



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Analyzing the Implementation of School-Based Management Dimensions and School Heads' Competencies for School Effectiveness

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ABSTRACT

The Department of Education (DepEd) has consistently advanced policies and reforms to strengthen School-Based Management (SBM) practices, enhance the competencies of school heads, and improve the overall effectiveness of schools. SBM is based on the idea that delegating decision-making authority to school administrators and stakeholders leads to a more adaptive and relevant educational experience. The purpose of this study was to examine the relationship between School-Based Management (SBM) dimensions and school leaders' competencies and school effectiveness. The study found that all SBM dimensions—curriculum and teaching, learning environment, leadership, governance, human resource development, and finance—had a substantial positive link with school success measures, with leadership having the strongest correlation.

Keywords: School-Based Management System, School Heads' Competencies, School Effectiveness

1. Introduction

The Department of Education (DepEd) has consistently advanced procedures and reforms to strengthen School-Based Management (SBM) methods, enhance the competencies of school heads, and improve the overall effectiveness of schools. The department emphasizes the value of SBM in DepEd Order No. 44, s. 2015, or the Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card, by giving schools the authority to make decisions and manage resources. These are intended to encourage a sensitive and context-oriented responsiveness to the needs of students and clients. DepEd Order No. 83, s. 2012, for instance, also features the National Competency-Based Standards for School Heads, which include integral leadership competencies such as instructional leadership, organizational management, and community engagement—all crucial for achieving excellence in school effectiveness.

School-based management recognizes that when school administrators and stakeholders are given decision-making responsibility, education becomes more responsive and effective. This perspective aligns with the position advanced by Caldwell and Spinks (2013), who argue that SBM enables informed choices to be made about issues based on the unique situation of each school site. Decentralized management has had a positive global impact, leading to increased accountability, enhanced stakeholder involvement, and improved efficiency in schools. In the Philippines, Santos and Villanueva (2019) observed a direct correlation between effective School-Based Management (SBM) and improved student outcomes, highlighting the importance of effective SBM processes in delivering quality education.

Despite such research findings, gaps remain in the literature on how the interaction of SBM practices, school leaders' competencies, and school effectiveness occurs. Ricaforte, Celino, Flores, et al. (2020) noted that SBM is commonly employed; however, variations in school leaders' skills often lead to inconsistent outcomes. In addition, there are no previous studies that have thoroughly examined the long-term impact of SBM, both before and after the reforms, specifically in the Philippines.

The current study aimed to bridge that gap by examining the relationships between SBM practices, the head of school's competencies, and school effectiveness in Candelaria East district schools. DepEd policies guide the implementation of SBM initiatives, which encompass a range of activities, including stakeholder involvement, financial management, and instructional management. These activities foster a school culture that is committed to student learning and development. Effective implementation of SBM requires school leaders to possess leadership, problem-solving, and communication skills that can guide the school toward achieving its educational goals.

DepEd Order 83, s. 2012, stresses that "school heads' capacities are significant considerations in the successful implementation of SBM principles. Effective school administrators are those who foster cooperation among teachers, parents, and the community, ensuring that resources are allocated to

the greatest benefit for the largest number of students. Through the development of a strong, proactive, and inclusive school culture, school principals play a direct role in enhancing student achievement.

School effectiveness, the third factor in this model, consists of quantifiable effects such as student achievement, teacher competency, and community satisfaction. In many schools where SBM practices were found to be effective and where school heads were highly capable, the strengths of enabling ownership and responsiveness in leadership are evident. Collaborative governance, in which the contributions of faculty, staff, parents, and students collectively drive common goals for education and growth, is a hallmark of effective schools (Lunenberg, 2015).

In light of these factors, the current study examined the potential links between SBM practices and school leaders' competencies, as well as their impact on school effectiveness. By evaluating these characteristics in the context of the Candelaria East Division of Quezon, this study aims to provide valuable insights for the creation of educational policies and the ongoing professional development of school leaders. Ultimately, the study aimed to contribute to the advancement of an educational system that is both responsive and comprehensive in meeting the diverse needs of all students.

1.1 Statement of the Problem

Statement of the Problem

This study aimed to analyze the implementation of the SBM system's dimensions and school heads' competencies about school effectiveness. Hence, it sought to answer the following questions:

1. What is the manifestation level of the dimensions of the school-based management system in terms of:
 - 1.1 Curriculum and Teaching;
 - 1.2 Learning Environment;
 - 1.3 Leadership;
 - 1.4 Governance and Accountability;
 - 1.5 Human Resource and Team Development; and
 - 1.6 Finance and Resource Management & Mobilization?
2. What is the degree of manifestation of school heads' competencies in terms of:
 - 2.1 Leadership Skill;
 - 2.2 Administrative Skill; and
 - 2.3 Interpersonal Skills?
3. What is the mean perception of effectiveness of the school in terms of:
 - 3.1 Student Achievement;
 - 3.2 Teacher Performance;
- 3.3. School Environment; and
- 3.4. Organizational Efficiency?
4. Is there a significant relationship between school effectiveness and that of:
 - 4.1. SBM dimensions; and
 - 4.2. School heads' competencies?

2. Methodology

This study employed a descriptive correlation survey utilizing a questionnaire to identify the significant relationship between school-based management and school heads' competencies with the effectiveness of school performances at Candelaria East, Division of Quezon. The descriptive method of research identifies the current circumstance or context, while the descriptive technique of research pinpoints a specific phenomenon's attribute. It employed a descriptive correlation survey, utilizing a questionnaire as the primary instrument for data collection, with a focus on school-based management principles and competencies as the basis for analysing the effectiveness of the school. The survey questionnaire served as the primary tool for collecting statistical data.

Part I pertains to the Revised SBM Assessment tool, adopted from DepEd Order No. 007, s. 2024 – Policy Guidelines on the Implementation of the Revised School-Based Management System, consisting of a 42-item questionnaire which will validate the respondents' understanding of the SBM

principle, namely: curriculum and teaching; common learning environment; leadership; governance and accountability; human resource and team development; and, finance and resource management and mobilization. Part II delves into school heads' competencies, segmented into sections such as leadership skills, administrative skills, and interpersonal skills. Part III is a 4-item Likert scale that provides a subjective assessment of the school's overall effectiveness in four key areas, including student achievement, school environment, teacher performance, and organizational efficiency. Parts II and III are both modified questionnaires that underwent a validation process and a Cronbach's Alpha test for reliability of the test items to guarantee their consistency and correctness.

Descriptive statistics, including mean and standard deviation, were employed to analyze the (1) respondents' practices of school-based management principles, (2) the competencies of school heads, and

(3) the perception of effectiveness of the schools.

Mean and standard deviation were calculated to assess the perceived level of manifestation of SBM dimensions, school heads' competencies, and school effectiveness. The mean is the average value of the given set of observations. Standard deviation is a measure of the amount of variation of the values of a variable about its mean.

The results were presented in tables and were clearly labeled and explained in the text.

Pearson Product-Moment Correlation Coefficient was employed to assess the relationship among school-based management practices, competencies of school heads, and school effectiveness. A notable relationship was tested at the 0.01 significance level.

3. Results and Discussion

Manifestation Level of School-Based Management Dimension

The tables below present the manifestation level of the dimensions of School-Based Management (SBM) system in terms of: a) curriculum and teaching, b) learning environment, c) leadership, d) governance and accountability, e) human resource and team development, and, f) finance and resource management and mobilization.

Table 1

Manifestation Level of the Dimensions of School-Based Management System in Terms of Curriculum and Teaching

Statements	Mean	Std. Deviation	Verbal Interpretation
1. Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills.	3.34	0.54	Always Manifested
2. Grade 6, 10 and 12 learners achieve the proficiency level in all 21st century skills and core learning areas in the National Achievement Test (NAT).	3.26	0.64	Always Manifested
3. School-based Alternative Learning System (ALS) learners attain certification as elementary school completers.	3.16	0.91	Manifested
4. Teachers prepare contextualized learning materials responsive to the needs of learners.	3.63	0.53	Always Manifested
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics.	3.71	0.48	Always Manifested
6. Teachers integrate topics promoting peace and DepEd core values.	3.71	0.49	Always Manifested
7. The school conducts test item analysis to inform its teaching and learning process.	3.65	0.54	Always Manifested
8. The school engages local industries to strengthen its Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL) course offerings.	3.35	0.79	Always Manifested
Overall	3.48	0.44	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

Table 1, with an overall mean of 3.48, shows that, generally, the statements for curriculum and teaching are always manifested where respondents are in agreement and unified on their response as shows by 0.44 standard deviation. This consistency indicates a unified perception among stakeholders regarding the implementation of teaching and curriculum practices in the school setting.

The highest mean of 3.71 concludes that teachers are committed to promoting quality education for learners by *regularly conducting remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics* aligns with the Department of Education's emphasis on learning recovery and learning continuity, particularly under DepEd Order No. 013, s. 2023, which mandates the conduct of National Learning Camp and remedial programs to address learning losses due to the pandemic (DepEd, 2023).

Similarly, *integrating topics promoting peace and DepEd core values (Makadiyos, Makatao, Makakalikasan, at Makabansa)* also got the highest mean of 3.71. Through lessons that promote peace and core values, learners are able to be holistically developed and become peace-loving citizens of the country. It can be recalled that peace education has even been strengthened in the newly implemented MATATAG Curriculum as stipulated in DepEd Order no. 10, s. 2024. This is supported by the study of Yazon and Untalan (2023) who found that incorporating peace education into the curriculum improves learners' social-emotional competencies and civic duty.

Although items that are addressing learners' proficiency levels measured through national assessments results for third graders' Early Language Literacy and Numeracy (ELLNA), and sixth graders' National Achievement Test (NAT) are "always manifested" with means of 3.34 and 3.26 consequently, they indicate a minor gap in mastery that requires ongoing instructional support and teacher training. This is congruent with the findings of Javier and Magno (2020), who found that prioritizing data-driven education and remedial teaching through diagnostic tests enhances learner performance on national examinations.

Meanwhile, a single statement which states that "school-based Alternative Learning System (ALS) learners attain certification as elementary school completers" received the lowest mean of 3.16 that is interpreted as manifested. Although this highlight increasing attempts to give equivalency and literacy opportunities, it also demonstrates that sustainability and learner retention in ALS are still issues. According to a study by Sevilla, Arcilla, and Reyes (2019), ALS programs are frequently hampered by variables such as learner motivation, socioeconomic barriers, and low teaching resources. Schools are thus urged to create context-responsive, engaging programs that retain students and assure their completion of basic education.

Overall, the findings highlight the necessity of ongoing support for basic skills, inclusive learning practices, and teacher empowerment. The findings also demonstrate that existing school practices are in line with national education reforms and worldwide frameworks for excellent education.

On the other hand, Table 5 presents the manifestation level of School-Based Management (SBM) dimensions related to the learning environment—a crucial domain in fostering learner achievement and overall school performance. The learning environment directly affects student well-being, motivation, and academic success. According to a 2020 study by Tamayo and Santos, when students feel safe and supported in their learning environment, they are more engaged and more likely to achieve the learning competencies prescribed in the K to 12 curricula.

With a mean of 3.35 and a standard deviation (SD) of 0.45, it is interpreted that the statements under the learning environment are "always manifested." This suggests a shared positive perception among respondents that their schools continuously uphold practices that contribute to safe and supportive learning spaces.

Table 2

Manifestation Level of the Dimensions of School-Based Management System in Terms of Learning Environment

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school has...</i>			
1. has zero bullying incidence.	3.15	0.78	Manifested
2. has zero child abuse incidence.	3.36	0.84	Always Manifested
3. has reduced its drop-out incidence.	3.27	0.69	Always Manifested
4. conducts culture-sensitive activities.	3.54	0.60	Always Manifested
5. provides access to learning experiences for the disadvantaged, Out of School Youth (OSY), and adult learners.	3.37	0.78	Always Manifested
6. has a functional school-based ALS program.	3.05	1.11	Manifested
7. has a functional child-protection committee.	3.66	0.54	Always Manifested
8. has a functional Disaster Reduction Risk Management (DRRM) plan.	3.73	0.51	Always Manifested

9. has a functional support mechanism for mental wellness.	3.00	0.00	Manifested
10. has special education-and PWD-friendly facilities.	3.39	0.83	Always Manifested
Overall	3.35	0.45	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

The highest-rated statement—“the school has a functional Disaster Risk Reduction and Management (DRRM) plan”—garnered a mean of 3.73 (SD = 0.51), also interpreted as “always manifested.” This highlights schools’ strong commitment to ensuring physical safety and learning continuity amidst hazards. In line with this, the Department of Education institutionalized the DRRM Office through DepEd Order No. 50, s. 2011, in response to the Philippine DRRM Act of 2010 (Republic Act 10121). The initiative emphasizes preparedness, prevention, and school resiliency, empowering DepEd offices, personnel, and learners to cope with natural and human-induced emergencies (DepEd, 2011).

However, areas needing closer attention emerged in three statements with lower means: zero bullying incidence ($M = 3.15$), functional school-based ALS program ($M = 3.05$, $SD = 1.11$), functional support mechanism for mental wellness ($M = 3.00$), though still interpreted as “manifested”, these statements reveal opportunities for further development.

The relatively low rating on zero bullying incidence raises significant concern. Based on the 2023 Programme for International Student Assessment (PISA) report, the Philippines ranked as the most problematic country in terms of school bullying among 70+ participating nations (OECD, 2023). This alarming finding supports the call for schools to strengthen child protection mechanisms and implement holistic anti-bullying strategies. In support of this, DepEd Child Protection Policy (DepEd Order No. 40, s. 2012) mandates the institutionalization of a Child Protection Committee in every school.

The statement on a functional school-based ALS program, although manifested, reveals a spread-out perception among respondents, as shown by the high standard deviation of 1.11. This suggests inconsistency across schools in implementing ALS interventions. The result echoes earlier findings in Table 2 and is consistent with Sevilla, et al. (2019), who found that sustainability and resource availability are key challenges in ALS delivery. Therefore, schools are encouraged to contextualize and innovate ALS delivery modes to reach and retain more learners.

Meanwhile, the lowest-rated statement regarding mental wellness support mechanisms emphasizes an emerging priority in school governance. Recent literature underscores the importance of school-based mental health support, especially for teachers who are often overwhelmed by their multiple roles. De Guzman and Oliva (2022) reported that over 60% of teachers experience symptoms of anxiety and emotional exhaustion due to workload and administrative pressures. Strengthening mental health programs is aligned with DepEd Memorandum No. 072, s. 2021, which promotes mental health and psychosocial support services for learners and DepEd personnel.

The findings confirm that, while schools successfully adopt safety measures through DRRM plans, they must also spend in improving mental wellness, ALS implementation, and bullying prevention. A comprehensive learning environment should go beyond physical safety to promote emotional well-being and inclusivity. These findings argue for a well-rounded, resilient, and learner-centered school system, which aligns with SBM and DepEd's MATATAG goal.

Table 3

Manifestation Level of the Dimensions of School-Based Management System in Terms of Leadership

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school...</i>			
1. develops a strategic plan.	3.80	0.45	Always Manifested
2. has a functional school-community planning team.	3.78	0.44	Always Manifested
3. has a functional Supreme Student Government or Supreme Pupil Government.	3.82	0.43	Always Manifested
4. innovates in its provision of frontline services to stakeholders.	3.69	0.50	Always Manifested
Overall	3.77	0.39	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

Table 3 shows the respondents' perspectives on the leadership dimension of SBM. Leadership statement are “always manifested” with an overall mean of 3.77 and a standard deviation of 0.39, indicating a high level of consistency and agreement among stakeholders. This shows that the District of Candelaria's schools have developed a strong leadership foundation, which is critical for progressing in all other aspects of school management.

According to Hallinger and Huber (2019), effective school leadership is critical to enhancing student outcomes by establishing school vision, fostering a collaborative culture, and wisely managing resources. This is consistent with DepEd's position that school heads must be instructional leaders and transformative agents that guide the entire school community toward common goals (DepEd Order No. 42, s. 2017 - National Adoption and Implementation of the Philippine Professional Standards for School Heads).

One of the specific factors assessed that stood out was the presence of a functional Supreme Student Government (SSG) or Supreme Pupil Government (SPG). The SSG/SPG plays an important role in promoting participatory governance and developing youth leadership. DepEd Order No. 47, S. The SSG/SPG's Electoral and Leadership Guidelines were institutionalized in 2014, with an emphasis on student empowerment and democratic participation in school governance.

These student-led organizations give students valuable opportunity to develop leadership, communication, cooperation, and decision-making skills, equipping them to be proactive and responsible members of society. According to Castillo and Martinez (2021), learners who participate in leadership organizations have higher levels of self-confidence, critical thinking, and civic awareness—all of which are necessary qualities in the 21st-century learning environment.

Despite being the lowest-rated indication in this dimension, the item saying that "the school innovates in its provision of frontline services to stakeholders" nonetheless received a mean of 3.69, falling into the "always manifested" category. This demonstrates that schools in the district are actively exploring creative and responsive techniques to better serve their clients. Digitalized service systems, inclusive enrollment processes, mobile learning platforms, and parent engagement programs are some examples of innovations.

This emphasis on innovation in service delivery is consistent with DepEd Order No. 44, S. 2022 (Omnibus Guidelines on the Implementation of Limited Face-to-Face Learning), which emphasizes the need of adaptable and localized innovations in meeting the requirements of learners and communities during disruptions. Furthermore, Baylon and Ventura (2020) suggest that innovation in school services improves stakeholder trust and school-community collaboration, both of which are required for successful decentralized school governance.

Concludingly, the leadership component of SBM in the District of Candelaria is clearly strong and well-executed, as evidenced by consistently high mean ratings. The presence of responsive and empowering leadership structures, such as the SSG/SPG, as well as the proactive pursuit of innovative service delivery systems, all help schools run more successfully and adaptively. These approaches demonstrate not only conformance to DepEd standards, but also alignment with worldwide best practices in school governance and leadership development.

Table 4

Manifestation Level of the Dimensions of School-Based Management System in Terms of Governance and Accountability

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school...</i>			
1. strategic plan is operationalized through an implementation plan.	3.73	0.46	Always Manifested
2. has a functional School Governance Council.	3.73	0.48	Always Manifested
3. has a functional Parent-Teacher Association (PTA).	3.81	0.43	Always Manifested
4. collaborates with stakeholders and other schools in strengthening partnerships.	3.79	0.44	Always Manifested
5. monitors and evaluates its programs, projects, and activities.	3.84	0.39	Always Manifested
6. maintains an average rating of satisfactory from its internal and external stakeholders.	3.75	0.46	Always Manifested
Overall	3.77	0.38	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

The results reflected in Table 4 reveal that governance and accountability are consistently practiced across schools in the District of Candelaria. With an overall weighted mean of 3.77 and a standard deviation of 0.38, all statements under this dimension are interpreted as "always manifested," with very minimal variation among the responses (ranging only from 0.02 to 0.04). This strongly suggests that the schools uphold transparency, shared decision-making, and inclusive governance in their operations.

Notably, the highest-rated category, with a mean of 3.84, concerns the school's regular monitoring and evaluation (M&E) of programs, projects, and activities. This illustrates that schools not only adopt projects, but also evaluate their efficacy and durability. According to DepEd Order No. 44, s. 2015, monitoring and evaluation became an integral part of the School Improvement Plan (SIP) cycle in 2015, ensuring that activities are aligned with performance outcomes and school priorities. Similarly, Guzman and Reyes (2020) argue that M&E processes promote evidence-based decision-making, accountability, and a culture of continual improvement in schools.

The second highest measure, with a mean of 3.81 and SD of 0.43, represents the effectiveness of Parent-Teacher Associations (PTAs). This shows that schools actively involve parents in decision-making, program planning, and execution, which is an essential component of shared governance. DepEd Order No. 54, S. 2009, which institutionalizes the PTA at the school level, supports the idea that parents are co-educators who must be consulted to ensure

that activities meet the actual needs of the school community. This is reinforced by Barrot, et al. (2021), who discovered that parent engagement is positively correlated with enhanced school governance and student accomplishment.

Despite the overall strong manifestation, two statements obtained the lowest weighted means (3.73) - *"The school strategic plan is operationalized through an implementation plan"* and *"The school has a functional School Governance Council (SGC)."* While both statements are still in the "always manifested" category, their somewhat lower ratings indicate that strategy alignment and stakeholder participation through SGCs should be improved further. The significance of a functional SGC is highlighted in DepEd Order No. 26, s. 2022, which confirms the SGC's role in implementing participatory governance and guaranteeing transparency and community accountability in public education.

Furthermore, Villanueva and Jacinto (2019) note that, while many schools develop strategy and development plans, complete execution frequently finds barriers such as inadequate stakeholder engagement, insufficient capacity-building, or a lack of documentation and feedback loops. Addressing these difficulties may help schools realize the full potential of their plans and governance structures

Table 5

Manifestation Level of the Dimensions of School-Based Management System in Terms of Human Resource and Team Development

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school...</i>			
1. personnel achieve an average rating of very satisfactory in the individual performance commitment and review.	3.77	0.44	Always Manifested
2. achieves an average rating of very satisfactory in the office performance commitment and review.	3.77	0.44	Always Manifested
3. conducts needs-based Learning Action Cells and Learning & Development activities.	3.82	0.41	Always Manifested
4. facilitates the promotion and continuous professional development on its personnel.	3.77	0.45	Always Manifested
5. recognizes and rewards milestone achievements of its personnel.	3.68	0.53	Always Manifested
6. facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner.	3.73	0.44	Always Manifested
	3.68	0.50	Always Manifested
7. distributes teachers' workload fairly and equitable			
Overall	3.75	0.35	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

Table 5 presents the level of School-Based Management (SBM) manifestation in terms of Human Resource and Team Development. This dimension earned an overall mean of 3.75 with a standard deviation (SD) of 0.35, which suggests that all statements under this area are consistently

"always manifested" across schools. The relatively low SD further affirms a strong agreement among respondents, indicating the steady presence of supportive, collaborative practices and continuous development of school personnel.

Human resource and team development are critical components of SBM. It complies with DepEd Order No. 24, s. 2020, which stresses professional development for teachers and school leaders as a fundamental strategy for ensuring quality, inclusive, and relevant education under the Basic Education Learning Continuity Plan (BE-LCP). By developing a collaborative and development-oriented work environment, school leaders prepare the path for competent, motivated, and cohesive teams capable of driving educational innovations from the ground up.

The highest-rated statement in this area—"The school conducts needs-based Learning Action Cells (LACs) and Learning and Development (L&D) activities"—had a mean of 3.82 and a standard deviation of 0.41. This demonstrates the schools' commitment to contextualized, needs-responsive professional development in accordance with DepEd Order No. 35, s. 2016, which establishes LACs as a regular method of Continuing Professional Development (CPD). Cruz and Dizon (2021) found that good LAC sessions improve teacher competency and instructional practices, particularly when peer mentorship and collaborative reflection are included.

LACs also act as places for teachers to share creative techniques and boost their self-efficacy and morale. Lleo et al. (2022) found that peer-led learning and reflective practices in LACs improve classroom outcomes, learner engagement, and professional collaboration.

In contrast, the statements with the lowest mean of 3.68, specifically, *"The school recognizes and rewards milestone achievements of its personnel"* and *"Teachers' workload is distributed fairly and equitably,"* are nevertheless perceived as "always manifested," but indicate areas for progress. While

recognition practices exist, schools can improve them by implementing formal award systems, certificates of gratitude, or performance-based incentives. Oracion and Bernardo (2019) found that acknowledgment and appreciation are strongly associated to job satisfaction and retention among instructors.

Meanwhile, fair workload distribution remains a major challenge in many public schools. Uneven auxiliary responsibilities, such as committee work, report writing, or event management, can reduce instructors' instructional efficacy and contribute to stress. Bautista and Datuin (2020) discovered that severe workloads have an impact on teaching quality and teacher well-being, particularly when tasks go beyond core teaching obligations. The results suggest that having a smart workload management plays a significant role in protecting instructional time and keeping the teachers motivated to perform their duties.

Overall, the data reveals the consistency of schools in Candelaria district when it comes to adhering to Human Resource and Team Development principles of SBM framework. The district's strong adoption of needs-based learning and development activities, as well as collaborative practices, illustrates its commitment to developing skilled and empowered educators. However, additional assistance is suggested in the areas of recognition systems and workload management to ensure that all employees feel respected, fairly treated, and committed to providing great education.

Table 6

Manifestation Level of the Dimensions of School-Based Management System in Terms of Finance and Resource Management & Mobilization

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school...</i>			
1. inspects its infrastructure and facilities.	3.66	0.52	Always Manifested
2. initiates improvement of its infrastructure and facilities.	3.61	0.52	Always Manifested
3. has a functional library.	2.58	1.03	Frequently Manifested
4. functional water, electric, and internet facilities.	3.58	0.64	Always Manifested
5. has a functional computer laboratory or classroom.	2.78	0.93	Frequently Manifested
6. achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	3.70	0.55	Always Manifested
7. liquidates 100% of its utilized MOOE.	3.80	0.47	Always Manifested
Overall	3.39	0.45	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

The data in Table 6 indicate that the manifestation level of School-Based Management (SBM) in terms of Finance and Resource Management and Mobilization is "always manifested", with a mean score of 3.39 and a standard deviation (SD) of 0.45. These findings reflect that schools consistently uphold sound financial management practices. As the Philippine education system adapts to the evolving needs of 21st-century learners—such as the integration of technology, learner-centered approaches, and the push for inclusive education—the demand for investing in relevant facilities and tools has become more urgent.

Despite these challenges, prioritizing resource management is critical for establishing school credibility, gaining community confidence, and attracting new students. According to DepEd Order No. 13 (s. 2016), schools were compelled to improve openness and accountability in the use of government funding, notably Maintenance and Other Operating Expenses (MOOE).

The highest-rated statement—"The school liquidates 100% of its utilized MOOE"—received a solid mean of 3.80 and SD of 0.47, demonstrating that schools regularly exercise financial openness and accountability. This is congruent with the findings of Rodriguez and Bautista (2022), who discovered that frequent and comprehensive financial liquidation promotes confidence and honesty among stakeholders. It also invites community people to actively participate in school finance planning and evaluation.

However, the statement "*The school has a functional library*" obtained the lowest mean score of 2.58 and a significantly high SD of 1.03, demonstrating that responses varied between schools. While being seen as "frequently manifested," the data plainly show that access to well-equipped libraries remains a critical issue. Santos et al. (2021) found a strong correlation between having a working library and improving students' reading comprehension, vocabulary acquisition, and literacy development. This is also supported by DepEd's Every Child a Reader Program (ECARP), which emphasizes reading proficiency as a foundational skill for lifelong learning.

Similarly, the statement "*The school has a functional computer laboratory or classroom*" received a mean of 2.78, which was regarded as "frequently manifested," but is relatively low in the context of 21st-century education. This research emphasizes the need for improved technology integration in classrooms. As per DepEd Order No. 78, s. 2020. The Digital Rise Program, launched in 2020, intends to provide schools with the essential ICT resources to foster digital literacy, blended learning, and technology-based instruction.

Garcia and Pasion (2023) supported this argument by emphasizing the importance of computer laboratories in building students' digital competence, which is today seen as a core skill in both academic and workplace settings. Without access to technology-enabled classrooms, students may fall behind in developing the necessary digital fluency to manage an increasingly interconnected world.

In summary, while schools in the District of Candelaria demonstrate commendable financial management methods, particularly the transparent liquidation of MOOE money, important gaps in physical and digital infrastructure must be reviewed. Investments in libraries and computer labs are no more optional; they are required to educate students with critical reading, numeracy, and digital abilities for the twenty-first century. Addressing these gaps will not only improve learning results, but will also support the values of inclusive and quality education envisioned in the Basic Education Development Plan (BEDP) 2030.

Manifestation of School Heads' Competencies

The tables below present the degree of manifestation of school heads' competencies such as leadership skill, administrative skill, and interpersonal skill.

Table 7

Degree of Manifestation of School Heads' Competencies in terms of Leadership Skill

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school head...</i>			
1.demonstrates effective decision-making skills in managing school-related issues.	3.71	0.51	Always Manifested
2. actively encourages teacher participation in school governance and decision-making processes.	3.74	0.44	Always Manifested
3. effectively communicates the school's vision and goals to all stakeholders.	3.74	0.46	Always Manifested
4. is able to motivate staff to achieve the school's objectives.	3.72	0.50	Always Manifested
5. is approachable and accessible to both teachers and students for feedback and support.	3.76	0.44	Always Manifested
6. shows a strong ability to solve problems quickly and efficiently.	3.71	0.49	Always Manifested
7. regularly holds meetings to provide clear direction and guidance to the staff.	3.76	0.43	Always Manifested
demonstrates fairness and transparency in decision- making processes.	3.74	0.44	Always Manifested
8. fosters a positive school culture that promotes collaboration and teamwork among staff.	3.76	0.45	Always Manifested
9. actively seeks professional development opportunities to improve their leadership skills.	3.77	0.44	Always Manifested
Overall	3.74	0.41	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested

2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

Table 7 The general degree of manifestation of school leaders' capabilities in term of leadership skill (mean scores) The mean in Table 10 represent that the overall degree of manifestation of school leaders' capabilities in term of leadership skill is "Always Manifested" (Mean = 3.74, after calculations of each time Scale). This research paper outlines the extent and frequency with which school managers demonstrate these leadership qualities that are required for the effective operation of their schools. Ratings suggest that respondents find common strength in the idea that their school leaders are generally effective in decision-making, motivating others, supporting staff development, and demonstrating transparency.

"The school head actively seeks professional development opportunities to enhance his or her leadership skills" (with a mean of 3.77 and a standard deviation of 0.44) was found to have the highest mean score. Consistent with Cabardo's (2020) findings which emphasize that the development of leadership via continuous learning contributes to school resilience particularly in very dynamic educational contexts, it emerges that life-long learning and personal development are highly regarded.

With slightly higher standard deviations (0.50 and 0.49), the items "The school head can marshal staff behind the objectives of the school" and "shows great capability in dealing with problems promptly and efficiently" had the lowest mean of 3.72 and 3.71 respectively. While they are still considered as "Always Manifested," the lower means indicate that some school leaders may require additional development. This is congruent with the findings of Fauzan, et al. (2022), who discovered that while school leaders frequently excel in strategic oversight, motivational leadership and agile problem-solving remain areas for improvement, especially in decentralized and constantly evolving school systems.

The statement "is approachable and accessible to both teachers and students for feedback and support," "regularly holds meetings to provide clear direction," and "fosters a positive school culture that promotes collaboration and teamwork among staff" all received a mean of 3.76 with standard deviations ranging from 0.43 to 0.45. These findings suggest that relational and organizational leadership skills are widely and frequently used. This is consistent with the findings of Heenan, et al. (2023) who conducted a comprehensive evaluation of the international literature on transformational school leadership in elementary schools. These results indicate that relationship and organization skills are used frequently and exist in a wide range of contexts. This supports the results of Heenan et al. and Helterbran et al. eve (2023) who performed a systematic review on the international literature of transformational school leadership with primary schools. The review reported that with transformational leadership, the school staff motivation increases which also results to a more favorable school culture. This is in line with the idea that good interpersonal ties and collaborative cultures of a competent school leader is found to be effective in enhancing school performance and staff morale. Overall, the findings of the current study proves that school principals generally have high level of leadership competency and consistently adheres to DepEd Order No. 24, s. 2020 which highlights that the critical aspects for effective school leaders under the Philippine Professional Standards for School Heads (PPSSH) are instructional leadership, cooperation, and professional development.

Table 8

Degree of Manifestation of School Heads' Competencies in terms of Administrative Skill

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school head...</i>			
1. effectively manages the school's resources (e.g., budget, facilities, personnel) to support educational goals.	3.70	0.50	Always Manifested
2. ensures the timely and accurate completion of administrative tasks and reports.	3.73	0.46	Always Manifested
3. effectively delegates responsibilities to teachers and staff to ensure efficient school operations.	3.76	0.45	Always Manifested
4. maintains organized records and documentation necessary for school management.	3.72	0.52	Always Manifested
5. efficiently manages the school's daily operations, ensuring a smooth academic environment.	3.74	0.48	Always Manifested
6. makes informed decisions based on data analysis to improve school operations and student outcomes.	3.73	0.47	Always Manifested
7. consistently adheres to policies and regulations governing school management.	3.75	0.45	Always Manifested
8. demonstrates strong time management skills to balance administrative duties and educational leadership.	3.70	0.51	Always Manifested
9. ensures that all school-related procedures are followed by staff and stakeholders.	3.75	0.44	Always Manifested
10. uses technology effectively to enhance	3.73	0.46	Always Manifested

administrative efficiency and communication within the school.

Overall	3.73	0.41	Always Manifested
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Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

The findings shown in table 8 reveal that school principals consistently demonstrate a high degree of competence across various categories, with mean values ranging from 3.70 to 3.76, all classified as "Always Manifested."

The competency statement with the highest mean is "effectively delegates responsibilities to teachers and staff to ensure efficient school operations," which had a score of 3.76 with a standard deviation of 0.45. This shows that school leaders are very skilled at allocating and distributing duties, which contributes to the smooth administration of school activities. Closely following, the "ensures that all school-related procedures are followed by staff and stakeholders" statement with a mean of 3.75 (SD

= 0.44), indicating that all school members adhere to protocols and procedures consistently, resulting in a structured and ordered educational environment.

With means of 3.72 and 3.74 respectively, other competencies such as "organized records and documentation are maintained for school operation" and "daily school operations are managed efficiently" proves that schools principals ensure all necessary records are in place and that daily operations run smoothly which also suggests that school principals are able to perform their bureaucratic duties. These results are in line with the existing literature, which points out the relevance of administrative service efficiency and school organization to school effectiveness (Leithwood et al., 2019; Huber, 2020).

In addition, the mean of 3.70 (SD = 0.51) for the statement "demonstrates strong time management skills to juggle administrative duties and educational leadership" suggests that school principals are capable of managing the competing demands of being both the instructional and administrative leaders. This allows us to schedule work and focus on important leadership duties minutes after the end of our administrative tasks.

The grand mean of 3.73 and standard deviation of 0.41 with the label of "Always Manifested" is interpreted as the fact that school principals have good administrative characteristics that are necessary for effective running of the school. These results are in line with the expanding literature pointing to the importance of school leadership and the influence of principals on school effectiveness (Day et al., 2021).

The findings of this study are congruent with recent studies on the significance of school leadership towards school effectiveness. For example, Leithwood et al. (2019) also found out that effective school leaders, especially leaders who supervise administrative duties had a significant influence on student learning outcomes. Likewise, Huber (2020) highlighted the importance of school leaders in processing day-to-day mostly having the ability to be effective time managers and delegators. Furthermore, Day, et al. (2021) highlighted the key role of school leaders to ensure compliance with school policy and the development of a school culture where staff and stakeholders work together.

This paper contributes to the knowledge base of school-based management, especially in the context of the Philippines where the optimization of school management is one of the leading concerns in educational reform efforts. The identification of administrative competences for school principals is a critical step in establishing the learning environment necessary to examine the relationship between these competences and the overall effectiveness of the school competences and overall school effectiveness.

Table 9

Degree of Manifestation of School Heads' Competencies in terms of Interpersonal Skill

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school head...</i>			
1. actively listens to the concerns and suggestions of teachers and staff.	3.70	0.48	Always Manifested
2. fosters a positive and respectful working relationship with all school stakeholders.	3.75	0.46	Always Manifested
3. is able to manage conflicts effectively and impartially among staff members.	3.71	0.47	Always Manifested
4. communicates clearly and effectively with parents, teachers, and students.	3.71	0.48	Always Manifested
5. demonstrates empathy when addressing the needs and concerns of the school community.	3.72	0.46	Always Manifested
6. encourages a collaborative and supportive atmosphere within the school.	3.71	0.49	Always Manifested

7. provides constructive feedback to teachers and staff in a respectful and encouraging manner.	3.73	0.47	Always Manifested
8. builds strong relationships with the local community to support the school's initiatives.	3.68	0.49	Always Manifested
9. is approachable and open to hearing feedback from all members of the school community.	3.68	0.49	Always Manifested
10. demonstrates cultural sensitivity and inclusivity in dealing with diverse groups within the school.	3.71	0.47	Always Manifested
Overall	3.71	0.42	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

Table 9 above contains evidence of school leaders' interpersonal competencies, as assessed by several variables. The results suggest that irrespective of the aspects with respect to personal attributes, school principals always have excellent interpersonal skills, as confirmed by the high mean scores for all variables, ranging from 3.68 to 3.75. All these behaviors are defined as "Always Manifested," with a general mean of 3.71 (SD = 0.42), which means that school principals are very competent in developing strong relations in the school context.

For the competency "actively listens to the concerns and ideas of teachers and staff," the mean level of 3.70 (SD = 0.48) suggests that school leaders can listen to their employees in an open way that reflects those active listening abilities to maintain trust and openness. Likewise, the competency "creates a positive and respectful working relationship with all members of the school community" scored a mean of 3.75 (SD = 0.46), and a significant focus on cooperation and politeness in school was expressed. This survey recommends school leaders prioritize establishing a collegial working climate conducive to teamwork and mutual responsibility, also as a part of good school leadership.

The conflict resolution and communication skills are also impressive. This includes "is capable of dealing effectively and impartially with conflict among staff" (M = 3.71, SD = 0.47), suggesting that the school heads can resolve conflicts in a fair and balanced manner. Consider also that "communicates clearly and effectively with parents, teachers, and students" was tied in importance with "demonstrates respect for all members of the school community" (M = 3.71, SD = 0.48), further indicating the importance of transparent communication with all members of the school community.

In addition, competencies, such as "demonstrates empathy when dealing with the needs and concerns of the school community" (mean = 3.72, SD = 0.46) and "encourages a collaborative and supportive environment in the school" (mean = 3.71, SD = 0.49), illustrate the school leaders' understanding and responses to their members' emotional and social needs and their personal involvement in building teamwork and collaboration. Offers constructive feedback based on the construct "provides constructive feedback to teachers and staff in a respectful and supportive manner" (m = 3.73, SD = 0.47), which was another essential skill, highlighting the reinforcement of positive and growth-oriented feedback.

A mean of 3.68 (SD = 0.49) is observed for the statement "builds strong relationships with the local community in support of the school's programs," which means, on the whole, school leaders are successful when it comes to communicating with the community, but they could also make some improvements. Also, an examination of the "approachable and open to hearing feedback from all members of the school community" statement revealed a mean of 3.68 (SD = 0.49), indicating a need to remain accessible and open—forces that can foster continued progress.

These results are consistent with the recent work in the area of school leadership, suggesting that interpersonal skills contribute to effective school leadership. Sergiovanni (2020) proposed that promoting a positive school culture requires that school leaders demonstrate empathic attitudes, active listening, and the ability to cope with conflicts in a constructive manner. In addition to this, Goleman (2019) argues that emotional intelligence, including abilities like empathy and effective communication, is indispensable for effective school leadership. Likewise, Lambert (2021) reported that honest communication and promoting team building with staff and stakeholders is a trait among successful school leaders that raises student achievement and increases overall school effectiveness.

In summary, the results show that the school leaders in this study exhibited strong interpersonal skills, particularly in fostering positive relationships, managing conflict, and maintaining open lines of communication. These skills are essential to creating a positive, accepting school community that is vital to any successful school performance and instruction that is to occur.

Mean Perception of School Effectiveness

The tables provide a measure of schools that are perceived to be effective in improving student achievement, teacher quality, school climate, and organizational productivity.

Table 10*Perceived School Effectiveness in terms of Student Achievement*

Statements	Mean	Std. Deviation	Verbal Interpretation
1. The school consistently meets or exceeds academic performance standards as set by the educational system.	3.46	0.52	Always Manifested
2. Students at the school demonstrate significant improvement in their academic performance over time.	3.49	0.52	Always Manifested
3. The school head ensures that effective teaching strategies are implemented to enhance student learning outcomes.	3.61	0.55	Always Manifested
4. The school provides adequate support and resources for students to achieve academically.	3.64	0.52	Always Manifested
5. The school head promotes a culture of academic excellence that motivates students to perform at their best.	3.66	0.50	Always Manifested
6. The academic performance of students is regularly monitored and analyzed to identify areas for improvement.	3.67	0.51	Always Manifested
7. Teachers are provided with the necessary professional development to improve their teaching effectiveness and student achievement.	3.66	0.58	Always Manifested
8. The school head encourages collaboration among teachers to improve teaching practices that directly impact student success.	3.71	0.49	Always Manifested
9. The school creates a learning environment that supports the academic growth of all students, regardless of their background.	3.67	0.50	Always Manifested
10. The school head actively works to address barriers that may hinder students from achieving their full academic potential.	3.65	0.52	Always Manifested
Overall	3.62	0.43	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

Mean estimates of the degree of effectiveness—in terms of students' academic performance—at school are presented in Table 10 by different academic success statements and school support systems. The overall mean is 3.62, and the standard deviation is 0.43, which falls within the "Always Presented" range. This is a clear indication that the school actively maintains and develops high levels of student success through good teaching, support mechanisms, and tracking of students' attainment.

The highest mean is 3.71 ($SD = 0.49$), which corresponds to the statement: "The school head encourages collaboration among teachers to improve teaching practices that directly impact student success." This highlights the importance of leadership in fostering a culture of collaboration among educators—a critical factor in improving instructional quality and, ultimately, student achievement. This finding is confirmed by Ross and Berger's (2021) research, which discovered that collaborative leadership and professional learning communities positively improve student outcomes by allowing instructors to exchange effective strategies and refine their pedagogy in a supportive atmosphere.

Other statements with high means include "The academic performance of students is regularly monitored and analyzed to identify areas for improvement" and "The school creates a learning environment that supports the academic growth of all students, regardless of background," both with a mean of 3.67, emphasizing the school's strong monitoring mechanisms and inclusive learning environment. Wang and Degol (2019) note these qualities of school leadership, highlighting the importance of continuous data-informed feedback and inclusive practices for enhancing school effectiveness and student learning.

Meanwhile, the statement with the lowest mean is 3.46 ($SD = 0.52$) for the statement: "The school consistently meets or exceeds academic performance standards as set by the educational system." Although still classified as "Always Manifested," this relatively lower score could reflect external challenges or internal gaps in meeting standardized benchmarks. It emphasizes the necessity for ongoing assistance in connecting instructional goals with systems performance criteria. Leithwood, Harris, and Hopkins (2019) found that reaching external performance benchmarks is frequently influenced by both internal school capability and broader contextual variables such as socioeconomic situations and regulatory contexts.

Importantly, all of the means vary between 3.46 and 3.71, indicating that the schools engaged in this study maintain consistently high standards for boosting student achievement. The low standard deviations (range from 0.49 to 0.58) indicate substantial agreement among respondents, reinforcing the reliability of perceived efficacy.

The findings of this study support the premise that successful school leadership, particularly one that prioritizes teacher collaboration, instructional monitoring, and inclusive practices, has a real and quantitative impact on student outcomes. Schools that consistently exhibit these characteristics are more likely to promote academic success among diverse student groups.

Table 11

Perceived School Effectiveness in terms of Teacher Performance

Statements	Mean	Std. Deviation	Verbal Interpretation
1.in this school demonstrate strong subject knowledge and effective teaching skills.	3.75	0.46	Always Manifested
2. are committed to the academic and personal growth of their students.	3.80	0.41	Always Manifested
3. participate in professional development to continuously improve their teaching practices.	3.76	0.45	Always Manifested
4. set high expectations and motivate students to achieve their potential.	3.73	0.46	Always Manifested
5. provide constructive feedback and support to students to aid their learning.	3.75	0.46	Always Manifested
6. regularly monitors students' progress.	3.82	0.40	Always Manifested
7. participate in any school activities outside or within the school.	3.77	0.45	Always Manifested
8. collaborate with colleagues to share best practices and improve the quality of instruction.	3.74	0.46	Always Manifested
9. consistently use effective instructional strategies that promote student engagement and learning.	3.78	0.46	Always Manifested
10. are evaluated regularly, and feedback is provided to help them improve their performance.	3.76	0.48	Always Manifested
Overall	3.77	0.39	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

From the data in Table 11, titled Mean Perception of School Effectiveness in terms of Teacher Performance, the overall mean is 3.77 with a standard deviation of 0.39, which is interpreted as "Always Manifested." This result suggests a strong consensus among respondents that statements of effective teacher performance are consistently observed and practiced within the school environment, reflecting positively on institutional effectiveness in fostering.

Among the listed statements, the highest mean is 3.82 (SD = 0.40) and corresponds to the item: "Teachers regularly monitor students' progress." This finding emphasizes the importance of continuous assessment in instruction and is consistent with the literature, which suggests that ongoing student monitoring has a direct impact on student achievement and instructional responsiveness. The usefulness of frequent formative assessment and data-based instructional adjustments as a basis of high-quality teaching with benefits on student outcome and classroom management effectiveness is theorized in Kraft and Hill's (2021) quality-tiered pedagogy.

In addition, "Staff are dedicated to the academic and social growth of their students" (M = 3.80, SD = 0.41) and "Staff consistently utilize effective instructional strategies to engage and promote student learning" (M = 3.78, SD = 0.46) were both also rated highly, further indicating that emotional commitment and effective pedagogy were important for effective instruction. These traits accord with what Torres and Weathers (2020) established was necessary since the teacher's commitment coupled with employing student-centered practices makes it possible to enhance the quality of teaching and create a good learning environment.

In contrast, the lowest mean was 3.73 (SD = 0.46) with reference to the following: "The teacher has high expectations and encourages the student to fulfill them. Despite maintaining high expectations in the "Always Manifested" grouping, its score is still the lowest, which possibly shows that the prevalence with which high expectations are established may differ in different contexts or subjects. It may be because of insufficient training or context issues such as the diversity of the students or available resources. This is consistent with the findings of Vanlommel, Van Gasse, and Vanhoof (2022), who discovered that high expectations are, although commonly regarded to be a motivator for success, often dependent on context, teacher beliefs, and professional networks of support.

The low standard deviations between the variables, 0.40-0.48, suggest high consensus among the respondents, thus emphasizing high measure credibility of the gathered data about the general perception of faculty performance. Together, such data suggest that the schools in question embody high standards for teacher performance that are frequently demonstrated and monitored. They present a profile characterized by technical skills, professional attitude, collaborative working, and reflective attitude necessary for high-quality teaching and active implementation of high-quality learning.

In summary, the findings indicate that teacher quality is a salient aspect of school performance. It underscores the value of professional practices like ongoing student assessment, consistent instructional methodology, and a commitment to educating the whole child—principles supported by current educational research.

Table 12

Perceived School Effectiveness in terms of School Environment

Statements	Mean	Std. Deviation	Verbal Interpretation
<i>The school...</i>			
1. provides a safe and secure environment for students and staff.	3.81	0.39	Always Manifested
2. has adequate facilities and resources to support effective teaching and learning.	3.68	0.52	Always Manifested
3. has physical environment (e.g., classrooms, libraries, outdoor spaces) that is conducive to learning.	3.50	0.66	Always Manifested
4. promotes a positive and inclusive culture where diversity is respected.	3.71	0.49	Always Manifested
5. environment fosters respect and cooperation among students, teachers, and staff.	3.75	0.45	Always Manifested
6. provides a supportive environment that encourages student well-being and mental health.	3.80	0.43	Always Manifested
7. allows teachers and staff to collaborate in creating a positive and productive school climate.	3.74	0.48	Always Manifested
8. environment supports both academic and extracurricular activities that contribute to student development.	3.76	0.44	Always Manifested
9. continuously improves its physical infrastructure to meet the needs of students and teachers.	3.74	0.44	Always Manifested
10. maintains clear policies and practices that promote discipline, respect, and fairness among all stakeholders.	3.74	0.44	Always Manifested

Legend: 3.25-4.00 Always Manifested 1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested 1.00-1.74 Not Manifested

Table 12, Mean Perception of School Effectiveness Based on the School Environment The overall mean for this construct is 3.72 with a standard deviation of 0.38. This score belongs to the "Always Manifested" group, demonstrating the respondent's high level of agreement that the positive environmental factors are always present and seem to be of benefit to school performance. The school's culture is perceived as supporting safety, inclusivity, and supportive physical and emotional environments.

"The school provides a safe and secure environment for students and staff" ($M = 3.81$; $SD =$

0.39) is the criterion with the highest score. This finding is consistent with Astor et al.'s and helps validate that safety is integral to educational effectiveness. (2020), who also discovered value in perceived school safety in determining student academic engagement and teacher retention. Schools with safe environments build a culture of trust and openness, which is essential for a learning and teaching environment to be successful.

A third top-rated item is "The school offers a supportive setting for students' well-being and mental health," which has a mean of 3.80 (SD = 0.43). This is a case of how the school has catered to their students' socio-emotional needs, which has become more crucial also in the recovery after the pandemic. This trend is also consistent with recent studies. Based on Wigelsworth et al. (2022), students' mental health provision in schools is strongly linked to their motivation and classroom engagement and, hence, overall school effectiveness.

The lowest mean was 3.50 (SD = 0.66) on the agreement scale with the statement, "The school has a physical environment (e.g., classrooms, libraries, outdoor spaces) that is learning-friendly." Although still "Always Manifested," this lower score and higher standard deviation may reflect some inconsistencies in the quality and availability of infrastructure. This result is in line with the findings of Okoye et al.'s (2019) comparative research demonstrated that differences in physical infrastructure across schools, especially in public education systems, could influence both student satisfaction and teaching practices.

A number of other statements received high levels of endorsement, including conveying an inclusive culture (M = 3.71), building respect of stakeholders (M = 3.75), and continuous improvement of facilities and clear direction statements (M = 3.74 for several items). These characteristics reveal the multiplier dimensions of a caring school, which encompass not only the infrastructural view but also the relational and organizational perspectives. Together, they create an atmosphere that encourages academics and growth.

The consistency in the standard deviation between categories where most values are between

0.39 and 0.48 reflects the tendency of respondents to agree with the description that the attitudinal factor represents the positive environment of the school. This consistency bolsters the credibility of the perception data and demonstrates the effective implementation of the school's environmental plans across various locations.

These results highlight the role that school environment plays as a mediating factor of school effects. Safe and welcoming school environments enhance the quality of teaching, student engagement and academic achievement, and support. These findings also demonstrate the successful application of school-based management (SBM) concepts, in which physical, emotional, and institutional structures are actively managed to promote educational objectives.

Table 13

Perceived School Effectiveness in terms of Organizational Efficiency

Statement	Mean	Std. Deviation	Verbal Interpretation
<i>The school...</i>			
1. effectively uses its available resources to achieve educational goals.	3.70	0.49	Always Manifested
2. allows for decision-making processes to be timely and well-organized.	3.68	0.49	Always Manifested
3. head ensures that administrative tasks are efficiently handled to avoid delays.	3.69	0.51	Always Manifested
4. has clear and efficient systems for managing student records and academic performance.	3.72	0.48	Always Manifested
5. has budget that is managed effectively, ensuring funds are allocated to critical areas that support student learning.	3.62	0.55	Always Manifested
6. staff collaborate efficiently to ensure smooth implementation of school programs and activities.	3.74	0.45	Always Manifested
7. head promotes a culture of accountability among staff to ensure high levels of efficiency.	3.70	0.47	Always Manifested
8. has established streamlined communication processes that ensure information flows effectively between leadership, teachers, and staff.	3.70	0.47	Always Manifested
9. uses data-driven decision-making to improve the school's operational processes.	3.70	0.47	Always Manifested
10. regularly evaluates its processes and makes adjustments to enhance organizational efficiency.	3.69	0.50	Always Manifested
Overall	3.69	0.43	Always Manifested

Legend: 3.25-4.00 Always Manifested

1.75-2.49 Rarely Manifested 2.50-3.24 Frequently Manifested

1.00-1.74

Not Manifested

Data in Table 13, show the mean perception of school effectiveness in terms of organizational efficiency, the results reveal a consistently high degree of effectiveness in this domain. The overall mean is 3.69 with a standard deviation of 0.43, which translates to "Always Manifested." This reflects a consensus among respondents that organizational structures and administrative processes are consistently efficient, well-implemented, and supportive of the school's broader educational goals.

"There is excellent teamwork among staff to make school programs and activities succeed" is the highest mean-rated statement ($M = 3.74$, $SD = 0.45$). The statement stresses the importance of working as a collegial support system to ensure the flow and operations within the school system. There is empirical evidence in support of this idea: one study by Grissom, Egalite, & Lindsay (2021) found that a culture of collaboration between administrators enhances organizational capacity and results in more efficient provision of educational services.

Four items received 3.70 scores for making efficient use of 'existing resources,' 'accountability,' 'communication' made easier, and using data for decision-making. These results suggest that leaders and staff in schools tend to employ efficiency-based strategies for resource distribution, internal communication, and administrative accountability. Sun and Leithwood (2020) reported that the use of distributed-leadership mechanisms that approach decision-making and resource allocation carefully and collaboratively is associated with increased organizational effectiveness and greater instructional coherence.

The item with the smallest mean is "The school's budget is used effectively so that funds are directed towards key areas to support the learning of students," with a mean of 3.62 ($SD = 0.55$). Although this is still classified as "Always Manifested," the significantly lower score and relatively larger variability indicate discrepancies or issues in budget transparency or fund priority. This finding is similar with Abulencia's (2015) research, which found that fiscal management is one of the most problematic aspects of school-based management due to deficiencies in financial knowledge, accountability, and monitoring mechanisms in decentralized school systems.

The criterion "The school has clear and efficient systems for managing student records and academic performance" had a mean rating of 3.72 ($SD = 0.48$), demonstrating the importance of well-maintained data systems in improving decision-making and responsiveness. Datnow and Park (2019) found that integrated student information systems help leaders and teachers make informed decisions about instruction and student support services, streamlining organizational responses.

All other claims, including efficient administrative task management ($M = 3.69$), prompt decision-making ($M = 3.68$), and regular examination of internal processes ($M = 3.69$), are in the "Always Manifested" category. This is a reflection that schools have an intentional and continuous focus on structural best practices. The averages above indicate that school leaders, along with their subordinates, perform their duties, make sound judgments, and evaluate internal operations for ongoing relevance and efficiency proactively. These customs are indicative of an organized bureaucracy that emphasizes accuracy, clarity, and accountability. The fact these operations have been responsive to the needs of their sector is indicative of their commitment to transparency, agility, and openness to continuous improvement — all essential in an increasingly complex educational environment.

In conclusion, the results of this table show that organizational effectiveness is substantially integrated and part of the operation culture of the study's schools. Such organizations do not just demonstrate strategic allocation of resources and sound systems management but also develop an enabling working climate in which accountability, collaboration, and flexibility are respected. These organizations align with a governance system that promotes continuous improvement and ensures the necessary complementary roles of academic and administrative functions to support long-term educational objectives. This strong organizational discipline not only supports day-to-day operations but also builds a base for future breakthroughs and systemic expansion.

Test of Relationship of School Effectiveness with SBM Dimensions and School Heads' Competencies

The tables below present the relationship of school effectiveness with SBM Dimensions and School Heads' Competencies.

Table 14

Correlation Between SBM Dimensions and School Effectiveness

SBM Dimensions	School Effectiveness			
	SA	TP	SE	OE
Curriculum and Teaching	.498**	.479**	.460**	.463**
Learning Environment	.316**	.406**	.331**	.389**
Leadership	.544**	.528**	.528**	.678**
Governance and Accountability	.379**	.446**	.490**	.550**
Human Resource and Team Development	.467**	.534**	.515**	.604**
FRM&M	.459**	.439**	.524**	.610**

** . Correlation is significant at the 0.01 level (2-tailed).

Legend: SA= Student Achievement; TP= Teaching Practices

; SE= School Environment; OE = Organizational Efficiency

The test examines the substantial association among the dimensions of School-Based Management (SBM), student achievement (SA), teaching practices (TP), school environment (SE), and organizational efficiency (OE). The substantial association between the dimensions of SBM shown in Table 15 is tested with the statements of school success, including student achievement (SA), teaching practices (TP), school environment (SE), and organizational efficiency (OE). In terms of the results, there was a significant positive correlation with school effectiveness statements for all of the dimensions of SBM, and this met statistical significance at the .01 (2-tailed) level. These are significant relationships and reflect the positive connection between good SBM practice and school effectiveness overall.

Leadership had the highest correlation with school effectiveness statements for all domains, especially organizational effectiveness ($r = .678^{**}$), student performance ($r = .544$), and teaching methods as well as schools ($r = .528^{**}$). It highlights the role of school leadership in establishing a high-performing and responsive organization of learning. This result agrees with the study of Arleezah and Saputra (2021) that stated that good leadership has a positive impact on the culture of the school and academic achievement and, thus, plays a vital role in improving school performance.

HRD and team development also had significant associations with all SE statements and strong associations with organizational effectiveness ($r = .604^{**}$) and methods of teaching ($r = .534$). However, continuing professional development and a collegial school environment were highlighted as necessary. Teacher empowerment, learning, and school outcomes Teacher empowerment vis-à-vis professional learning communities (i.e., Learning Action Cells, LACs) as a strategy for teacher professional growth facilitates the exchange of information, instructional effectiveness, and morale, which ultimately result in improved school outcomes, according to Cruz, Tarrayo, & Daguplo (2022).

Especially associational performance ($r = .550$) and the school ($r = .490^{**}$) governance were found to be rather correlated with accountability. These findings imply that clear policies and collaborative decision-making in educational institutions help to build program sustainability and confidence among stakeholders. As mentioned by Espinosa and Macale (2020), active governance structures, such as functional School Governance Councils (SGCs), increase stakeholder participation and accountability in school operations.

Curriculum and teaching produced moderate but significant correlations, particularly with student success ($r = .498^{**}$) and teaching practices ($r = .479^{**}$), emphasizing the importance of constant curriculum evaluation and adaptation in meeting learners' needs and national assessment requirements. This is corroborated by Tuazon and Salot's (2023) research, which indicated that SBM practices concentrating on curriculum contextualization and improvement result in higher learner engagement and academic accomplishment, particularly in public elementary schools.

Meanwhile, the learning environment component had the weakest but still significant relationships, with the lowest with student accomplishment ($r = .316^{**}$) and the greatest with organizational effectiveness ($r = .389^{**}$). While still important, these values indicate that improvements in the physical and psychological aspects of the learning environment may not be sufficient to significantly impact school effectiveness unless combined with other critical factors such as leadership and governance. Nonetheless, global assessments, such as the Programme for International Student Assessment (PISA, 2022), consistently emphasize the importance of a safe, inclusive, and responsive learning environment, stating that bullying and a lack of safety remain major barriers to quality learning in the Philippines.

The dimension of finance and resource management and mobilization (FRM&M) interacted strongly with all school success metrics, particularly organizational effectiveness ($r = .610^{**}$) and school environment ($r = .524^{**}$). This implies that competent financial management, transparency in MOOE liquidation, and equitable resource distribution improve school performance and stakeholder satisfaction. Ramos and Del Rosario (2019) discovered that schools that used effective resource mobilization techniques, such as leveraging community collaborations and maximizing financial grants, were more likely to see long-term increases in both student performance and school infrastructure.

In summary, Table 15's findings demonstrate that all SBM characteristics have a considerable impact on school effectiveness, notably strong leadership, human resource development, and accountable governance. These findings not only validate the SBM framework as a viable school development approach, but also emphasize the significance of comprehensive application across all aspects.

Table 15

Correlation Between School Effectiveness and School Heads' Competencies

School Heads' Competencies	School Effectiveness			
	SA	TP	SE	OE
Leadership Skill	.487 ^{**}	.457 ^{**}	.487 ^{**}	.692 ^{**}
Administrative Skill	.461 ^{**}	.459 ^{**}	.557 ^{**}	.672 ^{**}
Interpersonal Skill	.465 ^{**}	.631 ^{**}	.491 ^{**}	.601 ^{**}

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Legend: SA= Student Achievement; TP= Teaching Practices;

SE= School Environment; OE = Organizational Efficiency

Table 15 shows the relationship between school leaders' competencies, and school effectiveness statements—Student Achievement (SA), Teaching Practices (TP), School Environment (SE), and Organizational Efficiency (OE)—and which include Leadership Skill, Administrative Skill, and Interpersonal Skill. All the correlation coefficients computed are 0.01 significant (2-tailed), indicating that school leaders' competencies significantly influence school effectiveness.

The highest significant correlation with organizational effectiveness was for leadership skill ($r = .692$), indicating that good leadership is closely related to the functioning of schools as united, goal-oriented bodies. It also quite correlates with SA ($r = .487$), TP ($r = .457$), and SE ($r = .487$). This implies that teaching quality increases, pupils become more involved, and academic performance becomes better focused and reachable when school leaders lead with visionary and transformational leadership. Results line up with Llego et al. (2022), who underlined the need for instructional leadership in creating an atmosphere of school cooperation, creativity, and long-run student performance improvement.

Particularly SE ($r = .557$) and OE ($r = .672$), administrative skill also seems to have a major correlation with features of school effectiveness. The associations with SA ($r = .461$) and TP ($r = .459$) supported this view; it is the fact that administrative effectiveness contributes to the smooth running of teaching and learning activities. When school principals demonstrate effective planning, resource distribution, and procedural accounting, the school culture is more stable and not as conducive to academic activity. These results agree with those of Boholano and Jamon (2020), who found that administrative competency of school leaders significantly enhances organizational effectiveness by minimizing disturbances and optimizing resource allocation.

For the time being, cross-cutting skill looks like sharing the largest link with TP ($r = .631$), followed by OE ($r = .601$), SE ($r = .491$), and SA ($r = .465$). This illustrates the value of emotional intelligence, communication, and collaboration in enhancing teacher effectiveness and morale. The school head who establishes good relationships and who engenders trust with the staff can influence the quality of teaching and the professional development of staff. Excellent relational skills of school leaders were presented as requirements for heightened teacher engagement and community participation, both of which are aspects of effective schooling (Salonga & Sai, 2019).

In summary, the results indicate that strong correlations exist between competencies of school leaders and all the dimensions of school effectiveness, particularly its dimensions of organizational effectiveness. This serves as a reminder about the importance of taking a comprehensive approach for effective management of schools in the evolving educational terrain.

Recommendations

In light of the relevant findings and conclusions, the following recommendations were formulated: School administrators may prioritize ongoing professional development in leadership, administration, and interpersonal skills. Including teachers in decision-making processes can also improve collaboration and overall school effectiveness. Schools are encouraged to enhance their School-Based Management (SBM) practices to create a more supportive and inclusive environment that meets students' academic and personal needs. This may increase student engagement and achievement. Teachers may be encouraged to play an active role in school management and leadership. This may boost their confidence and motivation, leading to a more productive learning environment. For parents and community stakeholders, schools can enhance communication by implementing transparent School-Based Management (SBM) practices. Stronger collaborations may result in a more supportive and enriching educational environment for students.

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