

# Enhancing Transparency and Accountability of School Operations Through Capacity Building Mechanisms and Operational Practices

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**Abstract**—This study examined the relationship between enhancing transparency and accountability in school operations through capacity-building mechanisms and operational practices. A quantitative method was employed to collect and analyze data. To gather information, the researcher utilized a self-made questionnaire as the primary tool, which was distributed to 180 teaching and non-teaching personnel in small and medium-sized schools within the Division of Laguna. Statistical analyses included the computation of mean, standard deviation, frequency, percentage, and regression analysis to test the hypothesis. Based on the results, the study revealed that all school levels in the Division of Laguna implemented capacity-building mechanisms to a very high extent. These included professional development opportunities, mentoring, and collaborative learning. Operational practices such as crisis management, emergency preparedness, partnership development, continuous improvement programs, e-learning, networking, resource allocation, and policy compliance training were also widely adopted. Furthermore, transparency in stakeholder participation, student and staff engagement, compliance with regulations, and information disclosure was reported to be high. Accountability in financial management, operational efficiency, responsiveness to feedback, and compliance with accountability standards was likewise observed to be very high. The relationship between capacity-building mechanisms and transparency, as well as operational practices and accountability in school operations in the Division of Laguna, was found to be significant. The study identified a significant relationship between capacity-building mechanisms and transparency in school operations. It highlighted that professional development, mentorship, collaborative learning, and leadership training promoted transparency and accountability. Investments in these mechanisms enhanced governance, decision-making processes, and operational integrity. Similarly, structured operational strategies, policy compliance initiatives, crisis management programs, and resource allocation strategies ensured improved levels of transparency and accountability. Schools that prioritized sustainable training, e-learning, and stakeholder engagement demonstrated higher levels of transparency and accountability. The study recommended that schools involve students and parents in decision-making processes, provide financial and technical support for capacity-building programs, and enforce standardized guidelines on transparency and accountability. It also suggested that future research focus on best practices in school governance, transparency, and accountability to develop evidence-based policies and explore the long-term impact of capacity-building mechanisms on student performance and institutional development.

**Keywords**—Transparency, Accountability, School Operations, Capacity Building Mechanisms.

## I. INTRODUCTION

Enhancing transparency and accountability has emerged as a serious focus area in pursuing sustainable development in most educational institutions in the Philippines, public or private, at all levels. Sustainable school operations involve efficient resource management and demand mechanisms that promote transparency and accountability, ensuring schools meet their sustainability goals effectively. The diverse educational landscape across schools in the Division of Laguna provides a distinctive context for exploring how capacity-building mechanisms and practices can promote sustainable school operations.

Capacity building refers to cultivating the competencies, expertise, and assets of individuals and organizations needed to perform their functions effectively (Republic Act No. 10533, Enhanced Basic Education Act of 2013). In sustainable school operations, capacity building encompasses training and development programs for school personnel and establishing systems and processes that support sustainable practices.

Today, more than ever, many educational institutions require assistance in achieving transparency in their decision-making. This may result in a deficiency of trust among stakeholders, including students, parents, faculty, and the broader community. Additionally, several schools, particularly in primary education, require more effective systems for monitoring and evaluating success in adhering to policies, programs, and resource management, resulting in inefficiencies and diminished accountability. School personnel often need more expertise or training in implementing effective sustainability initiatives. Hence, compliance with memoranda related to sustainability regulations, whether local or national, can also be challenging due to limited resources, expertise, or commitment.

Over time, these issues with transparency and accountability can accumulate, leading to instability and making it difficult for institutions to sustain operations, adapt to evolving educational landscapes, or pursue strategic growth opportunities.

Ideally, school operations must involve the open dissemination of information regarding policies, decisions, and resource management, fostering an environment of trust and openness among stakeholders. On the other hand, accountability ensures that individuals and institutions are

answerable for their actions, contributing to more effective and responsible management. Both transparency and accountability are essential for successfully implementing sustainable practices and aligning the institutional goals with broader sustainability objectives.

Capacity-building initiatives can significantly enhance the effectiveness of transparency and accountability measures by equipping school leaders, educators, and administrative staff with the necessary skills and knowledge. These mechanisms can include professional development programs, workshops, and collaborative projects to strengthen school governance and operational practices. Capacity building emerges as a vital mechanism for achieving these goals.

Understanding how capacity-building mechanisms can be effectively utilized to improve transparency and accountability in school operations is essential in the Division of Laguna. This research aims to explore these mechanisms and practices, providing insights into how they can be tailored to support sustainable school operations in this regional context.

### 1.1 Statement of the Problem

#### *Problem/s which were addressed by the research*

This study sought answers to the following research question.

1. What is the level of the following capacity-building mechanisms implemented across all levels of schools in the division of Laguna in terms of:
  - 1.1 Professional development opportunities;
  - 1.2 Mentorship and coaching;
  - 1.3 Collaborative learning;
  - 1.4 Technological support;
  - 1.5 Leadership and governance Training for sustainability and
  - 1.6 Sustainable Operations Training Programs?
2. What is the level of operational practices implemented across all levels of schools in the division of Laguna in terms of:
  - 2.1 Crisis Management & Emergency Preparedness;
  - 2.2 Partnership Development;
  - 2.3 Continuous Improvement Programs;
  - 2.4 E-learning & online courses;
  - 2.5 Networking & community building;
  - 2.6 Resource Allocation & Planning; and
  - 2.7 Policy Compliance Training Initiatives?
3. What is the level of transparency in school operations in the division of Laguna with regard to:
  - 3.1 Stakeholders' Participation;
  - 3.2 Student and Staff Engagement;
  - 3.3 Compliance with Regulations; and
  - 3.4 Information Disclosure Practices?
4. What is the level of accountability in school operations in the division of Laguna in connection to:
  - 4.1 Financial Management;
  - 4.2 Operational Efficiency;
  - 4.3 Responsiveness to Feedback; and
  - 4.4 Compliance with Accountability Standards?

5. Is there a significant relationship between the capacity-building mechanisms and the transparency in school operations in Laguna's division?
6. Is there a significant relationship between capacity-building mechanisms and school operations accountability in Laguna's division?
7. Is there a significant relationship between operational practices and transparency in the Division of Laguna school operations?
8. Is there a significant relationship between operational practices and accountability in the Division of Laguna school operations?

## II. METHODOLOGY

A quantitative method was employed to collect and analyze data. To gather information, the researcher utilized a self-made questionnaire as the primary tool, which was distributed to 180 teaching and non-teaching personnel in small and medium-sized schools within the Division of Laguna. Statistical analyses included the computation of mean, standard deviation, frequency, percentage, and regression analysis to test the hypothesis.

## III. RESULTS AND DISCUSSION

This part presents the study's findings based on the data collected through the research instruments. To answer the research questions and goals, the data are examined and interpreted. Key trends, patterns, and correlations between variables are emphasized in the following chapter to back up conclusions and recommendations.

Table 1 shows the extent of implementation of capacity-building mechanisms across all levels of schools in the Division of Laguna regarding professional development opportunities. It presents the statements, mean, standard deviation, and remarks. Schools implement various capacity-building strategies to enhance professional development, foster a team learning culture, encourage participation in professional organizations, and provide training opportunities. The mean ( $M = 6.09$ ,  $SD = 0.82$ ) suggests a very high extent of encouragement for staff to join professional organizations, reflecting strong support for continuous learning and professional networking. Meanwhile, the mean is slightly lower ( $M = 5.90$ ,  $SD = 0.90$ ) for skill-based training to improve job performance, yet it still indicates a strong commitment to professional growth.

Implementing capacity-building mechanisms in terms of professional development attained a weighted mean score of 6.02 and a standard deviation of 0.73, verbally interpreted as a very high extent.

Schools across the Division of Laguna promote professional development by fostering a collaborative learning culture, providing training programs, and encouraging engagement in professional organizations. The high ratings and relatively low standard deviation suggest consistency in implementation, indicating a strong and uniform commitment to equipping teachers with the necessary skills and knowledge for continuous improvement in their profession.

Level of the Capacity-Building Mechanisms Implemented Across All Levels of Schools in The Division of Laguna

TABLE 1. The Level of the Capacity-Building Mechanisms Implemented Across All Levels of Schools in the Division of Laguna in terms of Professional Development Opportunities

STATEMENTS	MEAN	SD	REMARKS
Foster a culture of team learning and growth.	6.02	.83	Extremely agree
Encourage participation in professional organizations among all the staff.	6.09	.82	Extremely agree
Provide training and development opportunities.	6.04	.80	Extremely agree
Provide skill-based training and increase job performance.	5.90	.90	Extremely agree
Provide opportunities for the teachers to be more knowledgeable about the diverse personalities of learners.	6.03	.83	Extremely agree
<b>Weighted Mean</b>	<b>6.02</b>		
<b>SD</b>	<b>0.73</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Professional development programs for teachers who view personal and professional development needs as important also recognize that these efforts can create a knowledge base for teaching. When professional development is curriculum-related, school-based, collaborative, student-learning-centered, and long-term, it may be maximized. Such programs focus teacher activity on examining student work, student performance, joint planning, teaching and revising lessons, and individual and group reflection. (Garet, Porter, Desimone, Birman and Yoon, 2016).

TABLE 2. The Level of the Capacity-Building Mechanisms Implemented Across All Levels of Schools in the Division of Laguna in terms of Mentorship and Coaching

STATEMENTS	MEAN	SD	REMARKS
Set clear, goal-oriented expectations.	5.94	.89	Extremely agree
Build a rapport and maintain good communication with co-workers.	5.94	.90	Extremely agree
Align mentoring with the organization's objectives.	5.87	.92	Extremely agree
Encourage every employee to learn from each other's capabilities and successes.	6.01	.99	Extremely agree
Put the responsibility of growth in everyone's hands.	5.85	.97	Extremely agree
<b>Weighted Mean</b>	<b>5.93</b>		
<b>SD</b>	<b>0.83</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 2 shows the extent of implementation of capacity-building mechanisms regarding mentorship and coaching across all levels of schools in the Division of Laguna. It presents the statements, mean, standard deviation, and remarks. Schools implement mentorship and coaching strategies to foster professional growth, emphasizing goal-oriented expectations, effective communication, and alignment with organizational objectives. The mean (M = 6.01, SD = 0.99) suggests a very high extent of encouragement for employees to learn from each other's capabilities and successes, highlighting the value of collaborative learning. Meanwhile, the mean is slightly lower (M = 5.85, SD = 0.97) for putting the responsibility of growth in everyone's hands, yet it still indicates a strong commitment to professional

development. The implementation of mentorship and coaching mechanisms attained a weighted mean score of 5.93 and a standard deviation of 0.83, verbally interpreted as a very high extent.

In summary, schools in the Laguna Division actively support mentorship and coaching by setting clear goals, fostering good communication, and encouraging collaborative learning among employees. The high ratings indicate a strong institutional commitment to professional growth, with relatively consistent implementation across different areas of mentorship and coaching.

Table 3 shows the extent of implementation of capacity-building mechanisms regarding collaborative learning across all levels of schools in the Division of Laguna. It presents the statements, mean, standard deviation, and remarks. Schools implement various strategies to foster collaborative learning, emphasizing teamwork, shared decision-making, and a supportive work environment. The mean (M = 6.02, SD = 0.88) suggests a very high extent of promoting a community working environment, indicating strong institutional support for collaboration. Meanwhile, the mean is slightly lower (M = 5.86, SD = 1.01) for allowing every member to participate in decision-making, yet it still reflects a strong commitment to inclusivity and collective success. The implementation of collaborative learning mechanisms attained a weighted mean score of 5.95 and a standard deviation of 0.83, which was verbally interpreted to a very high extent.

TABLE 3. The Level of the Capacity-Building Mechanisms Implemented Across All Levels of Schools in the Division of Laguna in terms of Collaborative Learning

STATEMENTS	MEAN	SD	REMARKS
Promote a positive outlook and be excited about working together.	6.00	.91	Extremely agree
Promote a community working environment.	6.02	.88	Extremely agree
Encourage personal growth, increase job satisfaction, and reduce stress.	5.92	.87	Extremely agree
Allow every member to participate in decision-making for more successful project implementation.	5.86	1.01	Extremely agree
Provide programs that allow teachers to work together in one team.	5.93	.95	Extremely agree
<b>Weighted Mean</b>	<b>5.95</b>		
<b>SD</b>	<b>0.83</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In summary, schools in Laguna Division actively foster collaborative learning by promoting teamwork, encouraging shared responsibilities, and providing programs that enable teachers to work together. The high ratings indicate a strong institutional commitment to creating a supportive and engaging professional environment, with consistent implementation across different aspects of collaborative learning.

Balyera, Karatas, and Alci (2015) assert that instructors' individual and group actions are crucial for enhancing student learning and implementing reforms successfully. Capacity building is thus crucial in schools in this area. Capacity development is a complicated state based on motivation, skill development, learning, positive organizational culture, and

support mechanisms. Establishing professional learning communities is believed to develop capacity and improve students' learning at school. One of the administrative responsibilities that school administrators should carry out in order to build and sustain capacity is to create "professional learning communities" at the institution.

TABLE 4. The Level of the Capacity-Building Mechanisms Implemented Across All Levels of Schools in the Division of Laguna in terms of Technological Support

STATEMENTS	MEAN	SD	REMARKS
Provide a positive learning environment, whether online, virtual, or blended learning.	5.85	.93	Extremely agree
Promote engaging and innovative learning resources for new ideas.	5.88	.92	Extremely agree
Provide more learning opportunities using advanced technologies.	5.87	.89	Extremely agree
Engage in social media through effective ways of gaining new knowledge.	5.83	.89	Extremely agree
Provide various resources that can be available for online services.	5.75	.95	Extremely agree
<b>Weighted Mean</b>	<b>5.84</b>		
<b>SD</b>	<b>0.85</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 4 shows the extent of implementation of capacity-building mechanisms across all levels of schools in the Division of Laguna regarding technological support. It presents the statements, mean, standard deviation, and remarks. Schools implement various strategies to enhance technological support, focusing on creating a positive learning environment, providing innovative resources, and utilizing advanced technologies. The mean ( $M = 5.88$ ,  $SD = 0.92$ ) suggests a very high extent of promoting engaging and innovative learning resources, indicating strong institutional efforts to integrate technology into education. Meanwhile, the mean is slightly lower ( $M = 5.75$ ,  $SD = 0.95$ ) for providing various resources for online services, yet it still reflects a strong commitment to making technology-based learning accessible.

The implementation of technological support mechanisms attained a weighted mean score of 5.84 and a standard deviation of 0.85, verbally interpreted as a very high extent.

In summary, schools in the Division of Laguna actively integrate technology into education by fostering a positive digital learning environment, utilizing social media for knowledge acquisition, and providing innovative learning resources. The high ratings indicate a strong institutional commitment to leveraging technology for continuous learning and professional development, with consistent implementation across different aspects of technological support.

Ali, Haolader, and Muhammad (2018) state that globally, universities are recognized as institutions of higher learning for the empowerment of people and the development of nations. University institutions provide advanced education in preparation for the manpower needs of nations involved in socio-economic development. In other words, universities play a critical role in training the professionals, high-level specialists, scientists, and researchers the economy needs for its advancement.

Table 5 shows the extent of implementation of capacity-building mechanisms across all levels of schools in the Division of Laguna regarding leadership and governance training for sustainability. It presents the statements, mean, standard deviation, and remarks.

Schools implement various strategies to strengthen leadership and governance, focusing on effective communication, informed decision-making, and sustainable management practices. The mean ( $M = 5.83$ ,  $SD = 0.93$ ) suggests a very high extent of facilitating communication between school and community leaders, indicating strong institutional efforts to foster collaborative decision-making. Meanwhile, the mean is slightly lower ( $M = 5.72$ ,  $SD = 0.96$ ) for monitoring employee progress, yet it still reflects a strong commitment to leadership development and accountability. The implementation of leadership and governance training mechanisms attained a weighted mean score of 5.75 and a standard deviation of 0.84, verbally interpreted as a very high extent.

TABLE 5. The Level of the Capacity-Building Mechanisms Implemented Across All Levels of Schools in the Division of Laguna in terms of Leadership and Governance Training for Sustainability

STATEMENTS	MEAN	SD	REMARKS
Facilitates communication between and among school and community leaders for informed decision-making and solving school community-wide-learning problems.	5.83	.93	Extremely agree
Control over the education process and take the responsibility to manage the budget, personnel, and curriculum.	5.72	.88	Extremely agree
Provide leadership training sessions on developing sustainability goals.	5.73	.97	Extremely agree
Create policies that provide guidance and direction for all the staff and members to achieve common goals.	5.74	.96	Extremely agree
Monitor the progress of each employee.	5.72	.96	Extremely agree
<b>Weighted Mean</b>	<b>5.75</b>		
<b>SD</b>	<b>0.84</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In summary, schools in the Division of Laguna actively promote leadership and governance training by fostering communication, ensuring responsible management of educational processes, and developing policies that align with sustainability goals. The high ratings indicate a strong institutional commitment to equipping school leaders with the necessary skills and knowledge to sustain effective educational governance.

The traditional professional development model involving school leaders and teachers attending centrally devised conferences to upskill has increasingly been questioned, supplemented, or supplanted by school-based and ongoing approaches, especially in developed countries (DFAT, 2015).

Table 6 presents the level of the capacity-building mechanisms implemented across all levels of schools in the division of Laguna in terms of sustainable operations training programs.

The mean ( $M = 5.87$ ,  $SD = 0.93$ ) suggests a very high extent of improving operational efficiency and reducing costs by optimizing resources, highlighting strong institutional

efforts toward sustainability. Meanwhile, the mean is slightly lower ( $M = 5.76, SD = 0.89$ ) for minimizing the school’s negative environmental and social impacts, yet it still reflects a strong commitment to sustainability goals.

TABLE 6. The Level of the Capacity-Building Mechanisms Implemented Across All Levels of Schools in the Division of Laguna in terms of Sustainable Operations Training Programs

STATEMENTS	MEAN	SD	REMARKS
Equip employees with the skills and knowledge to identify and implement efficiency measures across various aspects of their work.	5.85	.89	Extremely agree
Provide training programs that empower individuals to find innovative ways to improve efficiency.	5.85	.89	Extremely agree
Promote clean and green procurement practices.	5.83	.97	Extremely agree
Improve operational efficiency and reduce costs by optimizing resource utilization, minimizing waste, and enhancing quality	5.87	.93	Extremely agree
Minimize the school’s negative impacts, both environmentally and socially, while improving its economic success	5.76	.89	Extremely agree
<b>Weighted Mean</b>	<b>5.83</b>		
<b>SD</b>	<b>0.85</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The implementation of sustainable operations training programs attained a weighted mean score of 5.83 and a standard deviation of 0.85, verbally interpreted as a very high extent.

In summary, schools in the Division of Laguna actively support sustainable operations by equipping employees with efficiency-driven skills, promoting green procurement practices, and encouraging innovative approaches to sustainability. The high ratings indicate a strong institutional commitment to minimizing environmental impact while enhancing overall operational effectiveness.

Developing countries are increasingly adopting more school-based professional development approaches (Cimer et al., 2020). A key to improving education systems in developing countries is the provision of effective and ongoing teacher and school leader education (World Bank, 2018).

*Level of Operational Practices Across All Levels of Schools in the Division of Laguna*

Table 7 shows the extent of implementation of operational practices regarding crisis management and emergency preparedness across all levels of schools in the Division of Laguna. It includes the claims, average, standard deviation, and comments. Schools implement various strategies to ensure crisis readiness and emergency response, focusing on resource assessment, hazard preparedness, and stakeholder safety. The mean ( $M = 6.01, SD = 0.88$ ) suggests a very high extent of ensuring the safety and well-being of employees, students, and other stakeholders, reflecting a strong institutional commitment to safeguarding the school community. Meanwhile, the mean is slightly lower ( $M = 5.85, SD = 0.85$ ) for considering internal and external resources for emergency response, yet it still indicates a strong emphasis on collaboration with public emergency services and contractors.

The implementation of crisis management and emergency preparedness mechanisms attained a weighted mean score of 5.91 and a standard deviation of 0.80, verbally interpreted as a very high extent.

TABLE 7. Level of Operational Practices Implemented Across All Levels of Schools in the Division of Laguna in terms of Crisis Management & Emergency Preparedness

STATEMENTS	MEAN	SD	REMARKS
Assess what resources are available for incident stabilization.	5.87	.93	Extremely agree
Consider internal resources and external resources, including public emergency services and contractors.	5.85	.85	Extremely agree
Prepare emergency procedures for foreseeable hazards and threats.	5.87	.84	Extremely agree
Ensure the safety and well-being of employees, customers, and other stakeholders.	6.01	.88	Extremely agree
Identify potential threats to a school and strategically manage them in order to minimize the damage to employees and its stakeholders.	5.92	.91	Extremely agree
<b>Weighted Mean</b>	<b>5.91</b>		
<b>SD</b>	<b>0.80</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In summary, schools in the Division of Laguna actively strengthen crisis management and emergency preparedness by identifying potential threats, preparing emergency procedures, and ensuring the availability of critical resources.

The high ratings indicate a strong institutional commitment to maintaining a safe and secure learning environment while effectively managing risks.

According to Macneil & Topping (2017), critical incidents in or involving schools include shootings, stabbings, other forms of homicide, terrorist activity, suicide, road traffic accidents, major fires, and natural disasters, which result or might result in death and/or serious injury to students and staff.

Where crisis management plans exist, they might be based on 'common sense' or clinical judgment, risking worsening rather than improving outcomes. The relevant evidence base is scattered and of very variable quality.

Table 8 shows the extent of implementation of operational practices across all levels of schools in the Division of Laguna in terms of partnership development. It presents the statements, mean, standard deviation, and remarks. Schools implement various strategies to foster strong partnerships, emphasizing community engagement, relationship-building, and creating a supportive environment for collaboration. The mean ( $M = 6.00, SD = 0.90$ ) suggests a very high extent of finding ways to join and connect with communities, reflecting a strong institutional effort to strengthen external linkages. Meanwhile, the mean is slightly lower ( $M = 5.86, SD = 1.11$ ) for making students and teachers feel heard and safe to share, yet it still indicates a strong commitment to inclusivity and open communication. The implementation of partnership development mechanisms attained a weighted mean score of 5.96 and a standard deviation of 0.87, verbally interpreted as a very high extent.

TABLE 8. Level of Operational Practices Implemented Across All Levels of Schools in the Division of Laguna in terms of Partnership Development

STATEMENTS	MEAN	SD	REMARKS
Find ways to join and connect with communities.	6.00	.90	Extremely agree
Build a good relationship with others that can help extend the school's linkages and partnerships.	5.96	.91	Extremely agree
Create a safe environment for engagement.	5.98	.92	Extremely agree
Give the school community a sense of purpose.	5.96	.93	Extremely agree
Make the students and teachers feel heard and safe to share.	5.86	1.11	Extremely agree
<b>Weighted Mean</b>	<b>5.96</b>		
<b>SD</b>	<b>0.87</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In summary, schools in the Division of Laguna actively promote partnership development by engaging with communities, building meaningful relationships, and fostering a safe and inclusive environment.

The high ratings indicate a strong institutional commitment to collaboration, ensuring schools maintain strong connections with stakeholders to enhance educational opportunities and community involvement.

An increasing international interest in the practice and knowledge management community has developed, and the significance of human networking and social capital has been acknowledged (Duffy & Gallagher, 2015).

Table 9 shows the extent of implementation of operational practices across all levels of schools in the Division of Laguna in terms of continuous improvement programs.

TABLE 9. Level of Operational Practices Implemented Across All Levels of Schools in the Division of Laguna in terms of Continuous Improvement Programs

STATEMENTS	MEAN	SD	REMARKS
Monitors expected and actual performance, continually addresses education gaps, and ensures a venue for feedback and redress.	5.91	.94	Extremely agree
The school head, faculty members, and stakeholders collaborate to create programs and activities that sustain continuous improvement and initiatives.	5.93	.91	Extremely agree
Provide clear, transparent, and inclusive programs for both teachers and learners.	5.83	.95	Extremely agree
Improving physical environments, classroom settings, and/or virtual classrooms to support various kinds of learning.	5.81	1.00	Extremely agree
Evaluate and measure the outcomes of every activity, program, and service and take responsibility for addressing the feedback.	5.78	1.00	Extremely agree
<b>Weighted Mean</b>	<b>5.86</b>		
<b>SD</b>	<b>0.89</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

It presents the statements, mean, standard deviation, and remarks. Schools implement various strategies to ensure continuous improvement, focusing on performance monitoring, stakeholder collaboration, and program evaluation.

The mean (M = 5.93, SD = 0.91) suggests a very high extent of collaboratively developing programs and activities with school heads, faculty members, and stakeholders, highlighting strong institutional efforts to sustain long-term improvement initiatives. Meanwhile, the mean is slightly lower (M = 5.78, SD = 1.00) for evaluating and measuring the outcomes of activities, programs, and services, yet it still reflects a strong commitment to feedback-driven development.

The implementation of continuous improvement programs attained a weighted mean score of 5.86 and a standard deviation of 0.89, verbally interpreted as a very high extent.

In summary, schools in the Division of Laguna actively support continuous improvement by monitoring performance, ensuring inclusive and transparent programs, and enhancing physical and virtual learning environments. The high ratings indicate a strong institutional commitment to refining educational practices and sustaining initiatives that address evolving learning needs. Singh (2023) states that customer-driven improvement is explicit to CI, as all efforts are made to improve the performance of the product and process. CI is an integrative philosophy of management that continuously improves the quality of products or services and processes to achieve customer satisfaction. Essentially, CI is primarily concerned with every aspect of the company's activities.

Table 10 shows the extent of implementation of operational practices across all levels of schools in the Division of Laguna in terms of e-learning and online courses.

It presents the statements, mean, standard deviation, and remarks. Schools implement various strategies to enhance e-learning and online education, focusing on the relevance of learning materials, creating productive digital environments, and ensuring effective information dissemination.

TABLE 10. Level of Operational Practices Implemented Across All Levels of Schools in the Division of Laguna in terms of E-Learning & Online Courses

STATEMENTS	MEAN	SD	REMARKS
Make sure the learning material is relevant and necessary to the learner.	5.94	.88	Extremely agree
Establish a productive learning environment.	5.98	.91	Extremely agree
Invest in email marketing and newsletters that can promote effective learning.	5.63	.96	Extremely agree
Provide an online platform that promotes positivity and proper information dissemination.	5.84	.96	Extremely agree
Make the information transparent and available for all the members of the school organization.	5.80	1.05	Extremely agree
<b>Weighted Mean</b>	<b>5.84</b>		
<b>SD</b>	<b>0.83</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The mean (M = 5.98 SD = 0.91) suggests a very high extent of establishing a productive learning environment, reflecting a strong institutional effort to optimize digital learning experiences.

Meanwhile, the mean is slightly lower (M = 5.63, SD = 0.96) for investing in email marketing and newsletters to promote effective learning. However, it still indicates a strong

commitment to leveraging digital tools for communication and engagement.

Implementing e-learning and online courses attained a weighted mean score of 5.84 and a standard deviation of 0.83, which was verbally interpreted as a very high extent.

In summary, schools in the Division of Laguna actively support e-learning initiatives by ensuring relevant learning materials, fostering a positive online environment, and providing accessible and transparent digital resources. The high ratings indicate a strong institutional commitment to integrating technology into education and enhancing online learning opportunities.

Stein, S., & Harris (2016) state that E-Learning does not merely use technology for learning and teaching. It also concerns pedagogical issues, which focus on using digital resources and digital communication tools and collecting learning data to support learning, promote interaction, and facilitate pedagogical decision-making effectively. Because e-learning is complex, it depends on the skills of a wide range of individuals to create a variety of educational and instructional approaches. In order to provide high-quality e-learning, collaboration is essential (Vandenhouten, Lepak, Reilly, & Berg, 2015).

TABLE 11. Level of Operational Practices Implemented Across All Levels of Schools in the Division of Laguna in terms of Networking & Community Building

STATEMENTS	MEAN	SD	REMARKS
Build effective communication with other organizations that can help establish sustainable quality education.	5.93	.86	Extremely agree
Build a good relationship with others to help extend the school's linkages and partnerships.	5.92	.86	Extremely agree
Encourage stakeholders to support the school programs and activities.	5.96	.83	Extremely agree
Maintain the connection with the stakeholders and other organizations outside the school.	5.98	.87	Extremely agree
Extend and gain a mutual understanding of the objectives and expectations of all parties.	5.90	.78	Extremely agree
<b>Weighted Mean</b>	<b>5.94</b>		
<b>SD</b>	<b>0.76</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 11 shows the extent of implementation of operational practices regarding networking and community building across the Division of Laguna schools. It presents the statements, mean, standard deviation, and remarks.

Schools implement various strategies to enhance networking and community engagement, focusing on communication with organizations, stakeholder involvement, and maintaining strong partnerships. The mean (M = 5.98, SD = 0.87) suggests a very high extent of maintaining connections with stakeholders and organizations outside the school, reflecting a strong institutional effort to sustain long-term collaborations. Meanwhile, the mean is slightly lower (M = 5.90, SD = 0.78) for extending and gaining a mutual understanding of the objectives and expectations of all parties. However, it still indicates a strong commitment to fostering clear communication and shared goals.

The implementation of networking and community-building practices attained a weighted mean score of 5.94 and a standard deviation of 0.76, which was verbally interpreted as a very high extent.

In summary, schools in the Division of Laguna actively promote networking and community-building efforts by strengthening communication with external organizations, encouraging stakeholder participation, and ensuring long-term partnerships. The high ratings indicate a strong institutional commitment to fostering collaboration and support for sustainable quality education.

Haines, Gross, Blue-Banning, Francis, & Turnbull (2015) also state that clear accountability and authority in a cooperative relationship are imperative, especially to achieve specific outcomes. When schools adopt a collaborative team-based approach, a healthy relationship in a partnership network is anticipated to rely on trust and reflexivity.

Table 12 shows the extent to which operational practices were implemented across all levels of schools in the Division of Laguna in terms of resource allocation and planning. It presents the statements, mean, standard deviation, and remarks.

Schools implement various strategies to optimize resource management, focusing on strategic planning, transparency, and efficiency in resource allocation. The mean (M = 5.92, SD = 0.87) suggests a very high extent of supporting school heads in ongoing resource management efforts, reflecting a strong institutional effort to ensure the effective distribution and utilization of resources. Meanwhile, the mean is slightly lower (M = 5.81, SD = 1.02) for providing and managing transparency, effectiveness, and efficiency within the school. However, it still indicates a strong commitment to accountability and resource optimization.

TABLE 12. Level of Operational Practices Implemented Across All Levels of Schools in the Division of Laguna in terms of Resource Allocation & Planning

STATEMENTS	MEAN	SD	REMARKS
Assign people or projects based on their skills, previous experience, availability, or project budget.	5.88	.81	Extremely agree
Support school heads in ongoing resource management efforts.	5.92	.87	Extremely agree
Provide and manage transparency, effectiveness, and efficiency within the school.	5.81	1.02	Extremely agree
Make a strategic plan for organizing and using school resources.	5.82	1.01	Extremely agree
Evaluation and maximizing resources for school activities and projects.	5.84	.92	Extremely agree
<b>Weighted Mean</b>	<b>5.86</b>		
<b>SD</b>	<b>0.82</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Implementing resource allocation and planning practices attained a weighted mean score of 5.86 and a standard deviation of 0.82, verbally interpreted as a very high extent.

In summary, schools in the Division of Laguna actively promote efficient resource allocation and planning by assigning resources strategically, supporting school heads in management efforts, and ensuring transparency and

effectiveness in utilizing school resources. The high ratings indicate a strong institutional commitment to sustainability and maximizing available resources for educational development.

Higher education institutions need to develop strategies. Leadership needs to step up and make proactive decisions about the direction that institutions should take and the goals they should strive to achieve. As noted by Newman and Couturier (2017), higher education must assume personal responsibility for protecting its rightful role in society as a public good.

TABLE 13. Level of Operational Practices Implemented Across All Levels of Schools in the Division of Laguna in terms of Policy Compliance Training Initiatives

STATEMENTS	MEAN	SD	REMARKS
Assess the compliance needs of the employees and students.	5.87	.92	Extremely agree
Select appropriate training methods	5.85	.86	Extremely agree
Develop instructional activities within an organization intended to improve an employee's work performance.	5.88	.80	Extremely agree
Mandatory training is given to employees to teach them the rules and regulations that govern how tasks are completed in the workplace.	5.84	.84	Extremely agree
Establish and adopt written policies, procedures, and standards of conduct.	5.88	.85	Extremely agree
<b>Weighted Mean</b>	<b>5.87</b>		
<b>SD</b>	<b>0.78</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 13 shows the extent to which operational practices regarding policy compliance training initiatives are implemented across all levels of schools in the Division of Laguna. It presents the statements, mean, standard deviation, and remarks. Schools implement various strategies to ensure compliance with policies and regulations, focusing on assessing compliance needs, selecting appropriate training methods, and establishing written policies and standards of conduct.

The mean ( $M = 5.88$ ,  $SD = 0.80$ ) suggests a high degree of developing instructional activities within the organization to improve employees' work performance, reflecting a strong institutional effort to enhance workforce competency and adherence to policies. Meanwhile, the mean is slightly lower ( $M = 5.85$ ,  $SD = 0.86$ ) for selecting appropriate training methods, yet it still indicates a strong commitment to tailoring compliance programs for effectiveness.

Implementing policy compliance training initiatives attained a weighted mean score of 5.87 and a standard deviation of 0.78, verbally interpreted as a very high extent.

In summary, schools in the Laguna Division actively promote policy compliance through structured training initiatives that assess employees' and students' compliance needs, develop instructional programs, and enforce mandatory training on rules and regulations. The high ratings indicate a strong institutional commitment to maintaining ethical standards, regulatory compliance, and workforce efficiency.

As alternative education has grown around the world, there has also been a trend toward stricter accountability for

fostering educational access and opportunity, high academic standards, and higher graduation rates. Hemmer (2015) seeks to investigate how alternative school heads put accountability practices into practice. The data revealed the theme of reconciliation and tension between compliance and innovation. The discourses surrounding the nature of students at risk and policy compliance converged, creating a notion that alternative school leaders were losing their autonomy in knowing what is best for their students amidst increasing accountability standards.

*Level of Transparency in School Operations in the Division of Laguna*

Table 14 shows the extent to which school operations in the Division of Laguna are transparent regarding stakeholder participation. It presents the statements, mean, standard deviation, and remarks. Schools actively engage stakeholders in decision-making, capacity development, and future collaboration efforts.

The mean ( $M = 6.03$ ,  $SD = 0.76$ ) suggests a very high extent of engaging stakeholders in the school's capacity development, highlighting strong participation from various groups in shaping school policies and programs. Similarly, the mean ( $M = 5.97$ ,  $SD = 0.87$ ) for planning and developing future collaborations between the school and the community reflects a strategic approach to fostering long-term partnerships.

TABLE 14. Level of Transparency in the Division of Laguna about Stakeholder Participation

STATEMENTS	MEAN	SD	REMARKS
Engage stakeholders on the school's capacity development.	6.03	.76	Extremely agree
Encourage the participation of all the staff in the decision-making for school planning.	5.94	.94	Extremely agree
Implement a capacity development response for the whole team.	5.95	.82	Extremely agree
Plan and develop for future collaboration between the school and the community.	5.97	.87	Extremely agree
Enables nonprofit organizations and their leaders to develop competencies and skills that make them more effective and sustainable.	5.92	.88	Extremely agree
<b>Weighted Mean</b>	<b>5.96</b>		
<b>SD</b>	<b>0.77</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The weighted mean score of 5.96 and the standard deviation of 0.77 indicate a very high degree of transparency in school operations through active stakeholder involvement.

In summary, schools in the Division of Laguna prioritize transparency by encouraging stakeholder participation in decision-making, implementing capacity development initiatives, and fostering collaborations with the community. These efforts contribute to more effective and sustainable school governance and development.

The effect of stakeholder involvement in strategic planning on the administration of public secondary schools in Nairobi County, Kenya, is assessed by Ogada, Koros, and Adhiambo (2023). The Stakeholder Theory served as the foundation for the study. The study found that stakeholder participation in the

implementation of strategic plans had a positive and significant effect on the management of public secondary schools.

Table 15 shows the extent of transparency in school operations in the Division of Laguna concerning student and staff engagement. It presents the statements, mean, standard deviation, and remarks. The highest-rated statement, "Practice company values, mission, and purpose" (M = 6.10, SD = 0.78), suggests a very high extent of alignment between institutional values and school operations. This indicates that schools strongly uphold their mission and purpose, ensuring a well-guided and unified school environment.

TABLE 15. Level of Transparency in School Operations in the Division of Laguna with regards to Student & Staff Engagement

STATEMENTS	MEAN	SD	REMARKS
Practice company values, mission, and purpose.	6.10	.78	Extremely agree
Engaging management and training management to engage their students.	6.00	.80	Extremely agree
Promote effective communication within the school so students can share their concerns with their staff.	6.01	.85	Extremely agree
Promote a positive organizational culture.	6.07	.87	Extremely agree
Allow students to be part of the school's decision-making and project implementation.	6.00	.93	Extremely agree
<b>Weighted Mean</b>	<b>6.04</b>		
<b>SD</b>	<b>0.78</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

On the other hand, the lowest-rated statement, "Allow students to be part of the school's decision-making and project implementation" (M = 6.00, SD = 0.93), still reflects a very high extent but suggests room for further improvement in empowering students to contribute actively to governance and school projects.

The weighted mean score of 6.04 and the standard deviation of 0.78 indicate a very high extent of transparency in school operations through student and staff engagement.

In summary, schools in the Division of Laguna uphold transparency by actively involving students and staff in decision-making, fostering open communication, and maintaining a positive institutional culture. These efforts contribute to a more engaged and empowered school community.

Jain and Khurana (2017) have confirmed that participation in capacity-building programs helps employees learn and become engaged. Learning enables employees to generate vitality, subsequently leading to positive mental states toward their work.

Table 16 shows the extent to which school operations in the Division of Laguna are transparent regarding compliance with regulations. It presents the statements, mean, standard deviation, and remarks.

The highest-rated statement, "Discipline teaches accountability and responsibility in students to ensure quality education" (M = 6.16, SD = 0.78), suggests a very high extent of emphasis on discipline as a key factor in maintaining educational standards. This indicates that schools prioritize

instilling accountability and responsibility among students to enhance the quality of education. On the other hand, the lowest-rated statement, "Provide order and standards in the school which allows the learners to feel safer within their learning environment" (M = 6.10, SD = 0.79), still reflects a very high extent but suggests room for further strengthening of school policies to ensure a safer and more structured learning environment.

TABLE 16. Level of Transparency in School Operations in the Division of Laguna about Compliance with Regulations

STATEMENTS	MEAN	SD	REMARKS
Recognize the equal rights of all students.	6.14	.81	Extremely agree
Set specific rules that should be followed by all the members, staff, including the learners.	6.14	.83	Extremely agree
Provide order and standards in the school that allow the learners to feel safer within their learning environment.	6.10	.79	Extremely agree
Discipline teaches accountability and responsibility in students to ensure the quality of education among all learners.	6.16	.78	Extremely agree
Monitor and evaluate all the impacts of the set rules and regulations	6.10	.85	Extremely agree
<b>Weighted Mean</b>	<b>6.13</b>		
<b>SD</b>	<b>0.73</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The weighted mean score of 6.13 and the standard deviation of 0.73 indicate a very high extent of transparency in school operations through compliance with regulations.

In summary, schools in the Division of Laguna uphold transparency by implementing policies that promote discipline, equality, and a safe learning environment. These efforts contribute to a well-regulated, structured educational system ensuring fairness and student welfare.

Despite the apparent trend in Australia toward greater school accountability to both federal and state authorities, the literature has paid little attention to the consequences of these mandates. The effects of compliance requirements on the workload of school leaders are examined by Lock & Lummis (2019). The literature reviewed finds that detraction from the key role of leading teaching and learning due to spending so much time on compliance requirements leads to disenchantment with the role of the principal and is a leading contributor to why so few aspirants are pursuing a career as principal.

Table 17 shows the extent of transparency in school operations in the Division of Laguna concerning information disclosure practices. It presents the statements, mean, standard deviation, and remarks.

The highest-rated statement, "Keep confidential data and student personal information with a careful manner" (M = 6.09, SD = 0.82), suggests a very high extent of emphasis on protecting sensitive information while maintaining transparency.

On the other hand, the lowest-rated statement, "Present budget, finance, and resource allocation within the members of the school organization" (M = 5.75, SD = 1.09), still reflects a very high extent but suggests room for further improvement in openly sharing financial matters with school

members. The weighted mean score of 5.88 and a standard deviation of 0.87 indicate a very high extent of transparency in school operations through information disclosure practices.

TABLE 17. Level of Transparency in the Division of Laguna with regard to Information Disclosure Practices

STATEMENTS	MEAN	SD	REMARKS
Appropriately disseminate information.	5.85	1.01	Extremely agree
Post data and other information on the school bulletin boards.	5.83	1.11	Extremely agree
Allow the employees and other stakeholders to know what is happening with the school.	5.87	.96	Extremely agree
Present the budget, finance, and resource allocation to the members of the school organization.	5.75	1.09	Extremely agree
Keep confidential data and student personal information with a careful manner.	6.09	.82	Extremely agree
<b>Weighted Mean</b>	<b>5.88</b>		
<b>SD</b>	<b>0.87</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

In summary, schools in the Division of Laguna uphold transparency by disseminating relevant information while ensuring the confidentiality of sensitive data. These efforts contribute to building trust and accountability within the school community.

Murias, De Miguel & Rodríguez (2018), state that despite universities' social importance and significance as receivers of public funds, hardly any research exists about their disclosure of financial information. Furthermore, the Internet is utilized extensively on behalf of public organizations to enhance their relationships with citizens by making more information available and offering the option to conduct administrative tasks and paperwork online.

*The Level of Accountability in School Operations in the Division of Laguna*

Table 18 shows the extent of accountability in school operations in the Division of Laguna concerning financial management. It presents the statements, mean, standard deviation, and remarks. The highest-rated statement, "Give support in releasing budget for the projects promoting appropriate school projects" (M = 5.79, SD = 1.00), suggests that schools prioritize funding for initiatives that enhance the learning environment. This indicates a strong commitment to ensuring that financial resources are utilized effectively. On the other hand, the lowest-rated statement, "Assigned specific financial funds and planning for sustainable school operations" (M = 5.71, SD=1.06), suggests that while schools allocate financial resources for sustainability, there may still be areas for improvement in long-term financial planning.

The weighted mean score of 5.75 and a standard deviation of 0.97 indicate a very high extent of accountability in financial management across schools.

In summary, schools in the Division of Laguna demonstrate a strong commitment to financial accountability, particularly in funding essential projects. However, improvements in sustainable financial planning may further enhance resource management.

TABLE 18. The Level of Accountability in School Operations in the Division of Laguna in Connection with Financial Management

STATEMENTS	MEAN	SD	REMARKS
Allocate enough budget for building structures that are needed at the school.	5.74	1.05	Extremely agree
Prioritize the budget for the necessary materials needed by the learners.	5.74	1.00	Extremely agree
Focus on the finances that will help establish better quality education.	5.76	.96	Extremely agree
Give support in releasing the budget for the projects promoting appropriate school projects.	5.79	1.00	Extremely agree
Assigned specific financial funds and planning for sustainable school operations.	5.71	1.06	Extremely agree
<b>Weighted Mean</b>	<b>5.75</b>		
<b>SD</b>	<b>0.97</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

The absence of financial support prevents the achievement of good-quality education, but the situation is even worse when available funds are misused. Schools, as organizations, have goals and objectives. Proper management of school resources is necessary in order to accomplish these objectives (Zengele, 2018).

Understanding school financial management and complying with legal requirements when making financial decisions are vital to achieving effective financial management in schools (Aina, 2017).

TABLE 19. The Level of Accountability in School Operations in the Division of Laguna in Connection to Operational Efficiency

STATEMENTS	MEAN	SD	REMARKS
Leverage data-driven decision-making and process automation.	5.85	.84	Extremely agree
Lean management techniques and integrated technology solutions.	5.83	.88	Extremely agree
Improve cross-team collaboration and participation with the school partnerships.	5.94	.82	Extremely agree
Optimize resources and allocate a proper budget for the most needed school operations.	5.87	.91	Extremely agree
Consider streamlining the workplace's current processes and school practices.	5.86	.87	Extremely agree
<b>Weighted Mean</b>	<b>5.87</b>		
<b>SD</b>	<b>0.79</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 19 shows the extent of accountability in school operations in the Division of Laguna concerning operational efficiency. It presents the statements, mean, standard deviation, and remarks. The highest-rated statement, "Improve cross-team collaboration and participation with the school partnerships" (M = 5.94, SD = 0.82), suggests a very high extent of teamwork and cooperation between different school departments and external stakeholders to enhance operational effectiveness.

On the other hand, the lowest-rated statement, "Lean management techniques, and integrated technology solutions" (M = 5.83, SD = 0.88), still reflects a very high extent but indicates an area where schools can further enhance efficiency through technology and streamlined management approaches. The weighted mean score of 5.87 and a standard deviation of 0.79 indicate a very high extent of accountability in school

operations through operational efficiency. In summary, schools in the Division of Laguna uphold accountability by leveraging data-driven decision-making, optimizing resources, and fostering collaboration. These actions help to make the school management system more effective and efficient.

Within the competitive environment, being more customer-led implies that resources are more appropriately targeted to relevant niche markets. Alternatively, the organization can define resources as a function of its core competencies.

Table 20 shows the extent of accountability in the Division of Laguna concerning responsiveness to feedback. It presents the statements, mean, standard deviation, and remarks.

The highest-rated statement, "Ensures that the learner's concerns are being addressed" (M = 5.98, SD = 0.90), suggests a very high extent of commitment to student welfare by ensuring that their issues and needs are effectively handled.

TABLE 20. The Level of Accountability in the Division of Laguna in Connection to Responsiveness to Feedback

STATEMENTS	MEAN	SD	REMARKS
Monitors expected and actual performance and continually addresses the gaps in education.	5.90	.88	Extremely agree
Solve shared challenges encountered in the school, facilitated by the school head or a designated LAC Leader.	5.90	.927	Extremely agree
Ensures that the learner's concerns are being addressed.	5.98	.90	Extremely agree
Ensures a venue for feedback and redress.	5.85	.91	Extremely agree
Allow feedback and criticism to see what can be changed and improved.	5.92	.89	Extremely agree
<b>Weighted Mean</b>	<b>5.92</b>		
<b>SD</b>	<b>0.81</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

On the other hand, the lowest-rated statement, "Ensures a venue for feedback and redress" (M = 5.85, SD = 0.91), still reflects a very high extent but indicates an area where schools can further enhance mechanisms for gathering and acting on feedback.

The weighted mean score of 5.92 and a standard deviation of 0.81 indicate a very high extent of accountability in school operations through responsiveness to feedback.

In summary, schools in the Division of Laguna uphold accountability by continuously addressing educational gaps, solving challenges, and fostering a culture of open feedback. These efforts contribute to a more responsive and adaptive school environment.

According to Drucker (2019), decision-makers and implementers need timely feedback during implementation to respond to field realities and course-correct. This calls for a new approach of "responsive feedback" or "feedback loops" that promotes interactions between project designers, implementers, researchers, and decision-makers to enable course corrections needed to achieve intended outcomes.

Table 21 shows the extent of accountability in the Division of Laguna concerning compliance with accountability standards. It presents the statements, mean, standard deviation, and remarks. The highest-rated statement, "Apply school policies and procedures consistently" (M = 6.00, SD = 0.90),

suggests a very high extent of adherence to policies, ensuring uniform implementation of rules and regulations within the school system.

TABLE 21. The Level of Accountability in the Division of Laguna in Connection to Compliance with Accountability Standards

STATEMENTS	MEAN	SD	REMARKS
Match interventions to the compliance levels.	5.94	.80	Extremely agree
Make sure the whole team is following procedures.	5.98	.82	Extremely agree
Apply school policies and procedures consistently.	6.00	.90	Extremely agree
Stay up to date on laws and regulations.	5.99	.88	Extremely agree
Develop formal policies, procedures, and standards, and use training as reinforcement.	5.94	.86	Extremely agree
<b>Weighted Mean</b>	<b>5.97</b>		
<b>SD</b>	<b>0.77</b>		
<b>Verbal Interpretation</b>	<b>Very High</b>		

On the other hand, the lowest-rated statements, "Match interventions to the compliance levels" (M = 5.94, SD = 0.80) and "Develop formal policies, procedures, and standards and use training as reinforcement" (M = 5.94, SD = 0.86), still reflect a very high extent but suggest areas where schools can further refine their compliance strategies and training approaches. The weighted mean score of 5.97 and a standard deviation of 0.77 indicate a very high extent of accountability in school operations through compliance with accountability standards.

In summary, schools in the Division of Laguna uphold accountability by ensuring that policies and procedures are consistently applied, compliance levels are met, and legal regulations are followed. These efforts contribute to a well-regulated and efficiently managed educational environment.

Newmann, King, & Rigdon, (2017), define regulatory framework' as the collection of 'rules' that affects all aspects of the work of a school. The regulatory framework comprises all laws, regulations, policies, directives, guidelines, memoranda, plans, and rules that specify organizational arrangements in education agencies and schools. The 'rules' come from varying sources, have varying levels of compulsion and flexibility, and can change occasionally.

*Significant Relationship Between the Capacity-Building Mechanisms and Transparency in the Division of Laguna*

The Pearson correlation coefficients are used to determine the direction and strength of the link between transparency in the Division of Laguna and capacity-building mechanisms. A positive correlation indicates that as capacity-building mechanisms improve, transparency in school operations also increases. Correlations were computed among five capacity-building mechanisms using data from 154 respondents. A correlation coefficient of 1 denotes a complete positive correlation, whereas a coefficient of -1 denotes a complete negative correlation.

The correlation coefficients range from 0.55 to 0.73, indicating a moderate to strong positive relationship between capacity-building mechanisms and transparency in school

operations. The highest correlation was observed between collaborative learning and stakeholder engagement ( $r = 0.75, p = 0.000$ ), suggesting that when schools implement collaborative learning strategies, stakeholder engagement improves, fostering greater transparency. Similarly, mentorship and coaching ( $r = 0.73, p = 0.0$ ) and professional development opportunities ( $r = 0.70, p = 0.0$ ) show strong positive correlations with transparency, indicating that schools that invest in these mechanisms enhance communication, decision-making, and overall openness in operations.

TABLE 22. Significant Relationship Between the Capacity-Building Mechanisms and Transparency in the Division of Laguna

		Stakeholder Participation	Student Staff Engagement	& Compliance with Regulations	Information Disclosure Practices
<b>Professional Development Opportunities</b>	Pearson Correlation	.70**	.69**	.60**	.61**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	1	154
<b>Mentorship &amp; Coaching</b>	Pearson Correlation	.72**	.71**	.59**	.65**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	154
<b>Collaborative Learning</b>	Pearson Correlation	.71**	.74**	.61**	.65**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Technological Support</b>	Pearson Correlation	.64**	.69**	.59**	.63**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Leadership and Governance Training for Sustainability</b>	Pearson Correlation	.66**	.65**	.55**	.58**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15

Interval Coefficient of Pearson r

On the other hand, the lowest correlation ( $r = 0.55, p = 0.00$ ) was found between leadership and governance training for sustainability and compliance with regulations, indicating a moderate positive relationship. This suggests that while leadership training helps improve compliance, other factors, such as policy enforcement and administrative support, may also influence transparency.

The significance values (p-values) for all correlations are 0.00, which is less than the 0.05 threshold for statistical significance. This means that there is a statistically significant relationship between capacity-building mechanisms and transparency. In other words, improving professional development, mentorship, collaborative learning, technological support, and leadership training significantly enhances transparency in schools within the Division of Laguna.

School leaders' capacity-building through instructional leadership workshops and coaching follow-up, with them subsequently working regularly in classrooms to build the

skills of their teachers, will increase teacher skills and enhance student learning (Hallinger, 2018).

*Significant Relationship Between Capacity-Building Mechanisms and Accountability in the Division of Laguna*

The Pearson correlation coefficients assess the strength and course of the link between accountability and capacity-building techniques in the Laguna Division. A positive correlation indicates that as schools implement stronger capacity-building programs, their level of accountability in operations also improves.

The correlation coefficients range from 0.55 to 0.74, indicating a moderate to strong positive relationship between capacity-building mechanisms and accountability. The highest correlations were observed in collaborative learning ( $r = 0.74, p = 0.00$ ), mentorship and coaching ( $r = 0.72, p = 0.00$ ), and professional development opportunities ( $r = 0.70, p = 0.00$ ), suggesting that these mechanisms significantly enhance school accountability.

Furthermore, the p-values for all correlations are 0.00, which is less than the 0.05 significance level. This confirms that the relationships between capacity-building mechanisms and accountability are statistically significant. This means that capacity-building programs, particularly professional development, mentorship, and collaborative learning, play a crucial role in enhancing accountability in school operations.

TABLE 23. Significant Relationship Between Capacity-Building Mechanisms and Accountability in the Division of Laguna

		Stakeholder Participation	Student Staff Engagement	& Compliance with Regulations	Information Disclosure Practices
<b>Professional Development Opportunities</b>	Pearson Correlation	.70**	.69**	.60**	.61**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Mentorship &amp; Coaching</b>	Pearson Correlation	.72**	.71**	.59**	.65**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Collaborative Learning</b>	Pearson Correlation	.71**	.74**	.61**	.65**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Technological Support</b>	Pearson Correlation	.64**	.69**	.59**	.63**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Leadership and Governance Training for Sustainability</b>	Pearson Correlation	.66**	.65**	.55**	.58**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15

Interval Coefficient of Pearson r

Capacity building as presented by UNEP, (2016), includes sustainable development. This is vital in broadly promoting

sustainable energy and encompassing several activities in the energy sector. Therefore, "Capacity Building for Sustainable Energy Development" is defined as developing the skills, connections, and values that will empower people, organizations, and groups to enhance the development, consumption, and performance of energy systems in an efficient and environmentally responsible manner. In this aspect capacity building can also be referred to as initiating and sustaining processes (i.e. sustainable energy processes) of individuals and institutions to change that can equally be reflected to change within a country, society/community or the private sector. Therefore, the concept puts emphasis on three aspects: (a) capacity building as the catalyst and constant fuel for a process of change, (b) the importance of building institutional capacity, and the (c) involvement of a wide range of different groups in society.

*Significant Relationship Between the Operational Practices and Transparency in the Division of Laguna*

The results of the Pearson correlation coefficients measure the strength and direction of the relationship between operational practices and transparency in school operations in the Division of Laguna. A positive correlation indicates that as schools improve their operational practices, transparency in school operations also increases. Correlations were computed among seven operational practices using data from 154 respondents. A correlation coefficient of 1 represents a completely positive relationship, while a coefficient of -1 represents a completely negative one.

The correlation coefficients range from 0.59 to 0.85, indicating a moderate to strong positive relationship between operational practices and transparency in school operations. The highest correlation was observed between policy and compliance training initiatives and stakeholder engagement ( $r = 0.85, p = 0.00$ ), suggesting that schools that invest in training initiatives significantly improve transparency through compliance with regulations and policies.

Similarly, e-learning and online courses ( $r = 0.79, p = 0.00$ ) and resource allocation and planning ( $r = 0.78, p = 0.00$ ) show strong positive correlations, implying that digital learning opportunities and proper resource distribution enhance transparency in school governance.

On the other hand, the lowest correlation ( $r = 0.59, p = 0.00$ ) was found between partnership development and compliance with regulations, indicating a moderate positive relationship. This suggests that while partnership-building helps improve compliance, other administrative and regulatory factors also play a crucial role in ensuring transparency.

The significance values (p-values) for all correlations are 0.00, which is less than the 0.05 threshold for statistical significance. This means that there is a statistically significant relationship between operational practices and transparency in school operations. In other words, implementing training programs, crisis management strategies, e-learning initiatives, and resource planning significantly improves transparency in schools within the Division of Laguna

TABLE 24. Significant Relationship Between the Operational Practices and Transparency in the Division of Laguna

		Stakeholder Participation	Student Staff Engagement	& Compliance with Regulations	Information Disclosure Practices
<b>Sustainable Operations Training Programs</b>	Pearson Correlation	.74**	.71**	.62**	.66**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Crisis Management &amp; Emergency Preparedness</b>	Pearson Correlation	.75**	.73**	.60**	.72**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Partnership Development</b>	Pearson Correlation	.65**	.61**	.58**	.59**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Continuous improvement Programs</b>	Pearson Correlation	.72**	.72**	.60**	.62**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>E-learning &amp; online courses</b>	Pearson Correlation	.78**	.76**	.70**	.69**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Networking &amp; Community Building</b>	Pearson Correlation	.75**	.73**	.69**	.70**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Resource Allocation &amp; Planning</b>	Pearson Correlation	.73**	.72**	.65**	.78**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Policy &amp; Compliance Training initiatives</b>	Pearson Correlation	.84**	.82**	.74**	.76**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15

Interval Coefficient of Pearson r

Education contributes to both medium—and long-term national building. It's a crucial complement to many investments in physical infrastructure and an integral part of any definition of development. Human resource development must be supported by education and training (Lewin, M. 2017).

*Significant Relationship Between the Operational Practices and Accountability in the Division of Laguna*

The results of the Pearson correlation coefficients measure the strength and direction of the relationship between operational practices and accountability in the Division of Laguna. A positive correlation indicates that as schools enhance their operational practices, accountability in school operations also improves. Correlations were computed among seven operational practices using data from 154 respondents. A correlation coefficient of 1 indicates a perfect positive

correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.59 to 0.83, indicating a moderate to strong positive relationship between operational practices and school accountability. The strongest correlation was observed between policy and compliance training initiatives and compliance with accountability standards ( $r = 0.83, p = 0.00$ ), suggesting that schools that strictly adhere to policies and regulatory compliance demonstrate a high level of accountability. Similarly, e-learning and online courses ( $r = 0.81, p = 0.00$ ) and networking & community building ( $r = 0.79, p = 0.00$ ) show strong positive correlations, emphasizing that digital learning platforms and collaborative networks significantly enhance school accountability by ensuring transparency and stakeholder participation.

On the other hand, the lowest correlation ( $r = 0.59, p = 0.00$ ) was found between partnership development and financial management, indicating a moderate positive relationship. This implies that while partnerships contribute to accountability, other financial management strategies also play a crucial role in ensuring effective school operations.

TABLE 25. Significant Relationship Between the Operational Practices and Accountability in the Division of Laguna

		Financial Management	Operational Efficiency	Responsiveness to Feedback	Compliance with Accountability Standards
<b>Sustainable Operations Training Programs</b>	Pearson Correlation	.68**	.73**	.73**	.69**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Crisis Management &amp; Emergency Preparedness</b>	Pearson Correlation	.67**	.76**	.75**	.75**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Partnership Development</b>	Pearson Correlation	.59**	.69**	.69**	.65**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Continuous Improvement Programs</b>	Pearson Correlation	.73**	.74**	.77**	.72**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>E-learning &amp; online courses</b>	Pearson Correlation	.73**	.80**	.81**	.79**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Networking &amp; Community Building</b>	Pearson Correlation	.74**	.79**	.78**	.76**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Resource Allocation &amp; Planning</b>	Pearson Correlation	.75**	.76**	.77**	.75**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15
<b>Policy &amp; Compliance Training initiatives</b>	Pearson Correlation	.73**	.80**	.81**	.83**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	15	15	15	15

Interval Coefficient of Pearson r

The significance values (p-values) for all correlations are 0.00, which is less than the 0.05 threshold for statistical significance. This means that a statistically significant relationship exists between operational practices and accountability in school operations. Schools that implement policy compliance initiatives, resource allocation strategies, and networking programs demonstrate higher levels of accountability in financial management, operational efficiency, responsiveness to feedback, and compliance with accountability standards.

A sustainable energy program encompasses strategies that is put in place for the development, provision, and utilization of clean energy that meets the needs of present society without compromising the ability of future generations to meet their energy needs. This includes promoting sustainable energy policies to spur economic growth while protecting the environment. Environmental friendly mechanisms and technologies must be given the highest priority across the energy chain, which includes resource development, production, delivery, consumption, and decommissioning. There is an increasing global concern about environmental issues resulting from energy use; hence, sustainable development and the use of energy focusing more on local resources, especially renewable resources, should be given the highest priority.

Besides environmental issues, other driving forces for adopting sustainability in the energy chain include fluctuating and drastic price increases, and deteriorating reserves of conventional fuels (oil, natural gas, uranium and coal). In developing countries, increases in the prices of fossil fuels have negative economic consequences. The situation is worse, especially in countries already overwhelmed with poverty, where the challenge is to choose between fuel and food, health care, education, and other essentials (Morgan, 2016).

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the foregoing findings, the following conclusions were drawn.

The results indicated a significant relationship between the variables, highlighting the role of professional development, mentorship, collaborative learning, and leadership training in promoting transparency and accountability in school operations. This implied that schools which invested in capacity-building mechanisms enhanced their governance, decision-making processes, and overall operational integrity.

Furthermore, the null hypotheses stating that there was no significant relationship between operational practices and transparency, and no significant relationship between operational practices and accountability in the Division of Laguna, were both rejected.

The findings confirmed that structured operational strategies, policy compliance initiatives, crisis management programs, and resource allocation efforts were vital in ensuring transparency and accountability in school operations. Schools that prioritized sustainable operational training, e-learning programs, and stakeholder engagement tended to demonstrate higher levels of transparency and accountability in areas such as financial management, responsiveness to feedback, and adherence to regulatory standards.

Overall, these findings underscored the importance of continuous professional development, structured operational strategies, and compliance-driven policies in fostering transparency and accountability in school operations within the Division of Laguna.

Based on the findings presented, the following are recommended.

Schools may actively engage students and parents in decision-making by organizing consultations, feedback

sessions, and participatory governance initiatives to foster trust and inclusivity in educational management.

LGUs may provide financial and technical support to schools by allocating funds for capacity-building programs, technology integration, and infrastructure improvements to enhance transparency and accountability in school operations.

Policymakers may develop and enforce standardized guidelines on transparency and accountability in school operations, ensuring that all educational institutions adhere to ethical governance and efficient resource management.

Future Researchers may conduct further studies on best practices in school governance, transparency, and accountability to develop evidence-based policies and strategies for improving educational administration. It should explore the long-term impact of capacity-building mechanisms and operational practices on student performance and institutional development, expanding the scope of analysis to different educational settings.

By applying these recommendations, schools can create more inclusive, efficient, and ethically governed learning environments that promote stakeholder trust, improve institutional performance, and support continuous educational development.

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