered Focus	Bachelor's degree	1.54	0.67	0.37	0.83	Accepted	Not Significant
	w/ Master's units	1.51	0.67				
	Master's degree	1.47	0.57				
	w/ Doctoral units	1.58	0.52				
	Doctoral degree	1.73	0.22				
Over-all	Bachelor's degree	1.57	0.65	0.52	0.72	Accepted	Not Significant
	w/ Master's units	1.58	0.62				
	Master's degree	1.59	0.59				
	w/ Doctoral units	1.85	0.71				
	Doctoral degree	1.96	0.23				

As shown in Table 4, teacher respondents have obtained a computed F-value of 0.84 in terms of decision-making processes with significance value of 0.50. This goes to show that teacher respondents have relatively the same assessment on the school-based management practices in their institution in terms of decision-making processes regardless of the educational level they have attained.

In terms of collaborative practices, teacher respondents have obtained a computed F-value of 0.48 with significance value of 0.75. This could mean that teacher respondents have relatively the same assessment on the school-based management practices in their institution in terms of collaborative practices regardless of the educational level they have attained.

In terms of student-centered focus, teacher respondents have obtained a computed F-value of 0.37 with significance value of 0.83. The result indicates that teacher respondents have relatively the same assessment on the school-based management practices in their institution in terms of student-centered focus regardless of the educational level they have attained.

5.4. Teacher Respondents' Assessment of the Curriculum Innovation

Table 5. Teacher Respondents' Assessment of the Curriculum Innovation in Terms of Collaboration and Communication

Collaboration and Communication	Mean	SD	Qualitative Description	Interpretation	Rank
1. I collaborate effectively with colleagues to implement the new curriculum.	1.50	0.65	Not True of Me	Very Low	6
2. There are opportunities for sharing best practices related to the curriculum innovations.	1.52	0.66	Slightly True of Me	Low	4
3. The school encourages open communication about curriculum changes.	1.49	0.64	Not True of Me	Very Low	8.5
4. I receive useful feedback from colleagues on implementing the new curriculum.	1.55	0.65	Slightly True of Me	Low	1.5
5. Collaboration with other teachers enhances my ability to use the new curriculum effectively.	1.53	0.64	Slightly True of Me	Low	3
6. The curriculum innovations promote teamwork among teachers.	1.48	0.61	Not True of Me	Very Low	10
7. I am involved in discussions about improvements and adjustments to the curriculum.	1.55	0.68	Slightly True of Me	Low	1.5
8. The school provides platforms for teachers to share their experiences with the new curriculum.	1.50	0.66	Not True of Me	Very Low	6
9. Communication about curriculum changes is clear and timely.	1.50	0.64	Not True of Me	Very Low	6
10. I have access to resources and support from colleagues to help with curriculum implementation.	1.49	0.62	Not True of Me	Very Low	8.5
Composite Mean	**1.51**	**0.60**	**Slightly True of Me**	**Low**	

Legend: 3.51-4.00 Very True of Me (VTM)/Very High (VH);2.51-3.50 True of Me (TM)/High(H); 1.51-2.50 Slightly True of Me (STM)/Low(L); 1.00-1.50 Not True of Me (NTM)/Very Low (VL)

As shown in Table 5, it was slightly true to the teacher respondents based on their own assessment that they receive useful feedback from colleagues on implementing the new curriculum, and that they are involved in discussions about improvements and adjustments to the curriculum with the highest assessment of 1.55 respectively interpreted to be of low level. Furthermore, it was not true to the teacher respondents that the curriculum innovations promote teamwork among teachers with the lowest assessment of 1.48 interpreted to be very low level. A composite mean value of 1.51 indicates that the curriculum innovation in terms of collaboration and communication was of very low level as perceived by the teacher respondents.

5.5. Relationship between the Assessment of the Teacher Respondents of the School-Based Management Practices in their Institution and their Assessments of Curriculum Innovation

Table 6. Relationship Between the School-Based Management Practices and the Curriculum Innovation as Assessed by the Teacher Respondents

School-Based Management Practices	Curriculum Innovation	Computed r	Sig	Decision on Ho	Interpreta-tion
1. Decision Making Processes	Relevance & Alignment	0.78	0.00	Rejected	Significant
	Ease of Implementation	0.80	0.00	Rejected	Significant
	Impact on teaching practices	0.77	0.00	Rejected	Significant
	Effectiveness & outcomes	0.77	0.00	Rejected	Significant
	Personal satisfaction & adaptability	0.78	0.00	Rejected	Significant
	Collaboration & Communication	0.81	0.00	Rejected	Significant
	Average	**0.81**	**0.00**	**Rejected**	**Significant**
2. Resource Allocation	Relevance & Alignment	0.81	0.00	Rejected	Significant
	Ease of Implementation	0.84	0.00	Rejected	Significant
	Impact on teaching practices	0.80	0.00	Rejected	Significant
	Effectiveness & outcomes	0.80	0.00	Rejected	Significant
	Personal satisfaction & adaptability	0.81	0.00	Rejected	Significant
	Collaboration & Communication	0.82	0.00	Rejected	Significant
	Average	**0.83**	**0.00**	**Rejected**	**Significant**
3. Professional Development & Support	Relevance & Alignment	0.86	0.00	Rejected	Significant
	Ease of Implementation	0.85	0.00	Rejected	Significant
	Impact on teaching practices	0.81	0.00	Rejected	Significant
	Effectiveness & outcomes	0.81	0.00	Rejected	Significant
	Personal satisfaction & adaptability	0.82	0.00	Rejected	Significant
	Collaboration & Communication	0.83	0.00	Rejected	Significant
	Average	**0.85**	**0.00**	**Rejected**	**Significant**
4. Collaborative Practices	Relevance & Alignment	0.82	0.00	Rejected	Significant
	Ease of Implementation	0.81	0.00	Rejected	Significant
	Impact on teaching practices	0.82	0.00	Rejected	Significant
	Effectiveness & outcomes	0.81	0.00	Rejected	Significant
	Personal satisfaction & adaptability	0.82	0.00	Rejected	Significant
	Collaboration & Communication	0.81	0.00	Rejected	Significant
	Average	**0.84**	**0.00**	**Rejected**	**Significant**
5. School Improvement & Accountability	Relevance & Alignment	**0.83**	0.00	Rejected	Significant
	Ease of Implementation	**0.85**	0.00	Rejected	Significant
	Impact on teaching practices	**0.81**	0.00	Rejected	Significant
	Effectiveness & outcomes	**0.81**	0.00	Rejected	Significant
	Personal satisfaction & adaptability	**0.83**	0.00	Rejected	Significant
	Collaboration & Communication	**0.84**	0.00	Rejected	Significant
	Average	**0.85**	**0.00**	**Rejected**	**Significant**
6. Student-Centered Focus	Relevance & Alignment	**0.89**	0.00	Rejected	Significant
	Ease of Implementation	**0.85**	0.00	Rejected	Significant
	Impact on teaching practices	**0.89**	0.00	Rejected	Significant
	Effectiveness & outcomes	**0.88**	0.00	Rejected	Significant
	Personal satisfaction & adaptability	**0.88**	0.00	Rejected	Significant
	Collaboration & Communication	**0.87**	0.00	Rejected	Significant
	Average	**0.90**	**0.00**	**Rejected**	**Significant**
Over-all School-Based Management Practices	**Over-all Curriculum Innovation**	**0.88**	**0.00**	**Rejected**	**Significant**

As shown in Table 6, teacher respondents' assessment of the school-based management practices in terms of decision-making processes was found to be significantly correlated to a very high degree with curriculum innovation in terms of relevance and alignment, ease of implementation, impact on teaching practices, effectiveness and outcomes, personal satisfaction and adaptability, and collaboration and communication with the computed r values of 0.78, 0.80, 0.77, 0.77, 0.78, and 0.81 respectively with significance values of 0.00 respectively. The result indicates that there was a very strong relationship between the school-based management practices in terms of decision-making processes and the curriculum innovation as assessed by the teacher respondents. This further indicates that the decision-making processes highly influenced the curriculum innovation in the subject institution.

In terms of resource allocation, it was found to be significantly correlated to a very high degree with curriculum innovation in terms of relevance and alignment, ease of implementation, impact on teaching practices, effectiveness and outcomes, personal satisfaction and adaptability, and collaboration and communication with the computed r values

of 0.81, 0.84, 0.80, 0.80, 0.81, and 0.82 respectively with significance values of 0.00 respectively. The result shows that there was a very strong relationship between the school-based management practices in terms of resource allocation and the curriculum innovation as assessed by the teacher respondents. This further shows that the resource allocation highly influenced the curriculum innovation in the subject institution.

Generally, the result reveals that there was a very strong relationship between the school-based management practices and the curriculum innovation in the subject institution. This further reveal that the curriculum innovation is highly influenced by the school-based management practices of the institution as perceived by the teacher respondents. SBM practices that foster a supportive school culture contribute to positive assessments of curriculum innovation.

6. Conclusion

Most of the study participants were young female teachers with a master's degree and a certain number of years of teaching experience in school. The teachers interviewed generally believed that school-based management was effective, but the effectiveness of student-centered practice was not outstanding and needed to be improved.

The evaluations of curricular innovations by teachers did not significantly differ based on their gender, age, education, years of experience, or school affiliation; however, teachers consistently expressed their opinions about their school's SBM practices and demonstrated a willingness to work together and support the implementation of SBM. The study's most important finding is that teachers evaluated their schools' SBM practices and efforts to promote SBM more consistently and cooperatively.

One of the more salient findings of this study is that school-based management practices can have a significant impact on curricular innovation through enhanced collaboration, which will provide important references for schools in the future in terms of improving their school-based management systems, carrying out curricular innovation practices, and enhancing teachers' pedagogical competence.

7. Recommendations

In the future, we will endeavor to make continuous improvements and refinements in the following areas. One is to establish more transparent communication channels to keep all stakeholders informed and engaged. The second is to foster a collaborative culture among teachers by promoting teamwork and sharing of responsibilities, which includes team teaching, collaborative planning meetings, and peer mentoring. Encourage innovative approaches to teaching and school management, including experimenting with new curricula, teaching methods, and management strategies. Involve students in the design of the curriculum and seek their views on what they want to learn and how they prefer to learn. Also, ensure continuous professional development training for educators by providing ongoing training in innovative teaching methods, technology integration, and assessment strategies. Form teacher groups to exchange efficient procedures, resources, as well as ideas for developing curricula. Third, in the interest of continually evaluate and improve the course's effectiveness, review and update it on a regular basis by creating feedback loops involving educators, students, and other stakeholders.

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