

Integrating Organizational Culture and Leadership Competence for Effective School-Based Management: Inputs for School Improvement Plan

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Abstract—This study examines the organizational culture practices and the leadership competence of school heads in the five public secondary medium-sized schools in the Schools Division of Marinduque, in relation to the degree of manifestation of School-Based Management (SBM) implementation. A validated survey questionnaire checklist was used to collect data from the 149 Junior High School teachers who were chosen through total enumeration sampling. Descriptive statistics such as mean and standard deviation and Pearson's Product Moment Correlation were applied to statistically analyze the data. Salient findings of the study revealed that school heads had an extremely high level of organizational culture marked by strong shared values and beliefs ($M = 6.48$, $SD = 0.70$). Similarly, school heads' level of leadership competence was extremely competent as regards to prioritizing instructional development for the teachers ($M = 6.33$, $SD = 0.80$). Nonetheless, the results also showed that school heads demonstrated full manifestation of SBM implementation in terms of human resources and team development ($M = 6.46$, $SD = 0.73$). A significant relationship was found between 24 out of 42 variables related to the organizational culture and the degree of manifestation of SBM implementation. The obtained correlation ranged from 0.226 to 0.458 signifies a slight to moderate strength of the relationship indicating the influence is not very strong across all variables. Therefore, the null hypothesis posited is rejected. Another significant relationship was found between 20 out of the 31 variables of school heads' leadership competence and the degree of SBM (School-Based Management) manifestation, with correlation values ranging from 0.445 to 0.669. This highlights a moderate strength of the relationship that emphasizes leadership competence plays a crucial role in the extent of SBM implementation. While leadership competence is an important factor influencing the effective implementation of SBM in schools, other variables may also contribute to its success. Thus, the null hypothesis, which assumed no significant relationship is rejected. In essence, this study recommends that DepEd Officials adopt the proposed Integrated School Leadership Model for School-Based Management (ISL-SBM), regulate the implementation of peer-coaching and mentoring program, review the targets of teachers' Individual Performance for Professional Development Plan.

Keywords—Organizational Culture, Leadership Competence, School-Based Management, Department of Education.

I. INTRODUCTION

In a rapidly evolving world driven by technology and a changing job market, education must pivot from traditional methods to foster critical thinking, adaptability, and digital literacy. This requires strategic investment in infrastructure and staff development to personalize learning, support diverse

student needs, and equip educators for evolving roles. School management faces the challenge of creatively allocating limited resources to these priorities, often making difficult choices to ensure equitable access and financial sustainability, potentially through innovative funding models. Ultimately, education systems must transform to prepare individuals for a future of constant change.

School heads are crucial to improving student outcomes and achieving excellence, navigating complex environments by balancing administrative pressures with instructional leadership to support teacher growth and school-wide achievement. Research confirms their significant impact on teacher performance, instructional quality, and student success (Jackson, 2022), making effective leadership and a supportive school culture essential for successful reforms. Legislation like Republic Act 9155 mandates this shift towards instructional leadership, requiring school heads to balance leadership skills, personal values, and stress management to effectively implement basic education reforms focused on organizational effectiveness, change management, and principal development while improving teaching and learning.

Driven by RA 9155 and supported by professional standards, school heads' responsibilities have expanded significantly to include the implementation of School-Based Management (SBM). This shift decentralizes power, delegates decision-making to the school level and relies heavily on school heads' ability to manage change, develop staff, engage stakeholders, and manage resources. Thus, the empowerment of school heads and his leadership competence are fundamental to effective SBM operation.

The present researcher deemed it necessary to explore how school heads' organizational culture and leadership competence influence the attainment of School-Based Management (SBM) goals. It aimed to develop a comprehensive School Improvement Plan (SIP) for improved school operations. By linking these factors to SBM requirements, the study sought to provide practical recommendations for stakeholders, contribute to school success, produce competitive learners, and align the educational environment with school and Department of Education SBM standards.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study focused on integrating organizational culture and leadership competence for effective school-based management in view of preparing inputs for the school improvement plan.

Specifically, it sought answers to the following questions:

1. What is the level of organizational culture of the school heads in terms of:
 - 1.1 shared values and beliefs;
 - 1.2 norms and practices;
 - 1.3 employee’s behavior;
 - 1.4 employee’s job satisfaction;
 - 1.5 innovation and risk-taking;
 - 1.6 communication practices/pattern; and
 - 1.7 social responsibility?
2. What is the level of leadership competence of the school heads in terms of:
 - 2.1 leading strategically;
 - 2.2 managing school operations and resources;
 - 2.3 focusing on teaching and learning;
 - 2.4 developing self and others; and
 - 2.5 building connections?
3. What is the degree of manifestation of School-Based Management (SBM) in terms of its indicators:
 - 3.1 curriculum and teaching;
 - 3.2 learning environment;
 - 3.3 leadership;
 - 3.4 governance and accountability;
 - 3.5 human resource and team development; and
 - 3.6 finance and resource management and mobilization?
4. Is there a significant relationship between the level of organizational culture of school heads and the degree of manifestation of School-Based Management (SBM)?
5. Is there a significant relationship between the level of leadership competence of the school heads and the degree of manifestation of School-Based Management (SBM)?
6. Based on the results, what School Improvement Plan (SIP) may be proposed?

II. METHODOLOGY

A validated survey questionnaire checklist was used to collect data from the 149 Junior High School teachers who were chosen through total enumeration sampling. Descriptive statistics such as mean and standard deviation and Pearson’s Product Moment Correlation were applied to statistically analyze the data.

III. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered in the study, emphasizing the relationship between school heads’ organizational culture, leadership competence, and the manifestation of School-Based Management (SBM) goals. The findings highlight the critical role of integrating organizational culture and leadership competence to ensure the effective implementation of SBM, offering insights into their impact on achieving educational excellence and operational efficiency as input to an improvement plan. In particular, the study sought to answer the following:

Level of Organizational Culture of the School Heads

The following tables present the level of organizational culture of the school heads in various dimensions, including shared values and beliefs, norms and practices, employee behavior, employee job satisfaction, innovation and risk-taking, communication practices, and social responsibility. These dimensions collectively highlight the role of school heads in cultivating a school culture that supports both personal and professional growth, while promoting a collaborative, innovative, and responsible work environment.

Table 1 shows the teachers’ perception of their school heads’ organizational culture in the dimension of shared values and beliefs. The findings show a very high overall mean rating of 6.48, interpreted as “Extremely High” which means that teachers strongly perceive that their school heads model and reinforce shared values. The very high rating may be due to the very instilled culture of cooperation and commitment that has been nurtured by school heads. In schools where leadership embodies and models the core values and engages stakeholders in meaningful dialogue, teachers are more likely to internalize and commit to the vision of the school. The ongoing practice of distributive leadership, shared decision-making, and values-to-action alignment appears to have forged a consistent, trust-based school culture.

TABLE 1. Level of Organizational Culture of the School Heads in terms of Shared Values and Beliefs

Criteria	Mean	SD	Remarks
The School Head...			
...regularly communicates the core values and ethical principles to the entire school community	6.48	0.66	Strongly Agree
...models inclusive behavior and promotes diversity in all aspects of the school’s operations	6.50	0.70	Strongly Agree
...actively involves teachers, staff, students, and parents in discussions about the school’s vision and values.	6.53	0.64	Strongly Agree
...ensures that the school’s decision-making processes reflect the shared values and beliefs of the community.	6.43	0.71	Strongly Agree
...encourages and supports student-centered learning in both teaching practices and school policies.	6.65	0.59	Strongly Agree
...prioritizes the creation of a respectful and collaborative environment where all members feel valued.	6.46	0.75	Strongly Agree
...consistently reinforces the importance of ethical behavior and integrity through personal actions and school policies.	6.48	0.70	Strongly Agree
... incorporates the school’s values into everyday practices and traditions, making them an integral part of the school culture.	6.51	0.66	Strongly Agree
... fosters a culture of mutual respect by addressing conflicts and challenges with fairness and transparency.	6.38	0.85	Strongly Agree
... regularly evaluates the alignment of the school’s activities and initiatives with its core values and beliefs.	6.39	0.71	Strongly Agree
OVERALL MEAN	6.48		
SD	0.70		
Verbal Interpretation			Extremely High

School heads who embraced and fostered student-centered learning through instructional practice and school policy ranked the highest (M = 6.65). Strongly rated on bringing involved teachers, staff, students, and parents into the conversation about the vision for the school (M = 6.53) and infusing school values into daily traditions and routines (M = 6.51) were a close second. Lower but extremely high ratings were given to monitoring alignment between school activities and core values (M = 6.39) and conflict resolution with fairness and respect (M = 6.38). These highly consistent findings indicate that the teachers share a common and positive perception of leadership practices, making the data reliable due to low variability in the responses.

These results emphasize the necessity of school heads to establish a clear, shared vision and model consistently professional and ethical values. As Toikka and Tarnanen (2024) highlighted, an articulated and shared vision leads school work, guides educational change, and promotes organizational learning. Likewise, Moraal, Suhre, and van Veen (2023) conceptualized that teachers’ awareness of a shared vision increases teachers’ commitment and morale. Here, the high scores can also indicate a healthy organizational climate in which the teachers are valued and empowered.

In general, teachers view their school heads as strong embodiments and champions of common values and beliefs. This helps to create a stable, motivated, and cohesive school culture that permits cooperation, program success, and student development overall. Resolution of conflicts and ongoing measurement of value congruence are still areas for enhancement. Maintaining and building on the shared vision can further enhance teacher engagement and institutional effectiveness.

Table 2 indicates that the teachers largely consent that their school heads exemplify a robust organizational culture, specifically in the form of entrenched norms and practices. The most prominent mean score is 6.55, indicating the promotion of open and respectful communication between staff, students, and parents. A close second is a mean of 6.54 in the area of adhering to routines such as meetings and timetables. The lowest, though still high, mean of 6.35 pertains to the way school heads foster equitable and consistent conflict resolution.

The overall mean value obtained is 6.46, with a standard deviation of 0.71, showing an extremely high degree of consensus among the teachers. The low standard deviation shows that the solutions obtained were very synchronized, indicating high uniformity in teachers' views of norms and practices within their schools. It underscores that a majority of teachers perceived their school heads in a positive manner. This is an indication that school heads are successful in putting into practice established norms and practices that direct everyday activity in the school. Such practices entail communication styles, decision-making, and problem approaches.

The findings are supported by literature like Teasley (2017), who eloquently expressed that a school's culture is expressed in the daily interactions, shared behaviors, and

communication patterns. In the same vein, Diocos and Resol (2023) reiterated that a strong school culture helps to create identity, achieve success, and guide future development. These pieces of literature support the findings of the current study.

TABLE 2. Level of Organizational Culture of the School Heads in terms of Norms and Practices

Criteria	Mean	SD	Remarks
The school heads...			
...clearly communicates expectations for teacher-student interactions and promotes positive relationships within the school community.	6.46	0.70	Strongly Agree
...encourages open and respectful communication among staff, students, and parents.	6.55	0.70	Strongly Agree
...ensures that decision-making processes are transparent and involve input from relevant stakeholders	6.44	0.66	Strongly Agree
...regularly reinforces the importance of maintaining professionalism and respect in the school's daily activities.	6.44	0.71	Strongly Agree
...promotes consistent practices for resolving conflicts fairly and constructively.	6.35	0.82	Strongly Agree
...models positive behaviors, such as punctuality, collaboration, and responsibility, for staff and students	6.45	0.66	Strongly Agree
...ensures that school routines, like meetings and class schedules, are effectively organized and followed by all members of the school.	6.54	0.65	Strongly Agree
...fosters an environment where teachers and staff regularly share best practices and learn from each other.	6.46	0.65	Strongly Agree
...actively participates in school activities, setting an example for staff and students to follow established norms and practices	6.47	0.77	Strongly Agree
...regularly evaluates and adjusts school policies and practices to ensure they align with the school's values and promote a positive culture.	6.46	0.72	Strongly Agree
OVERALL MEAN	6.46		
SD	0.71		
Verbal Interpretation			Extremely High

From the data, it can therefore be inferred that school heads in the study have been able to construct and sustain a robust organizational culture through direct and consistent norms and practices. Teachers are aware of and value structure and conduct emulated by their school heads. This means that when school heads promote open communication, organized routines, and fair conflict resolution, it leads to a more effective and peaceful school. It also inspires teachers to take the same norms, which can lead to harmonious coexistence, improved relationships, and improved school performance.

Table 3 manifests that respondents express strong agreement regarding the high degree of organizational culture exhibited by their school leaders in directing and shaping employee behavior. The mean score of 6.56, the highest recorded, indicates that school heads exemplify role models through their active participation in professional development initiatives. Other high scores are 6.50 for aligning staff behavior with the institution's mission, vision, and ethical principles and 6.48 for establishing clear expectations regarding staff behavior. These findings reflect a strong and positive impact by school leadership.

The respective standard deviations, which vary between 0.62 and 0.91, indicate low variation, signifying that the teachers' answers were alike. Even for the items that showed somewhat lower means, for instance, the provision of routine feedback (M = 6.29) and the handling of unprofessional conduct (M = 6.28), the consensus among the respondents is firm and stable.

TABLE 3. Level of Organizational Culture of the School Heads in terms of Employee's Behavior

Criteria	Mean	SD	Remarks
The school head...			
... consistently models professional behavior and sets a positive example for staff and students.	6.42	0.75	Strongly Agree
... establishes clear expectations for staff conduct, ensuring alignment with the school's values and culture.	6.48	0.62	Strongly Agree
... fosters a collaborative environment where teachers and staff work together to achieve common goals.	6.44	0.68	Strongly Agree
... encourages respectful communication and problem-solving among staff members.	6.43	0.84	Strongly Agree
... addresses unprofessional behavior promptly and fairly, ensuring accountability across the school community.	6.28	0.91	Strongly Agree
... provides regular feedback and support to staff to promote continuous improvement in their performance.	6.29	0.80	Strongly Agree
... creates a culture of trust and transparency by encouraging open dialogue between staff and administration.	6.41	0.86	Strongly Agree
... promotes a culture of recognition and appreciation for staff achievements and contributions.	6.47	0.74	Strongly Agree
... ensures that staff behaviors align with the school's mission, vision, and ethical standards.	6.50	0.68	Strongly Agree
... actively participates in professional development activities to set an example of lifelong learning for staff.	6.56	0.75	Strongly Agree
OVERALL MEAN	6.43		
SD	0.77		
Verbal Interpretation			Extremely High

The overall mean is 6.43, and the standard deviation is 0.77, indicating an extremely high level of organizational culture concerning employee behavior. This entails that school heads model and encourage professional behavior consistently, have clear expectations, and teach their staff to match their behavior with the values of the institution.

The findings are supported by Subasri and Ravikumar's (2024) study, which established that organizational culture has a significant impact on the behavior of employees, especially through leadership dynamics and interpersonal relationships among colleagues. Li (2015) also highlighted the contribution of organizational culture to increased motivation, learning processes, communication efficacy, and conflict resolution. Together, the studies validate the principle that strong leadership and clear cultural expectations promote better employee behavior.

The findings indicate that the school heads in this research effectively establish a high standard of professional behavior and have high expectations for employee conduct. Their leadership provides a supportive working atmosphere and

enables continuous improvement. The results imply that when school heads model professionalism, set clear expectations and provide regular feedback, they foster a more disciplined, motivated, and performance-driven staff. This encourages a more respectful and productive school climate that positively affects teaching and learning outcomes.

TABLE 4. Level of Organizational Culture of the School Heads in terms of Employee's Job Satisfaction

CRITERIA	MEAN	SD	REMARKS
The school head...			
...regularly recognizes and celebrates staff achievements and contributions.	6.41	0.74	Strongly Agree
...provides opportunities for professional development and career growth for all staff members.	6.50	0.76	Strongly Agree
...ensures that teachers and staff feel supported in their roles and responsibilities.	6.42	0.82	Strongly Agree
...maintains an open-door policy, encouraging staff to share concerns and feedback.	6.40	0.82	Strongly Agree
...fosters a positive work environment where staff feel valued and respected.	6.37	0.93	Strongly Agree
...listens to staff needs and takes action to address their concerns in a timely manner.	6.32	0.83	Strongly Agree
...ensures that workloads are manageable and that staff have the resources they need to succeed.	6.36	0.81	Strongly Agree
...promotes a healthy work-life balance for all staff members.	6.28	0.85	Strongly Agree
...provides clear communication about school goals, expectations, and changes that impact staff	6.38	0.78	Strongly Agree
...encourages collaboration and teamwork, creating a sense of community among staff members.	6.43	0.71	Strongly Agree
OVERALL MEAN	6.39		
SD	0.81		
Verbal Interpretation			Extremely High

Table 4 presents that teacher strongly agree that school heads play a positive role in their job satisfaction through organizational culture. The most strongly rated item is that school heads provide opportunities for professional development and career advancement (M = 6.50), and encourages collaboration and teamwork among staff members (M = 6.43). However, still strongly rated item but had the lowest mean is the provision of a good work-life balance (M= 6.28). Both results indicate high staff satisfaction on these aspects.

The findings depict that there is a massive consensus among the respondents, with minimal variation, as confirmed by a standard deviation of 0.81. This can only mean that the majority of educators have similar positive perceptions regarding the engagement of their school heads in fostering a culture of employee growth and well-being.

The overall mean obtained is 6.39, which is an extremely high level of organizational culture in schools in terms of job satisfaction. It means that school heads are very effective in establishing a caring and supportive work environment for the staff.

The results of this study are parallel with those of Abdulahi (2020), which revealed that school culture impacts the job

satisfaction of teachers, especially in the areas of professional development and collaborative leadership. This study highlights the need for educational leaders to prioritize the development of staff and teamwork to increase the level of overall satisfaction.

Besides, Agarwal, Singh, and Kumar (2020) also noted that increased work-life balance and facilitative supervision promote employees' well-being. Their findings confirm the current findings that school heads who promote balance and provide enabling leadership are accountable for greater staff satisfaction.

The study stands out that school heads successfully establish a culture that facilitates job satisfaction. Through the provision of opportunities for professional growth and the acknowledgment of the need for work-life balance, they provide a good working environment for their employees.

These findings exhibit that investment in the professional development of teachers and in the well-being of teachers needs to continue to be a focus for school leadership. A culture of employee satisfaction can mean increased motivation, better retention, and better performance with benefits extending to the whole school community.

TABLE 5. Level of Organizational Culture of the School Heads in terms of Innovation and Risk-taking

CRITERIA	Mean	SD	Remarks
The school head...			
...encourages staff to explore new teaching methods and instructional strategies.	6.52	0.67	Strongly Agree
...provides opportunities for staff to experiment with new ideas and technologies in the classroom.	6.42	0.69	Strongly Agree
...supports pilot programs and initiatives that may improve school practices, even if they involve some level of risk.	6.37	0.66	Strongly Agree
...creates a safe environment where staff feel comfortable sharing innovative ideas without fear of failure.	6.49	0.71	Strongly Agree
...promotes continuous learning and professional development to inspire creativity and innovation among staff.	6.43	0.72	Strongly Agree
...encourages collaborative brainstorming sessions to develop new solutions to challenges.	6.38	0.81	Strongly Agree
...celebrates successful innovations and acknowledges the learning from both successes and failures.	6.49	0.70	Strongly Agree
...supports teachers in taking calculated risks to improve student engagement and learning outcomes.	6.34	0.80	Strongly Agree
...promotes a mindset of adaptability and openness to change among staff.	6.32	0.77	Strongly Agree
...regularly reviews and evaluates new initiatives, ensuring they align with the school's goals while encouraging innovation.	6.35	0.71	Strongly Agree
OVERALL MEAN	6.41		
SD	0.73		
Verbal Interpretation	Extremely High		

Table 5 conveys that teacher have high agreement on school heads' encouragement for risk-taking and innovation in the classroom. The highest mean score item pertains to school heads' encouragement of school personnel to try new approaches to teaching and methods of teaching (M= 6.52). Teachers also agree that school heads acknowledge successful

innovations and reward success and failure as learning avenues (M = 6.49), and create a safe environment where staff feel comfortable sharing innovative ideas without fear of failure (M = 6.49). Most importantly, even the lowest rated items, encouraging flexibility and being open to change (M = 6.32) and supporting teachers in taking calculated risks (M = 6.34), which indicates high agreement.

All mean scores are above 6.0, indicating that teachers view their school leaders as very supportive of innovation. The standard deviation is 0.73, indicating that responses were uniform, with most teachers having the same favorable opinions.

The school's organizational culture is characterized by a high level of risk-taking and innovation, as shown by the overall average score of 6.41. This points out that school leaders are highly likely to promote innovation and adopt new ideas in the learning context.

This discovery aligns with the research of Witthöft, Aydin, and Pietsch (2024), who theorized that a leader's open and cooperative mindset is significant in fostering innovation, especially in the context of digital transformation. They explained that transformational leaders, through the facilitation of participation and knowledge sharing, enable schools to evolve in the field of innovation. Similarly, Rashid, Hussain, and Nadeem proposed that a productive school culture, led by inspiring and inclusive leadership, encourages the staff and encourages creativity and responsiveness in teaching, thus mirroring the practices observed in the schools involved in this study.

The findings of this research highlights that the school head respondents in this research are highly effective in facilitating innovation. They challenge teachers to innovate in teaching and foster a culture of creativity, learning from failures, and a culture of constant improvement. It implies that if school heads keep encouraging creative ideas, acknowledge success and failures, and allow professional development, they will be likely to improve the learning environment of teachers and students. Furthermore, it emphasizes that innovation is not always the result of technologies but rather it stems from organizational culture and leadership.

Table 6 indicates that teachers agree that school heads facilitate effective communication in schools. The most highly rated item is employing various means of communication like meetings, emails, group chats to keep everyone in the know (M = 6.56). This is followed by frequent dissemination of school news to staff, students, and parents (M = 6.54). On the other hand, the lower item on respectful and open communication between staff and students remains high agreement at a mean of 6.41 as well as ensuring that feedback are considered and acted when making decisions (M = 6.36), which means communication is practiced well in schools. The findings document consistently high mean scores that reflect respondents considering school heads to possess excellent communication skills.

The standard deviation of 0.74 is indicative of low variation, and most of the teachers share similar views. Even the worst-rated communication practice scored above 6.0, indicating high consensus that communication is working and

appreciated in their school culture. The overall mean of 6.47 is indicative of an extremely high degree of effective communication practices and trends among school heads. It indicates that school leaders are proactive and consistent in informing all stakeholders, involving them, and keeping them engaged.

TABLE 6. Level of Organizational Culture of the School Heads in terms of Communication Practices/Pattern

Criteria	Mean	SD	Remarks
The school head...			
...regularly shares important school updates and information with staff, students, and parents.	6.54	0.70	Strongly Agree
.....maintains an open-door policy, encouraging staff to communicate concerns, ideas, and feedback.	6.48	0.73	Strongly Agree
.....uses various communication channels (e.g., meetings, emails, messenger/group chats) to ensure everyone is well-informed	6.56	0.66	Strongly Agree
.....promotes transparency by communicating school goals, decisions, and changes clearly to all stakeholders.	6.44	0.75	Strongly Agree
.....fosters two-way communication, actively listening to staff, students, and parents and responding to their input.	6.42	0.76	Strongly Agree
.....encourages staff to communicate openly and respectfully with each other and with students.	6.41	0.80	Strongly Agree
.....organizes regular meetings and forums to engage staff in decision-making and problem-solving.	6.48	0.75	Strongly Agree
.....ensures that feedback from staff and students is considered and acted upon when making decisions.	6.36	0.76	Strongly Agree
.....promotes a culture of collaboration by encouraging group discussions and sharing of ideas across departments.	6.52	0.68	Strongly Agree
.....is approachable and responsive to communication, creating an environment where staff and students feel heard and valued.	6.45	0.77	Strongly Agree
OVERALL MEAN	6.47		
SD	0.74		
Verbal Interpretation			Extremely High

These results concur with Mawarni and Khalilhanum (2021), who highlighted that assertive communication styles by principals enhance collegial leadership and professionalism. Gordon-Phan (2019) also pointed out that communication is central to communicating expectations and establishing an excellent school climate. Principals who effectively and clearly communicate the school mission can create a shared vision that enhances collaboration and performance.

In addition, Udoh (2019) highlighted that communication is situation-specific, and school administrators should tailor their style according to the situation. The study confirmed a strong correlation between administrative effectiveness and communication, thus establishing that effective communication is a vital leadership trait.

The overall findings indicate that teachers view their school heads as effective communicators who properly inform them, foster cooperation, and are respectful of open communication. This trend supports a positive organizational

culture, which has a positive effect on staff relationships and student relationships. The findings indicate that open, clear, and respectful communication is significant for school heads to gain trust, foster teamwork, and achieve goal and policy understanding. It is advised that school heads continue to use multiple modes of communication while fostering a cooperative environment. Additionally, investing in communication training for school heads can help further enhance their leadership skills and foster a healthy, informed school culture.

Table 7 illustrates the level of agreement among teachers about how school heads exhibit social responsibility. The overall mean score is 6.43, and the standard deviation is 0.71, demonstrating extremely high consensus and similar perceptions among the respondents.

TABLE 7. Level of Organizational Culture of the School Heads in terms of Social Responsibility

Criteria	Mean	SD	Remarks
The school head...			
...encourages and supports community service projects that involve both staff and students.	6.48	0.70	Strongly Agree
...promotes inclusivity and diversity, ensuring that all students and staff feel valued and respected.	6.45	0.70	Strongly Agree
... .. actively fosters environmental awareness through programs and initiatives that promote sustainability.	6.44	0.68	Strongly Agree
... ..ensures that the school's policies and practices are aligned with ethical standards and social values.	6.48	0.67	Strongly Agree
... ..models responsible behavior by actively participating in community outreach and social responsibility efforts.	6.36	0.73	Strongly Agree
... ..encourages staff and students to engage in actions that benefit the local community, such as volunteering or charity events.	6.40	0.71	Strongly Agree
... ..advocates for equal opportunities and fair treatment for all students and staff, regardless of background.	6.42	0.76	Strongly Agree
... .. integrates social responsibility into the school's curriculum, teaching students the importance of giving back to society.	6.47	0.69	Strongly Agree
... ..fosters a culture of empathy and compassion, ensuring that the school community supports those in need.	6.46	0.71	Strongly Agree
... .. regularly evaluates the school's impact on the community and seeks ways to improve its social contributions.	6.38	0.72	Strongly Agree
OVERALL MEAN	6.43		
SD	0.71		
Verbal Interpretation			Extremely High

Among the best rated are school heads' facilitating staff-student participation in community service activities and their attempts at balancing policies and ethical code and social values both with a mean of 6.48. While the lowest, though still a high score, was on modelling responsible behavior through active participation in the community outreach (M = 6.36) and evaluating the school's impact on the community regularly (M = 6.38), which implies all are of the same kind but possibly differing slightly in importance or method.

The average scores vary between strong and very strong agreement, which means that school leaders not only

comprehend the importance of social responsibility but also actively pursue its implementation. The low standard deviation (0.71) further verifies that most teachers share the same perceptions, which indicates a uniform and shared school culture centered on social values.

The overall mean score of 6.43 places the level of practice in the extremely high category, which suggests that school heads strongly believe in socially responsible practices—this includes community engagement, ethical leadership, and the integration of social consciousness in educational systems.

The findings of this study support the work of Alsaeed (2022), which determined that public schools are an important source of social responsibility, in this case, national values, ethical behavior, and community participation. The similarity in the findings highlights that teacher, regardless of differences in contexts, realize the vital role of school heads in creating graduates who are socially responsible.

Alsaeed’s results also indicated lower peer-social responsibility scores, as would be anticipated with the slightly lower score in developing empathy and compassion. This implies a general problem in developing interpersonal responsibility among students, perhaps as a result of external factors or failure of school initiative in this area.

Teachers perceive school heads as being very effective in socializing students. Whether through community engagement, ethical leadership, or curriculum integration, school heads show evident commitment to bringing up socially conscious students and a responsible school community.

The results confirm that school heads serve as the focal role models in modeling and cultivating social responsibility. Schools may continue to invest in initiatives for improving empathy-based programs so that these values become part of not just the curriculum but also interactions on a day-to-day level. Furthermore, offering more professional development on social-emotional learning would significantly impact developments in the field.

TABLE 8. Composite Table the Level of Organizational Culture of the School Heads

Dimensions of Organizational Culture	Overall Response	Mean	SD	Remarks
Shared values and belief	6.48		0.70	Strongly Agree
Norms and practices	6.46		0.71	Strongly Agree
Employee’s behavior	6.43		0.77	Strongly Agree
Employee’s job satisfaction	6.39		0.81	Strongly Agree
Innovation and risk-taking	6.41		0.73	Strongly Agree
Communication practices/pattern	6.47		0.74	Strongly Agree
Social responsibility	6.43		0.71	Strongly Agree
OVERALL MEAN		6.44		
SD		0.74		
Verbal Interpretation		Extremely High		

The results in Table 8 give the extent of organizational culture that has been developed by the school heads based on the teachers’ perceptions. The results show that the respondents strongly agreed on all the dimensions of the organizational culture that were being assessed in the study. An overall mean score of 6.44, with a standard deviation of

0.74, is an extremely high level of organizational culture in the surveyed schools. This also shows a corresponding perception from the respondents, as indicated by the very low variation in their responses.

Of the seven dimensions measured, the highest mean score was achieved in the dimension of shared values and beliefs (M = 6.48, SD = 0.70). The result suggests that school heads are most adept at developing and sustaining shared values that affect behaviors and decision-making processes in their organizations. Ranked second in order were the dimensions of communication practices and norms and practices, with mean scores of 6.47 and 6.46, respectively. These scores suggest that school leaders give high importance to the assurance of open and effective communication and ongoing adherence to adopted norms. Social responsibility and employee behavior, with mean score of 6.43, represent the seriousness of school heads in ensuring ethical behavior and professionalism among their teachers. Furthermore, innovation and risk-taking, with a mean score of 6.41, represent a high level of support to experimentation and flexibility in instructional and managerial processes. The lowest mean score, although still in the range of “strongly agree”, was observed in the dimension of employee job satisfaction (M = 6.39, SD = 0.81), which may be an area of potential improvement in order to further enhance the overall school climate.

The overall mean of 6.44 supports the contention that the organizational culture in these schools is extremely high. Teachers firmly attest that school climate is guided by clear values, open communication, commitment to innovation, and social responsibility. The low standard deviation in the data points indicates that there is a consensus among the respondents, a common experience and perception of the school heads’ practices in building and maintaining a good culture.

When cross-checked with existing knowledge on innovation and social responsibility, it can be seen that the school heads promote a student-centered and collaborative culture. They encourage professional growth, advocate for the use of innovative pedagogy, and take an active role in community in general. Also, their focus on shared values and beliefs creates a shared vision, and effective communication strategies keep stakeholders informed and involved in school activities.

Therefore, the findings clearly indicate that school heads play a significant role in shaping a strong and effective organizational culture. Their attention to shared values, norms developed, open communication, and provision of professional development opportunities is highly appreciated by teachers. However, the marginally lower job satisfaction score indicates that more needs to be done to promote teacher happiness. Equilibrium between professional work and personal welfare may result in a happier and more motivated teaching workforce.

The implications of these findings are profound for school administration and school improvement. A positive organizational culture not only increases teacher effectiveness but also enhances the learning climate for students. Educational leaders are encouraged to continue to build shared

values and teamwork, and to look for means to enhance staff satisfaction. This can be achieved by fostering a healthier work-life balance, recognition of effort on the part of teachers, and establishing a more supportive climate. By continuing with these strategies, school administrators can sustain and enhance the current strong organizational culture, which will ultimately lead to enhanced educational outcomes for the entire school community.

Level of leadership competence of the school heads

The following presents the importance of leadership competence in School-Based Management, highlighting that school heads directly influence the success and sustainability of management initiatives, thereby impacting overall performance and educational quality.

TABLE 9. Level of Leadership Competence of the School Heads in terms of Leading Strategically

Criteria	Mean	SD	Remarks
The school head leads strategically through...			
...communicating school vision, mission and core values.	6.28	0.79	Strongly Agree
...spearheading the tasks of school planning and implementation.	6.34	0.85	Strongly Agree
...adopting policy implementation and conducting a thorough review of the same.	6.35	0.81	Strongly Agree
...maintaining research and innovation.	6.03	0.89	Agree
...preparing program design and implementation.	6.27	0.85	Strongly Agree
...serving as the school's learner voice.	6.20	0.85	Strongly Agree
...undertaking constant monitoring and evaluation processes and using appropriate tools.	6.23	0.88	Strongly Agree
OVERALL MEAN	6.24		
SD	0.85		
Verbal Interpretation	Extremely Competent		

Table 9 shows school heads' leadership competency in leading strategically. The finding is an overall mean of 6.24 and standard deviation of 0.85, meaning that the respondents view their school heads as extremely competent in the leadership aspect of leading strategically. The fact that the standard deviation is quite low indicates homogeneity in teachers' views regarding practice of strategic leadership by school heads. The overall finding indicates that the fundamental prerequisites of leading strategically are widely practiced and attained in school leaders.

Among the various criteria evaluated, the highest mean score was established in the field of policy implementation and its overall review, which recorded a mean of 6.35 with a standard deviation of 0.81. This was closely followed by the criterion of leadership in school planning and implementation, which recorded a mean of 6.34 and a standard deviation of 0.85. These results indicate that school heads are extremely competent in policy management and planning, which are essential aspects of strategic leadership. All of these indicators were provided with remarks of "Strongly Agree", which indicates that teachers acknowledge the proactive and visionary role of school heads in the context of strategic leadership.

Nevertheless, the measure on sustaining research and innovation achieved the lowest mean score of 6.03 and a

standard deviation of 0.89. While remark remains in the "Agree" category, this is an area that needs to be developed. While school heads are found to be extremely competent overall, developing their strength in sustaining research-led practices and fostering innovation can make a significant difference to their strategic leadership.

The findings of the current study are supported by previous scholarly research. Acera and Tan (2023) found that school leaders with high leadership competencies significantly influence school performance. Their study emphasized that effective leadership practices—most notably strategic vision, planning, and implementation—are linked to enhanced school performance. They believed that leadership practices such as team-building and policy enforcement have a direct effect on performance indicators. Similarly, the study of Mojica, De Castro, and Poblete (2024) emphasized that the effectiveness of public school leadership is largely influenced by the competencies and capabilities of school heads, most notably in areas such as strategic direction, people management, and resource allocation. Notably, they posited that demographic variables such as gender exert a moderate influence on leadership capability, while variables such as role, tenure, and educational level exert a relatively lower influence.

Together, the findings of Table 9, supplemented by evidence from comparable studies, highlight that school heads are considered highly strategic leaders by their teachers. They perform well in planning, policy enforcement, communication, and evaluation processes. Nevertheless, ongoing professional growth, primarily in research and innovation is essential to further strengthen their leadership efficacy. These findings emphasize the importance of ongoing support and leadership growth programs that are focused on sustaining innovation and evidence-based practices in schools.

Table 10 reflects the capacity of school leaders in managing school operations and resources. The overall mean is 6.25, with a standard deviation of 0.92. This indicates that teachers view their school heads as extremely competent in this area of leadership. The relatively low standard deviation indicates high consistency in teachers' responses. These findings confirm that school heads exhibit the expected behaviors and practices in managing school operations and resources.

TABLE 10. Level of Leadership Competence of the School Heads in terms of Managing School Operations and Resources

Criteria	Mean	SD	Remarks
The school head is seen managing school operations and resources by focusing efforts on the...			
...records management	6.36	0.87	Strongly Agree
...financial management	6.36	0.85	Strongly Agree
...school facilities and equipment	6.11	0.92	Agree
...management of staff	6.15	1.06	Agree
...school safety for disaster preparedness, mitigation and resiliency.	6.28	0.89	Strongly Agree
...emerging opportunities and challenges	6.23	0.88	Strongly Agree
OVERALL MEAN	6.25		
SD	0.92		
Verbal Interpretation	Extremely Competent		

Taking a look at the individual criteria, the two areas with the highest ratings are records management and financial management, with a mean of 6.36 each. This indicates that school heads are performing very well in maintaining correct records and school finance management. These two areas also have quite low standard deviations (0.87 and 0.85), indicating that most teachers are in agreement that they are competent in these areas.

Conversely, school facilities and equipment (M = 6.11) and staff management (M = 6.15) scored marginally lower, indicated by the “Agree” instead of “Strongly Agree.” Surprisingly, the staff management also had the highest standard deviation (SD = 1.06) meaning that teachers’ opinions were more diverse in this particular aspect. This implies that, while many hold that the school heads are effective in staff management, there are others who could possibly have varying experiences or perceptions.

The findings of this study are consistent with Dayuha (2024), which discovered that Eastern Visayas school heads were overall capable in running school operations, particularly financial management, which was closely connected with school performance. Likewise, Valenzuela and Buenvenida (2021) discovered that school heads rated themselves high in financial management and had a solid grasp of handling school facilities. Nonetheless, they underscored that there is a need for more development to provide effective management consistent with policy guidelines.

Interestingly, Silva and Andal (2023) had a different view. They reported no statistical or significant relationship between school heads’ management competence and school performance in terms of access, quality, and efficiency. Notwithstanding this, they highlighted the need for school heads to undergo continuous professional development, especially in resource and financial management. They also emphasized the need for congruent management strategies with curriculum and education standards.

Generally speaking, the results of this study show that school heads are extremely competent in managing and operating resources, especially when it comes to keeping records and handling money. There is still room for improvement in managing school facilities and personnel. The inferences drawn from these facts are that, while school heads are functioning well in their jobs in general, the introduction of some capacity-building or training programs for staff management and facilities management would be helpful in making them more effective. By doing this, one can ensure high standards in the functioning of the school and create better learning environments for both teachers and students.

Table 11 provides the school heads leadership capabilities in teaching and learning orientation. The overall mean is 6.33, while the standard deviation is 0.80. This indicates that teachers view their school heads as having high capability in this area. The comparatively modest standard deviation suggests a consistent response pattern, reflecting a degree of widespread positive sentiment.

All eight of the indicators in this dimension were rated verbally as “Strongly Agree,” reflecting high degrees of agreement among teachers with regard to instructional

leadership by school heads. The highest rated indicator was for providing teacher performance feedback (M = 6.38, SD = 0.82) and fostering career awareness and opportunities (M = 6.37, SD = 0.77), reflecting that school heads are extremely effective at giving timely and constructive feedback to their teaching staff.

TABLE 11. Level of Leadership Competence of the School Heads in terms of Focusing on Teaching and Learning

Criteria	Mean	SD	Remarks
The school head focuses on teaching and learning development with highest respect by...			
...reviewing school-based, contextualization and implementation of learning standards	6.36	0.76	Strongly Agree
...checking on teaching standards and pedagogies	6.36	0.74	Strongly Agree
...communicating teacher performance feedback	6.38	0.82	Strongly Agree
...studying carefully learner achievement and other performance indicators	6.27	0.79	Strongly Agree
...examining critically learning assessment	6.30	0.79	Strongly Agree
...monitoring the condition of the learning environment	6.26	0.86	Strongly Agree
...fostering career awareness and opportunities	6.37	0.77	Strongly Agree
...imposing appropriate learner discipline measures	6.32	0.85	Strongly Agree
OVERALL MEAN	6.33		
SD	0.80		
Verbal Interpretation	Extremely Competent		

The lowest, yet high, mean was on monitoring the status of the learning environment (M = 6.26, SD = 0.86) and in the detailed analysis of student achievement among multiple performance measures (M = 6.27, SD = 0.79). This shows that although school heads are good at measuring student performance, there is still a limited area for enhancement. Furthermore, all other areas, including contextualization of the curriculum, pedagogical evaluation, evaluation of evaluations, and career awareness promotion, were also scored very high, supporting the strong instructional emphasis exhibited by school heads.

These findings are supported by Francisco (2022), whose study emphasized that school administrators efficiently assist teachers through clear communication, guiding the curriculum, and measuring performance. The current study's results support the strong correlation between teacher development and instructional leadership.

Similarly, Soroño and Quirap (2023) found that school leaders were capable of performing the role of providers of resources and communication facilitators, thus promoting the performance of teachers. This lends credence to the statement that effective school leadership is in line with better teaching practices and student performance.

Nevertheless, Aureada (2021) also identified some of the issues that school heads encountered in monitoring teacher competencies, albeit very good at mission building, curriculum management, and instruction monitoring. This indicates that school heads are extremely good at guiding instruction, yet more structured systems of monitoring teacher performance may still be required.

Briefly, school heads are viewed as being equally effective in directing teaching and learning. Their strength lies in giving performance feedback, directing instruction, and implementing curriculum and career development programs. The findings emphasize the need for continuous instructional leadership training for principals. Effective teaching supervision and performance monitoring through high performance can contribute to enhanced teaching quality and student performance. Nevertheless, increased emphasis on systematic assessment of teacher competencies can enhance the instructional leadership of school heads even more.

TABLE 12. Level of Leadership Competence of the School Heads in terms of Developing Self and Others

Criteria	Mean	SD	Remarks
The school head keeps manifesting his/her leadership competence by implementing programs relevant to...			
...personal and professional development	6.42	0.81	Strongly Agree
...professional reflection and learning	6.34	0.81	Strongly Agree
...professional networks	6.32	0.80	Strongly Agree
...performance management	6.26	0.87	Strongly Agree
...professional development of school personnel	6.29	0.88	Strongly Agree
OVERALL MEAN	6.32		
SD	0.83		
Verbal Interpretation	Extremely Competent		

Table 12 reveals school heads' performance when it comes to developing self and others. The overall mean score is 6.32, and the standard deviation is 0.83. This suggests that teachers are in a high level of agreement that their school heads have superb ability in developing themselves and others.

The strongest mean score is for personal and professional development, with a mean of 6.42. This suggests that school heads are extremely interested in developing their own skills and those of their teachers, too. The weakest mean score is for performance management (mean = 6.26); even so, this is within the range of "Strongly Agree," suggesting that even the lowest ranked area is seen extremely positively.

The five indicators received higher scores ranging from 6.26 to 6.42, with relatively low standard deviations ranging from 0.80 to 0.88. The observation suggests that teachers had convergent views and experiences regarding gauging their school heads' competencies. The observation also indicates that the corresponding practices for the concerned area of leadership, including mentoring, collaboration, and ongoing improvement, are perpetually present in schools.

The overall mean of 6.32 confirms that school heads are extremely capable of enabling professional development. Their practice of enabling personal development, energizing professional learning, and connecting with professional networks is extremely valued and recognized by their teachers.

The foregoing observation is upheld by Khan and Khan's (2014) research, which stressed the necessity of school heads' periodic professional training in order to serve as potent leaders and teacher coaches. The significance of Continuous Professional Development (CPD) to enhance leadership and

organizational efficiency is in conformity with this research's findings.

Hilton et al. (2015) reported school leaders' participation in professional development programs, which enables them and their teachers to develop. According to the results, school heads are seen as extremely competent in creating themselves and their teachers. They show high levels of support for ongoing learning, networking, and effective management of teacher development programs. The results highlight the importance of ensuring school heads as active participants of CPD—not just as proponents but as learners themselves. Regular involvement in CPD activities can also continue to improve their leadership and enhance teacher performance and school outcomes. DepEd and school divisions can further enhance leadership programs that are based on self-improvement and capacity-building of school heads.

Table 13 shows the level of leadership capability of school heads in terms of their capacity to build connections. The overall mean score is 6.24 with a standard deviation of 0.84, where school heads are found to be extremely competent of establishing and maintaining relationships within and outside the school community. All the criteria were assessed as "Strongly Agree" by the teachers.

TABLE 13. Level of Leadership Competence of the School Heads in terms of Building Connections

Criteria	Mean	SD	Remarks
The school head maintains his/her leadership competence by seeing to it that diverse opportunities are open for...			
...management of diverse relationships	6.21	0.86	Strongly Agree
...management of school organizations	6.27	0.81	Strongly Agree
...inclusive practice	6.28	0.76	Strongly Agree
...communication	6.22	0.88	Strongly Agree
...community engagement	6.19	0.88	Strongly Agree
OVERALL MEAN	6.24		
SD	0.84		
Verbal Interpretation	Extremely Competent		

Of the five dimensions that were assessed, inclusive practice had the highest mean (mean = 6.28, SD = 0.76), which means school heads are most effective at making everyone feel valued and included. Community engagement had the lowest mean (mean = 6.19, SD = 0.88); however, that is still at the level of "Strongly Agree," which indicates a positive overall inclination.

The mean scores are 6.19 to 6.28, showing an extensive level of agreement in every dimension. The standard deviations ranging from 0.76 to 0.88 show that teachers gave similar responses, and there was not much difference between their opinions. This extent of agreement proves that leadership behaviors connected with relationship building are well regarded and embraced by the school's staff.

The overall mean of 6.24 reflects the fact that school heads are extremely able to work with various stakeholders such as teachers, parents, community members, and organizations.

This ability makes the school climate better, enhances collaboration, and promotes student learning.

These results are echoed by Panindranauth (2023), which determined that principals who form close family and community ties assist in creating a more positive school climate. Yet, the study also discovered that some principals overemphasize academics and pay less attention to community involvement—a dilemma somewhat demonstrated in this study, wherein community involvement had the lowest mean.

Similarly, Jung and Sheldon (2020) emphasized that school heads’ demonstration of transformational and collaborative leadership boosts teacher commitment and improves family-school relationships. This is also backed by evidence indicating that school leaders play an important role in developing inclusive and communicative environments that benefit all members of the school community.

Briefly, teachers think that school heads demonstrate great professionalism in creating great relationships in the academic environment as well as in the community. They construct friendly spaces, effectively manage people's relationships, and facilitate efficient communication. Nevertheless, there is space for additional reinforcement of community involvement.

The study recommends that the communication skills of school heads and inclusive practice should be enhanced and expanded in leadership training courses and further enhance their community outreach. DepEd may design or enhance school-community partnership programs that will enable school heads to reach out more effectively to families and local stakeholders to further make school leadership inclusive and community-oriented.

proficiency in key administrative functions like managing finances. The "Leading Strategically" and “Building Connections” categories attained a mean of 6.24, showing high proficiency but areas for development in strategic planning and community relationships.

Table 14 supports this, especially in “Building Connections,” where school heads had a mean of 6.24 and a standard deviation of 0.84. The community engagement measure was slightly lower at 6.19, which suggests room for improvement in alliances with the community. This indicates that school heads are competent in stakeholder relationships but that there is room to improve these relationships.

The findings are in accord with Dellomas and Deri (2022), where they observed the same leadership practices in Bulan District, Sorsogon Province. The study revealed that school heads were skilled in relationship building, resource management, staff development, and strategic direction. The two studies also support the importance placed by the five domains of the Philippine Professional Standards for School Heads (PPSSH) in ensuring an integrated mechanism to enhance positive learning environments and enhance the learning process.

Statistics show that school heads exhibit exceptional leadership in self-development and staff competency. The “Developing Self and Others” factor averaged $M = 6.42$ with a standard deviation of 0.81, reflecting leaders' concern with enhancing their own and their staff's professional competency. The same mean score in “Building Connections” reflects their concern with inclusive practices and equitable treatment for all students.

Financial and records management was also noted with high ratings in handling school matters ($M = 6.36$), which is a measure of the ability of school leaders in administration and finance. “Leading Strategically” with a mean of 6.35, which is an indication of leaders' involvement in policy making and assessment. These are measures of effective leadership by school heads.

On the other hand, some specific areas were lower in mean scores but still at the “Extremely Competent” level. For example, on “Leading Strategically,” the mean score on facilitating research was 6.03 ($SD = 0.89$), affirming that, although school heads are doing research, the area requires more attention. On “Managing School Operations,” facility management had a mean of 6.11 ($SD = 0.92$), reflecting good performance at the expense of a bit less attention in other areas. On the “Building Connections” platform, community engagement had a mean of 6.19 ($SD = 0.88$), reflecting a need for more proactive involvement in reaching out to external partners. Although quite high, the area has room for improvement. For “Developing Self and Others,” a mean of 6.26 ($SD = 0.87$) indicates that, although growth programs are well accepted, they can be enriched. On “Focusing on Teaching and Learning,” a mean of 6.26 ($SD = 0.86$) was achieved on enhancing learning environments, reflecting that, although teaching conditions are high on the agenda, further improvement is required.

In summary, this research testifies that school heads exercise high leadership ability. Score differences suggest

TABLE 14. Composite Table of the Level of Leadership Competence of the School Heads

Dimensions of Leadership Competence	Overall Mean Response	SD	Remarks
Leading strategically	6.24	0.85	Strongly Agree
Managing school operations and resources	6.25	0.92	Strongly Agree
Focusing on teaching and learning	6.33	0.80	Strongly Agree
Developing self and others	6.32	0.83	Strongly Agree
Building connections	6.24	0.84	Strongly Agree
OVERALL MEAN	6.28		
SD	0.85		
Verbal Interpretation	Extremely Competent		

Table 14 shows the school heads’ leadership competencies in five dimensions. The overall mean is 6.28 with a standard deviation of 0.85 rated as “Extremely Competent.” The high score reflects outstanding leadership in strategic management, operations, teaching prioritization, personal development, and relationship building. The low standard deviation indicates that teachers highly agree on the school heads' leadership performance.

The “Focusing on Teaching and Learning” category ranked highest with a mean of 6.33, showing that school heads prioritize instructional development. The “Developing Self and Others” category attained a mean of 6.32, showing commitment to professional development for themselves and their teachers. The “Managing School Operations and Resources” category with a mean of 6.25, showing high

areas to further focus on to become more effective. Overall, their integrative leadership conforms to the Department of Education and Philippine Professional Standards for School Heads. Continuous growth in strategic innovation and community engagement is recommended. Consistent performance testifies that school heads are ready to assume leadership in quality education.

Degree of Manifestation of School-Based Management (SBM)

The following tables show the degree of manifestation of school-based management. It presents the findings on the various dimensions of SBM namely, curriculum and teaching, learning environment, leadership, governance and accountability, human resource and team development and finance and resources management.

TABLE 15. Degree of Manifestation of School-Based Management (SBM) in terms of Curriculum and Teaching

Criteria	Mean	SD	Remarks
Learners achieve the proficiency level for each cluster of early language literacy and numeracy skills.	5.87	0.88	Agree
Learners achieve the proficiency level in all 21 st century skills and other learning areas in the National Achievement Test (NAT).	5.75	0.99	Agree
Teachers prepare contextualized learning materials responsive to the needs of learners.	6.06	0.88	Agree
Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology and mathematics.	6.17	0.88	Strongly Agree
Teachers integrate topics promoting peace and DepEd core values.	6.23	0.86	Strongly Agree
The school conduct test item analysis to inform its teaching and learning process.	6.40	0.78	Strongly Agree
The school engages local industries to strengthen its TLE-TVL course offerings.	6.17	0.95	Strongly Agree
OVERALL MEAN	6.09		
SD	0.91		
Verbal Interpretation	Very High Manifestation		

Table 15 presents the extent to which School-Based Management (SBM) is defined in terms of curriculum and instruction. The findings point to a very high degree of manifestation in all the measured indicators with an overall mean of 6.09 and a standard deviation of 0.91. The high mean score implies that teachers strongly concur in the consistent use of SBM practices related to curriculum and instruction in their schools. Further, the low standard deviation implies little deviation in the responses, and hence most of the teachers hold similar positive opinions regarding the implementation of these practices.

Among the several individual indicators, conducting test item analysis to guide instructional practices was ranked highest with a mean of 6.40. This indicates that schools utilize test scores frequently to monitor and improve teaching approaches. The second highest ranked indicator was integrating peace-enhancing subjects and DepEd core values, with a mean of 6.23. This emphasizes the dedication of schools to not only teaching scholastic skills but ethical values as well among students. Other indicators that were ranked high in agreement are carrying out remediation activities to close gaps in reading, science, and mathematics, and

coordinating with local industries to support TLE-TVL courses, both with a mean of 6.17.

Concurrently, the lowest mean rating assigned to an element, although still positively rated, was on students' proficiency in 21st-century skills and other aspects of education in the National Achievement Test (NAT) with a mean of 5.75 as well as students' attainment of proficiency for each cluster of early language literacy and numeracy skills (M = 5.87). This indicates that although there is concerted effort by schools with curriculum strategies, there is still a need to enhance the performance of students in standardized tests and learning skills in terms of national standards. These results imply that more help and concentrated interventions are required to increase students' mastery of expected skills across subject areas and raise performance on national standards.

The results of the current study are corroborated by previous literature. Saro et al. (2022) noted that learning materials and curriculum are among the indicators of School-Based Management (SBM) which surpassed the minimum levels of implementation in the public schools of Agusan del Sur. The high mean in terms of test item analysis is in line with the findings of Siri and Freddano (2011), who highlighted the crucial role of item analysis in facilitating the quality of objective tests and assisting teachers in the enhancement of their assessment items. Further, the firm focus on the integration of core values in line with the current study is in line with the findings of Semacio et al. (2024), who noted a very high assessment for teacher integration and student demonstration of the Department of Education (DepEd) Core Values such as Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa in Zamboanga City. Finally, the relatively lower assessment of learner competence in 21st-century skills is in line with the findings of Batucan (2024), who noted lower levels of competence among Grade 12 learners in Negros Oriental, especially in mathematics and science, and underscored the necessity of targeted interventions to mitigate these learning issues.

Finally, the findings of Table 15 direct that schools are currently practicing SBM activities on teaching and curriculum, and the majority of areas are recording very high levels of teacher consensus. But clearly, areas of improvement are learner performance enhancement in the NAT and enhancing 21st-century skills learning. The implication of these findings is that schools are performing well as regards curriculum-based practice, but school heads and teachers can look back and reflect on how to refine instructional strategies, offer more guided academic support, and create interventions that directly target learner outcomes in national tests. These enhancements will make SBM's contribution to quality improvement in education a reality.

Table 16 indicates the extent to which School-Based Management (SBM) exists in relation to the learning environment. The overall mean of 5.91, with a standard deviation of 1.06, is a very high level of manifestation of SBM in relation to having a safe, inclusive, and supportive learning environment. The fairly low standard deviation indicates that teacher responses were uniform across all measured indicators. This signifies that schools, in general, are

successfully building a positive learning environment for all students.

TABLE 16. Degree of Manifestation of School-Based Management (SBM) in terms of Learning Environment

Criteria	Mean	SD	Remarks
The school has zero bullying incidence.	5.58	1.07	Agree
The school has zero child abuse incidence.	6.02	1.04	Agree
The school has reduced its drop-out incidence.	5.73	0.98	Agree
The school conducts culture-sensitive activities.	6.08	0.90	Agree
The school provides access to learning experiences for disadvantaged, OSYs, and adult learners.	6.02	0.95	Agree
The school has a functional child-protection committee.	6.15	0.91	Agree
The school has a functional DRRM plan.	6.20	0.84	Strongly Agree
The school has a functional support mechanism for mental illness.	5.86	1.11	Agree
The school has special education and PWD-friendly facilities.	5.42	1.33	Agree
OVERALL MEAN	5.91		
SD	1.06		
Verbal Interpretation	Very High Manifestation		

Among the different individual indicators, the highest rated factor was the presence of an operational Disaster Risk Reduction and Management (DRRM) plan, which had a mean score of 6.20. This shows that schools are adequately prepared in terms of disaster awareness and response, which is a very important factor in ensuring the safety of learners. This was followed closely by the presence of an active child-protection committee (M = 6.15), followed by the implementation of culture-sensitive activities (M = 6.08). These results show that schools have a high concern for child welfare and inclusiveness in their normal operations and activities.

In contrast, the lowest-rated was facilities accessible to PWD and special education, with a mean score of 5.42 and a fairly high standard deviation of 1.33. This shows that while schools recognize the importance of inclusive facilities, implementation is not consistent and may also depend on available resources or school priority.

The results of this research are reinforced by a number of local studies. Eme and Egwuas (2023) stressed that leadership of the principal in the promotion of an innovative, proactive, and secure environment of learning is central to enhancing the quality of education. Cresencio and Yabut (2023) also observed that disaster preparedness in the coastal schools of Pampanga is well maintained and fully practiced, thus reinforcing the favorable evaluation of DRRM plans in the current study. Cubillas et al. (2022) likewise observed high awareness and adherence to DRRM practices in the schools that were hit by floods in Butuan City; however, they cautioned that such awareness does not always translate to complete implementation, a caution applicable to all initiatives aimed at school safety.

Evidently, the data from Table 16 indicate that schools have mostly succeeded in implementing SBM practices

supporting inclusivity, safety, and support. But there are still disparities—particularly in the physical infrastructure for students with disabilities—that could impede the complete realization of inclusive education objectives. The results urge educational leaders to guarantee fair resource allocation, carry out accessibility audits, and include inclusive design into plans for school development. To close these gaps, it is crucial that school leaders, DepEd and LGU allies, institutionalize strategic planning, professional development, and community involvement. SBM can be a more potent tool for educational fairness and quality across all student categories by means of this.

Table 17 manifests how much School-Based Management (SBM) is realized in the leadership context. The findings show that school leadership practices are fully manifested, as confirmed by a very high overall mean of 6.34. This implies that the SBM leadership-related indicators are well used and well-practiced. The relatively low standard deviation of 0.86 denotes that teacher in the schools sampled have similar views on how leadership is practiced in their institutions.

TABLE 17. Degree of Manifestation of School-Based Management (SBM) in terms of Leadership

Criteria	Mean	SD	Remarks
The school develops a strategic plan.	6.29	0.87	Strongly Agree
The school has a functional school-community planning team.	6.26	0.89	Strongly Agree
The school has a functional Supreme Student Government/Supreme Pupil Government.	6.61	0.72	Strongly Agree
The school innovates in its provision of frontline services to stakeholders.	6.19	0.88	Strongly Agree
OVERALL MEAN	6.34		
SD	0.86		
Verbal Interpretation	Fully Manifested		

Among the several indicators evaluated, the functionality of Supreme Student Government or Supreme Pupil Government recorded the highest mean of 6.61, indicating that students play a major part in the governance and leadership structures of the school. This result shows a dedication to participatory leadership and student empowerment, both of which are vital elements of democratic school management strategies. The school’s strategic planning efforts also recorded a high average score (M = 6.29), as did the performance of the school-community planning team (M = 6.26), suggesting significant collaboration between educational leaders and the community in goal-setting and decision-making. Though still in the “strongly agree” range, the lowest mean score related to the innovation of frontline services for stakeholders (M=6.19). This tells that while some level of creativity is shown by educational institutions, their responsiveness and efficiency in service delivery still need to be improved. The small variations in standard deviations from 0.72 to 0.89 suggest low variability in teachers’ responses, so validating the consistency of the practices noted across schools.

The results of the present study correspond with Verbo et al. (2023), which found that in the School-Based Management (SBM) setting, school leaders use a combination of their

leadership styles including transformational, transactional, strategic, and democratic styles. A key contributing factor in creating a good feeling of school leadership among stakeholders is the diversity in leadership. Similarly, Yan’s (2023) research highlights the need of creating and carrying out school development strategies to address the rising issues in the education field. In his opinion, a well-prepared school development plan not only meets the immediate needs of the students but also equips the institution to face the future challenges resulting from policy changes, technological developments, as well as diversity and sustainability concerns.

Moreover, Carvalho et al. (2023) underlined that improved school performance is largely acknowledged to be influenced by strategic planning. Their research, however, also highlighted issues with the execution of strategic plans including insufficient resources, short time frames, and low stakeholder involvement. Notwithstanding these difficulties, the existence of a great degree of dedication to the school’s goal was viewed as a facilitator enabling schools to effectively carry out their strategies. Such a finding offers a realistic perspective indicating that although leadership models are well established, school leaders must also concurrently confront the obstacles impeding the complete implementation of strategic projects. All things considered, the schools included in this study clearly show the leadership component of SBM. The total show of leadership signs points to a society where planning, teamwork, student participation, and creativity are valued and practiced. These findings highlight the importance of long-term initiatives in strategic planning, stakeholder involvement, and leadership development. The message is clear: in order to further improve SBM implementation, school leaders must not only be given planning tools but also the ability to involve different stakeholders and be responsive to evolving educational needs. Ensuring that schools are dynamic, responsive, and future-ready will depend on long-term support, capacity building, and dedication to inclusive leadership.

Table 18 displays the extent to which governance and accountability, as key components of School-Based Management (SBM), are practiced and manifested in the schools surveyed. The findings show that this dimension is fully manifested, as evidenced by the very high overall mean of 6.40. This implies that governance mechanisms and accountability systems are effectively implemented. The standard deviation of 0.82 reflects low variability in the responses, indicating that teachers generally share consistent perceptions across different schools regarding the extent of governance and accountability practices.

Among the indicators assessed, the highest mean score (M = 6.51) was recorded for the criterion stating that the school has a functional Parent-Teacher Association (PTA). This indicates that PTAs play an active and recognized role in school governance and that their engagement contributes significantly to decision-making and school-community relations. Following this, the indicator on collaboration with stakeholders and other schools to strengthen partnerships received a high mean score (M = 6.44), demonstrating the importance placed on networking and community linkages to reinforce accountability and shared responsibilities in school development.

Conversely, the lowest mean of 6.33, which relates to the school maintaining an average satisfactory rating from internal and external stakeholders, though still categorized under “strongly agree,” denotes a slight gap between implementation and stakeholder perception—highlighting a potential area for reflection and improvement in stakeholder satisfaction and communication. The narrow range of standard deviations (0.75 to 0.86) across all items confirms the reliability and consistency of the responses, indicating that the practices under this dimension are uniformly perceived and applied across the schools.

The results align with the findings of Bustamante (2022), who highlighted that strong governance structures within SBM—especially functional PTAs and SGCs—are instrumental in achieving school goals aligned with stakeholders’ expectations and student needs. His study emphasized that such governance systems promote inclusive decision-making and foster a sense of collective ownership in the school community. Involving stakeholders, including parents, teachers, and local leaders, contributes significantly to building responsive and sustainable educational institutions. Similarly, Pagunsan and Moyani (2023) underscored the importance of accountability among school heads, especially in areas concerning teaching, learning, resource management, and leadership development. Their study found that while school heads exhibited very high accountability in instruction, there was relatively lower—but still strong—accountability in strategic leadership and personal development. These observations mirror the present study’s slightly lower mean on stakeholder satisfaction, pointing to the ongoing challenge of aligning internal practices with external perceptions of school performance. Both studies validate that SBM is not merely a system of decentralization but a comprehensive framework that requires shared leadership, transparent governance, and measurable accountability mechanisms.

TABLE 18. Degree of Manifestation of School-Based Management (SBM) in terms of Governance and Accountability

Criteria	Mean	SD	Remarks
The school’s strategic plan is operationalized through an implementation plan.	6.34	0.81	Strongly Agree
The school has a functional School Governance Council (SGC).	6.34	0.86	Strongly Agree
The school has a functional Parent-Teacher Association (PTA).	6.51	0.75	Strongly Agree
The school collaborates with stakeholders and other schools in strengthening partnership.	6.44	0.80	Strongly Agree
The school monitors and evaluates its programs, projects and activities (PPAs).	6.42	0.83	Strongly Agree
The school maintains an average rating of satisfactory from its internal and external stakeholders.	6.33	0.84	Strongly Agree
OVERALL MEAN	6.40		
SD	0.82		
Verbal Interpretation	Fully Manifested		

In conclusion, governance and accountability within the SBM framework are fully manifested in the schools studied. The high mean scores across indicators reflect the institutionalization of strategic planning, stakeholder collaboration, and oversight mechanisms. The data demonstrate that PTAs and SGCs function as integral parts of school governance, with stakeholders actively engaged in planning, implementation, and monitoring processes. However, the slightly lower score on stakeholder satisfaction implies that while systems are in place, there is still a need to continuously enhance communication, transparency, and responsiveness to stakeholder concerns. This area presents an opportunity for schools to reassess how feedback mechanisms are being implemented and how external evaluations are integrated into school improvement efforts.

Furthermore, the findings also imply that sustained SBM success relies on nurturing collaborative governance structures, reinforcing accountability among school leaders, and improving stakeholder satisfaction through transparency and inclusivity. The Department of Education and local school boards may consider strengthening capacity-building programs for school heads and governance councils to ensure they are equipped with the tools to lead strategically, manage resources effectively, and engage the broader school community. In doing so, schools can continue to build trust, enhance institutional credibility, and remain adaptive to emerging educational challenges.

Table 19 provides the degree of manifestation of School-Based Management (SBM) as regards to Human Resource and Team Development. The results show that this area is completely present, as shown by the general mean score of 6.46 and a standard deviation of 0.73. The high mean score indicates that schools regularly apply policies and tactics supporting team cooperation and staff development. Moreover, the low standard deviation indicates little variation in replies, which suggests that teachers in different schools have same views about the practices under this domain.

TABLE 19. Degree of Manifestation of School-Based Management (SBM) in terms of Human Resource and Team Development

Criteria	Mean	SD	Remarks
School personnel achieve an average rating of very satisfactory in the Individual Performance and Commitment Review (IPCR).	6.52	0.66	Strongly Agree
The school achieves an average rating of very satisfactory in the Office Performance and Commitment Review (OPCR).	6.48	0.66	Strongly Agree
The school conducts a Needs-based Learning Action Cells and Learning & Development Activities.	6.50	0.65	Strongly Agree
The school facilitates the promotion of and continuous professional development of its personnel.	6.54	0.66	Strongly Agree
The school recognizes and rewards milestone achievements of its personnel.	6.40	0.79	Strongly Agree
The school facilitates receipt of correct salaries, allowances, and other additional compensations in a timely manner.	6.50	0.72	Strongly Agree
Teacher workload is distributed fairly and equitably.	6.26	0.88	Strongly Agree
OVERALL MEAN	6.46		
SD	0.73		
Verbal Interpretation	Fully Manifested		

Of the many indicators, the one with the highest mean score of 6.54 was “The school supports the promotion of and ongoing professional development of its staff members.” This exhibits the great focus schools have on improving the competencies and skills of their staff members by means of ongoing learning and professional development. Following closely were the items concerning the conduct of needs-based Learning Action Cells and Learning and Development activities, which received a mean score of 6.50, and personnel receiving very satisfactory ratings in the Individual Performance and Commitment Review (IPCR) with a mean of 6.52. The schools' effectiveness in meeting administrative and financial responsibilities to their staff was also highlighted by the prompt receipt of accurate salaries, allowances, and other compensation, averaging 6.50. These results draw attention to a good school culture that emphasizes professional growth, equitable assessment, and financial assistance—qualities absolutely vital in generating drive and productivity among school staff members.

Conversely, the lowest average score noted was 6.26 under the indicator “Teacher workload is distributed fairly and equitably.” Though this still qualifies as the verbal interpretation of “Strongly Agree,” the somewhat lower score relative to the other indicators implies that issues with workload distribution could require more investigation. Although general impressions are good, this field highlights a possible lack in human resource management that might impact morale and long-term efficiency if not handled.

The findings of Bustamante (2022), who underlined that schools with strategic human resource management greatly support the growth of both teachers and students, echo those of this study. His research highlighted that enhancing school performance depends much on activities supporting staff development. Likewise, Vally and Daud's (2015) study in Kuala Lumpur found that school leaders who properly handle human resources and coordinate their management with a defined school vision greatly improve school functionality. Their research found that the degree of school leadership, particularly in staff management, is key to guaranteeing efficient SBM execution and general institutional performance.

Given the findings, one may say that the area of Human Resource and Team Development under SBM is rather implemented in the schools evaluated. Teachers admit the systems and structures that support their development, track their performance, celebrate successes, and guarantee prompt compensation. The somewhat lower score on fair workload distribution, therefore, emphasizes the importance of school leaders being more intentional and consultative in their task allocation among staff members to prevent burnout and promote equity.

These results have obvious consequences. To guarantee the professional development of teachers, first, ongoing investment in learning and development projects has to be maintained. Second, school leaders have to give teacher workload distribution more attention, maybe using participatory processes that let teachers express issues and offer recommendations. Third, it is essential to enhance the

leadership skills of school heads in human resource and team management since their capacity to effectively lead individuals directly affects the performance of their schools. At last, policy improvements at the division or regional level could be justified to help schools apply fair workload distribution policies and reward systems acknowledging teacher contributions.

All things considered, the good performance in this area shows a hopeful picture of how schools value and control their human capital. To keep a healthy and effective teaching staff under the system of School-Based Management, however, ongoing efforts are required to handle the developing issues.

TABLE 20. Degree of Manifestation of School-Based Management (SBM) in terms of Finance and Resource Management and Mobilization

Criteria	Mean	SD	Remarks
The school inspects its infrastructure and facilities.	6.14	0.94	Agree
The school initiates improvement of its infrastructure and facilities.	6.15	0.91	Agree
The school has a functional library.	5.84	1.18	Agree
The school has a functional water, electric, and internet facilities.	6.15	0.97	Agree
The school has a functional computer laboratory/classroom.	5.97	1.05	Agree
The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE).	6.52	0.78	Strongly Agree
The school liquidates 100% of its utilized MOOE.	6.54	0.77	Strongly Agree
OVERALL MEAN	6.19		
SD	0.98		
Verbal Interpretation	Fully Manifested		

Table 20 depicts the level of manifestation of School-Based Management (SBM) in terms of financial and resource management and mobilization. With a standard deviation of 0.98, the overall mean of 6.19 fits the reading of “Fully Manifested.” This implies that teachers believe a great degree of implementation of financial and resource-related SBM practices inside their schools. The data show a generally consistent view among respondents, as suggested by the fairly low standard deviation, which indicates little variation in answers.

Of the particular measures evaluated, the school’s capacity to liquidate 100% of its used Maintenance and Other Operating Expenses (MOOE) received the highest mean of 6.54 and standard deviation of 0.77. The criterion showing the school's capacity to reach a 75-100% use rate of its MOOE, which got a mean of 6.52 and a standard deviation of 0.78, closely follows this. In line with DepEd's goal to guarantee openness and efficiency in resource use, these results show good financial responsibility and efficient fund management among the schools. Conversely, the school library's functionality, which has a mean of 5.84 and a standard deviation of 1.18, is the lowest-rated indicator. Though still considered “Agree,” this somewhat lower rating implies that certain schools might be struggling with the availability or quality of library services, indicating a possible area for improvement in fostering student literacy and academic progress. The mean of 5.97 for a functional computer laboratory was the second lowest-rated indicator. Though still

good, this outcome implies not all schools might have current or fully functional ICT tools, which are becoming more vital for digital literacy and 21st century education. When considered together, these results highlight the necessity of focused infrastructure improvements, especially in library and computer laboratory services, to improve the general quality of education even more. Enhancing these areas would help a more well-rounded learning environment and go well with the good financial management already clear.

These results are consistent with the Baylon et al. (2025) study, which found that school leaders in the Division of Cagayan de Oro City showed advanced SBM practices especially in the administration of financial, human, physical, and material resources. Their efficient management techniques showed a great degree of adherence to DepEd's resource management policies and helped to achieve educational objectives. Particularly in the areas of MOOE use and liquidation, which are fundamental indicators of fiscal responsibility, the findings of the present study support these findings.

Though, one should highlight opposite results from the study of Gaspar et al. (2022), which assessed the financial management practices of school leaders in Nueva, Philippines. Their findings showed various asset management issues including tight policies, discrepancies between market prices and budgeted expenses, lack of training access, and late budget releases. These elements negatively impacted public schools' effective use of financial resources. Moreover, Roque (2022) found that among the several areas of SBM, resource management had the lowest average score at just 3.32. Still, all aspects of SBM in his research were rated to a very high degree, implying that although implementation is common, differences in resource distribution and capacity remain.

The results of Table 20, therefore, support the claim that schools are efficiently using SBM techniques in the area of finance and resource mobilization. High scores in MOOE-related indicators show a strong culture of financial responsibility and operational competence. Lower scores in areas like library functionality and maybe in computer lab facilities, however, draw attention to the need for focused improvements in school infrastructure and learning resources. These results imply that although schools are usually good at resource management, assistance from higher-level educational institutions is required to fill infrastructure holes and ensure fair access to good educational materials. Future strategic planning, resource allocation, and training initiatives should be guided by these findings to guarantee thorough and continuous SBM implementation in all areas.

Table 21 provides a thorough picture of the degree of manifestation of School-Based Management (SBM) execution across several dimensions. The results show that SBM is fully present in the schools examined, as shown by the overall mean of 6.23 and a fairly low standard deviation of 0.89, indicating uniformity in teachers' responses.

Of the six fundamental dimensions of SBM, Human Resources and Team Development received the highest mean of 6.46, followed by Governance and Accountability (M = 6.40), and Leadership (M = 6.34), all classified as “fully

manifested.” On the other hand, the areas of Learning Environment (M = 5.91) and Curriculum and Teaching (M = 6.09) were assessed as “very highly manifested” and had relatively lower average ratings.

TABLE 21. Composite Table on the Degree of Manifestation of School-Based Management

Dimensions of Implementation	SBM	Overall Mean	SD	Remarks
Curriculum and teaching		6.09	0.91	Agree
Learning environment		5.91	1.06	Agree
Leadership		6.34	0.86	Strongly Agree
Governance and accountability		6.40	0.82	Strongly Agree
Human resources and team development		6.46	0.73	Strongly Agree
Finance and resources management and mobilization		6.19	0.98	Strongly Agree
OVERALL MEAN		6.23		
SD		0.89		
Verbal Interpretation		Fully Manifested		

Responses across the several SBM domains show consistency, indicating that schools have a fairly consistent view of how SBM is carried out. There was, however, some variation. For example, the greater standard deviation in Learning Environment (SD = 1.06) indicates more varied opinions among respondents, maybe suggesting inconsistent application or different school settings in this domain. On the other hand, the lower standard deviation in areas like Human Resources and Team Development (SD = 0.73) indicates more consistency in teachers' experiences and views.

A closer examination of particular indicators across these areas uncovers important revelations. Among the notably high mean scores are the complete liquidation of the school's Maintenance and Other Operating Expenses (MOOE) (M = 6.54, SD = 0.77), very satisfactory IPCR ratings for school personnel (M = 6.51, SD = 0.75), and the active presence of the Parent-Teacher Association (M = 6.52, SD = 0.66). These findings highlight good performance in financial openness, staff responsibility, and stakeholder involvement. Schools' dedication to data-informed instruction and long-term planning is also shown by the practice of doing test item analyses (M = 6.40) and the existence of a school strategic plan (M = 6.29).

Several signs, meanwhile, point to areas that require improvement. Among the lowest-rated features are the availability of PWD-friendly facilities and special education (M = 5.42, SD = 1.33), the existence of a functional library (M = 5.84, SD = 1.18), and student competency in 21st-century skills according to NAT results (M = 6.20, SD = 0.84). Particularly in inclusive education and learning resources, these lower scores draw attention to current differences in service provision and the need to address infrastructural and pedagogical gaps.

These results have several consequences. The consistently high scores in governance, finance, and human resources imply that schools have created efficient administrative systems and accountability mechanisms. These systems seem to promote good leadership, open financial operations, and

efficient performance assessment tools. Schools that give such policies top priority can act as examples of good educational governance under SBM.

Conversely, the poor grades indicate an urgent need to enhance inclusiveness, distribution of resources, and creativity. The absence of PWD-accessible facilities and functional libraries indicates that not all students are being equally supported. Schools have to react by improving infrastructure, spending on available tools, and creating inclusive programs to serve every student. Likewise, the difficulty in attaining expected student performance in 21st-century competencies demands more focused work in curriculum improvement, teacher training, and formative assessment techniques in line with future-ready education.

Ultimately, the results imply that although SBM implementation is generally successful and completely visible in important operational areas, there are still certain issues that impede a whole realization of its objectives. These consist of fairness in resource access, the comprehensiveness of educational services, and the standard of the learning environment. Educational leaders have to use the strengths found such as financial management, stakeholder involvement, and strategic leadership while also tackling shortcomings by means of focused capacity-building, infrastructure development, and inclusive practices if they are to move forward. Doing so will guarantee that SBM implementation turns into a transforming process improving the quality, equity, and efficiency of education for all students rather than only a question of compliance.

Test of Significant Relationship between the Level of Organizational Culture of the School Heads and the Degree of Manifestation of School-Based Management (SBM)

Table 22 exhibits the positive relationship between the level of organizational culture of school heads and the degree of manifestation of School-Based Management (SBM). Over all, it is shown on the table that there is positive relationship between organizational culture and implementation of SBM, as indicated by the positive values of all Pearson correlation, r.

It is also shown that significant relationship exists between some variables of the level of organizational culture of school heads and degree of manifestation of SBM. Significant relationship between the variable shared values and beliefs and the variables curriculum and teaching; learning environment; leadership; and, finance and resources management and utilization. The significant relationship between shared values and beliefs and the aforementioned various variables indicates that a strong organizational culture rooted in shared values positively influences these areas. When school heads promote common values and beliefs, it can lead to more cohesive decision-making, aligned instructional practices, effective leadership, and better resource management. This alignment enhances overall school performance and fosters a collaborative environment that supports continuous improvement and student success.

Further, significant relationship exists between norms and practices and the variables curriculum and teaching; learning environment; leadership; and, finance and resources

management and mobilization. The significant relationship between these variables suggests that the established norms and day-to-day practices within a school greatly influence these key areas. When normative behaviors - such as collaboration, accountability, and professionalism - are embedded in the school culture, they positively impact the quality of curriculum delivery, the learning environment, and

the effectiveness of leadership. Additionally, consistent norms around resource utilization and mobilization ensure that financial and material resources are managed efficiently and transparently, supporting sustainable school operations. Overall, fostering strong, positive norms and practices creates a cohesive environment that enhances educational quality and organizational efficiency.

TABLE 22. Significant Relationship between the Level of Organizational Culture of School Heads and the Degree of Manifestation of School-Based Management

		CURRICULUM AND TEACHING	LEARNING ENVIRONMENT	LEADERSHIP	GOVERNANCE AND ACCOUNTABILITY	HUMAN RESOURCE AND TEAM DEVELOPMENT	FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION
SHARED VALUES AND BELIEFS	Pearson						
	Correlation	0.395*	0.258*	0.368*	0.381	0.313	0.302*
	Sig. (2-tailed)	.000	.000	.022	.162	.693	.000
	N	149	149	149	149	149	149
NORMS AND PRACTICES	Pearson						
	Correlation	0.450*	0.285*	0.426*	0.389	0.371	0.348*
	Sig. (2-tailed)	.000	.000	.039	.282	.959	.000
	N	149	149	149	149	149	149
EMPLOYEE'S BEHAVIOR	Pearson						
	Correlation	0.432*	0.298*	0.424	0.434	0.416	0.357*
	Sig. (2-tailed)	.000	.000	.143	.612	.562	.000
	N	149	149	149	149	149	149
EMPLOYEE'S JOB SATISFACTION	Pearson						
	Correlation	0.372*	0.226*	0.421	0.403	0.400	0.351*
	Sig. (2-tailed)	.000	.000	.448	.850	.208	.003
	N	149	149	149	149	149	149
INNOVATION AND RISK TAKING	Pearson						
	Correlation	0.446*	0.303*	0.476	0.484	0.445	0.396*
	Sig. (2-tailed)	.000	.000	.210	.816	.360	.000
	N	149	149	149	149	149	149
COMMUNICATION PRACTICES/PATTERN	Pearson						
	Correlation	0.421*	0.310*	0.458*	0.456	0.458	0.423*
	Sig. (2-tailed)	.000	.000	.032	.237	.887	.000
	N	149	149	149	149	149	149
SOCIAL RESPONSIBILITY	Pearson						
	Correlation	0.457*	0.354*	0.477	0.477	0.465	0.425*
	Sig. (2-tailed)	.000	.000	.094	.507	.639	.000
	N	149	149	149	149	149	149

(SBM)

Note: *Correlation is significant at 0.05 level.

Furthermore, significant relationship is observed between the variable organizational culture employees' behavior and three variables of SBM manifestation, namely curriculum and teaching; learning environment; and finance and resources management and utilization. These significant relationships indicate that the attitudes, work ethics, and behaviors of staff play a crucial role in shaping these areas. When employees demonstrate positive behaviors such as professionalism, collaboration, accountability, and a commitment to quality, it directly influences the effectiveness of curriculum implementation and teaching practices. Similarly, such behaviors foster a conducive learning environment where students can thrive. In terms of finance and resource management, responsible and transparent employee behaviors

ensure that resources are utilized efficiently and effectively, contributing to the overall success of school initiatives. In essence, a strong organizational culture rooted in positive employee behavior underpins the successful manifestation of SBM principles across these critical domains.

Additionally, significant relationship is also observed between the variable organizational culture employees' job satisfaction and three variables of SBM manifestation, namely curriculum and teaching; learning environment; and, finance and resources management and utilization. The observed significant relationship between employees' job satisfaction and aforementioned variables of SBM areas highlights how staff morale impacts school effectiveness. When teachers and staff are satisfied with their jobs, they tend to be more

motivated, committed, and engaged in their responsibilities. This increased engagement can lead to more innovative and dedicated teaching practices, improving curriculum delivery and student learning outcomes. Additionally, satisfied employees are more likely to foster a positive and supportive learning environment, which benefits both students and staff. In terms of resource management, job satisfaction often encourages greater responsibility and conscientiousness, leading to more careful and efficient use of school resources. Overall, promoting staff job satisfaction plays a crucial role in strengthening the implementation of SBM initiatives across these key areas, ultimately contributing to a more effective and sustainable school.

A significant relationship has also been identified between the organizational culture of innovation and risk-taking and the SBM manifestations, specifically in the areas of curriculum and learning, the learning environment, and the management and utilization of finance and resources. This suggests that when a school fosters an organizational culture that encourages innovation and is open to taking calculated risks, it positively influences these key aspects of school management. Such a culture promotes the adoption of new teaching methods, curriculum reforms, and creative problem-solving approaches, which can enhance student engagement and learning outcomes. It also creates an environment where staff feel empowered to experiment with innovative strategies, leading to a more dynamic and adaptable learning atmosphere. In terms of finance and resources, a risk-taking culture may support the exploration of new funding opportunities or efficient resource utilization practices that can improve overall school performance. Ultimately, cultivating a culture that values innovation and calculated risk-taking can drive continuous improvement across all these SBM domains, making the school more resilient and responsive to changing educational needs.

An organizational culture that emphasizes strong communication practices and patterns has been found to significantly influence various aspects of School-Based Management (SBM), including curriculum and learning, the learning environment, leadership, and the management of finances and resources. When open and transparent communication is prioritized, it fosters collaboration among staff, students, parents, and administrators, enabling more effective implementation of curriculum reforms and innovative teaching strategies. This culture also promotes a positive, inclusive learning environment and enhances leadership by building trust, clarifying vision, and encouraging shared decision-making. Additionally, transparent communication ensures responsible and efficient use of financial and resource management, leading to better resource allocation and accountability. Overall, a robust communication culture strengthens the cohesion and responsiveness of school management, supporting continuous improvement and better educational outcomes.

A significant relationship exists between the organizational culture of social responsibility and key variables of SBM such as curriculum and teaching, the learning environment, as well as the management and utilization of finances and resources.

This indicates that when a school fosters a culture that emphasizes social responsibility - encouraging ethical behavior, community engagement, and social awareness - these values positively influence the development and implementation of the curriculum, making it more relevant and community-centered. It also contributes to creating a learning environment that promotes respect, empathy, and social consciousness among students and staff. Furthermore, this culture impacts how schools manage and utilize their financial and material resources, ensuring that these are used ethically and responsibly to benefit the community and support sustainable practices. Overall, embedding social responsibility within the organizational culture enhances the effectiveness and integrity of various school operations, aligning educational practices with broader social values and responsibilities.

These findings highlight the important role that key aspects like curriculum, the learning environment, and how schools manage their finances and resources play in shaping the overall culture of a school. When these areas are strong and well-aligned, they help create a positive and supportive atmosphere where both students and staff can thrive.

Additionally, the results show that leadership is especially influential. Good leaders don't just make decisions; they set the tone for the entire school community. They help define shared values, establish norms and daily practices, and ensure open, honest communication. When leaders are actively engaged and committed, they foster a sense of trust, unity, and purpose among teachers, students, and parents.

What this means for schools is that investing in strong leadership development is crucial. Leaders need to be equipped with the skills to inspire others, promote transparency, and uphold shared values. At the same time, schools should focus on creating a learning environment that truly reflects their core beliefs - whether that's encouraging creativity, collaboration, or inclusivity - and ensure that resources are used wisely to support these goals.

Overall, building a positive organizational culture isn't about one single change; it's about bringing together good leadership, meaningful curriculum, a nurturing environment, and responsible resource management. When these elements work hand in hand, schools become more effective, more trusted, and better places for everyone involved.

The aforementioned is supported by de la Cruz (2022). Accordingly, strong culture can positively impact school personnel's work behavior and attitudes, boosting their loyalty and commitment, and optimizing their performance as they collaborate toward shared goals.

Samon and Baluyos (2023) discovered that a school's culture -especially its key traits - and the way principals lead and motivate teachers greatly affect how satisfied teachers feel with their jobs. The way the school is organized and the principal's positive actions to encourage success are important factors that influence teachers' happiness and satisfaction at work.

Moreover, the significant relationship between dimensions of organizational culture related to innovation, risk-taking, communication practices, and social responsibility further

underscores the importance of a culture that encourages openness and accountability. These elements can drive successful SBM implementation by promoting an atmosphere where stakeholders feel empowered to contribute and share innovative ideas, aligning with recent studies that highlight the role of a positive organizational culture in fostering school improvement.

Overall, the data revealed that 24 variables are closely connected, with each other showing significance below the 0.05 level. This means these factors are genuinely related and influence each other. The finding suggests that changes in one area could impact others, highlighting the importance of considering these variables together. For educators and school leaders, understanding these relationships can help in making more informed decisions to improve the overall school environment and support teachers better.

On the other hand, while there is a generally positive connection between the organizational culture fostered by school heads and the way human resources and team development are expressed in SBM, this relationship is not statistically significant. This suggests that, although a supportive and positive school culture can contribute to better team development and resource management, it might not be the only or strongest factor influencing these areas. Other elements, such as leadership skills, policies, or external support, could play a more prominent role. In practical terms, a school head's effort to cultivate a healthy, positive environment is important, but it may need to be complemented by specific strategies and actions to effectively develop people and build strong teams within the school community.

This means that a school head's attitude and leadership style directly influence how well SBM is implemented. If the leader creates a supportive and inclusive culture, teachers and staff are more likely to feel valued and motivated to work together toward common goals. Conversely, if the organizational culture is not positive, it can hinder collaboration and make it harder to carry out SBM effectively.

The human implication of this is that school leaders need to be mindful of their role in shaping the school's culture. By leading with kindness, honesty, and openness, they can create a workplace where everyone feels empowered to contribute. This not only improves the chances of successful SBM but also makes the school a better place for teachers and students to thrive. Ultimately, strong, positive leadership helps transform the school into a community where shared goals are more easily achieved, and everyone feels they are part of something meaningful.

In conclusion, the findings underscore the pivotal role that organizational culture of school heads plays in the successful implementation of School-Based Management (SBM). A positive and collaborative culture not only enhances educational practices and resource optimization but also fosters commitment and accountability among school personnel. However, the observed non-significant but positive relationships between certain cultural elements and SBM outcomes highlight the need for school heads to actively engage staff and translate cultural values into actionable behaviors. Moving forward, it is essential for educational

institutions to prioritize the development of strong governance structures and team-building practices that resonate with their cultural norms in order to optimize SBM effectiveness and improve overall school performance.

Test of Significant Relationship between the Level of Leadership Competence of the School Heads and the Degree of Manifestation of School-Based Management (SBM)

Table 23 shows the relationship between how skilled school heads are in their leadership and how actively SBM is being practiced in schools. The data reveals a positive link across all areas of SBM implementation, indicating that more capable leaders tend to foster better management practices. Additionally, in several specific areas, this relationship is statistically significant, highlighting the important role that effective leadership plays in supporting successful SBM practices.

Specifically, two variables of SBM manifestation - curriculum and learning and learning environment are significantly related to all the variables of leadership competence of school head namely, leading strategically, managing school, operations and resources, focusing on teaching and learning, developing self and others, and building connections. This means that a school leader who is effective in guiding curriculum development and creating a positive learning environment tends to also excel in other leadership areas, such as leading strategically, managing the school's operations and resources, focusing on teaching and learning, developing their own skills and those of others, and building strong relationships within the school community.

In essence, these two variables of SBM are deeply intertwined with a leader's overall ability to steer the school effectively, highlighting how important these aspects are in fostering a thriving educational environment. This relationship underscores that successful school management isn't just about administrative tasks but also about nurturing a vibrant, supportive space for students and teachers alike.

In the same vein, leadership in SBM is notably connected only to the building connection variable of leadership competence, highlighting the importance of forming strong relationships within the school community. While positive relationships with other aspects of leadership - such as managing resources, focusing on teaching and learning, and developing oneself and others - are observed, these connections are not statistically significant. This suggests that the ability to build trust, foster collaboration, and maintain open communication is a vital component in effectively implementing SBM practices. Ultimately, a school leader's skill in connecting with teachers, staff, students, and stakeholders appears to be the most influential factor in ensuring the success of SBM initiatives, emphasizing that strong interpersonal relationships are fundamental to effective school management.

Notably, the manifestation of governance and accountability as practiced in SBM is closely linked to the school heads' ability to lead strategically, handle school operations effectively, and build meaningful connections with others. This means that leaders who think ahead and plan

Carefully, who are skilled at organizing and managing daily school activities, and who foster strong relationships with teachers, staff, students, and the community tend to promote better governance and ensure accountability within the school. These qualities help create an environment where everyone understands their roles, feels responsible, and works together

toward common goals. In essence, a school leader’s competence in strategic thinking, operational management, and relationship-building plays a crucial role in shaping a transparent, accountable, and well-governed school community.

TABLE 23. Significant Relationship between the Level of Leadership Competence of the School Heads and the Degree of Manifestation of School-Based Management (SBM)

		CURRICULUM AND TEACHING	LEARNING ENVIRONMENT	LEADERSHIP	GOVERNANCE AND ACCOUNTABILITY	HUMAN RESOURCE AND TEAM DEVELOPMENT	FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION
LEADING STRATEGICALLY	Pearson Correlation	0.562*	0.482*	0.627	0.546*	0.600*	0.530
	Sig. (2-tailed)	.000	.000	.076	.008	.000	.346
	N	149	149	149	149	149	149
MANAGING SCHOOL OPERATIONS AND RESOURCES	Pearson Correlation	0.526*	0.446*	0.581	0.532*	0.554*	0.497
	Sig. (2-tailed)	.000	.000	.130	.016	.000	.349
	N	149	149	149	149	149	149
FOCUSING ON TEACHING AND LEARNING	Pearson Correlation	0.563*	0.499*	0.615	0.597	0.616*	0.525*
	Sig. (2-tailed)	.000	.000	.860	.189	.007	.015
	N	149	149	149	149	149	149
DEVELOPING SELF AND OTHERS	Pearson Correlation	0.591*	0.489*	0.691	0.616	0.669*	0.616*
	Sig. (2-tailed)	.000	.000	.801	.181	.006	.012
	N	149	149	149	149	149	149
BUILDING CONNECTIONS	Pearson Correlation	0.505*	0.445*	0.535*	0.580*	0.542	0.524
	Sig. (2-tailed)	.020	.000	.007	.000	.402	.204
	N	149	149	149	149	149	149

Note: *Correlation is significant at 0.05 level.

The way human resource and team development are demonstrated in SBM is deeply connected to the leadership qualities of school heads, particularly their ability to lead strategically, manage school operations effectively, focus on improving teaching and learning, and invest in their own growth as well as that of others. When school leaders are skilled in these areas, they can create a supportive and motivating environment where teachers and staff feel valued, empowered, and encouraged to develop their skills. This, in turn, fosters stronger teamwork, enhances the overall quality of education, and promotes continuous improvement within the school community. Essentially, a leader’s dedication to strategic planning, efficient management, professional development, and nurturing others is key to building a vibrant, collaborative team that works together to achieve the school’s goals.

A significant connection has been observed between how effectively school heads manage finances and resources in

SBM and their leadership qualities, especially in areas like focusing on teaching and learning, as well as personal and professional development. This means that when school leaders are competent in managing resources wisely, they can better support initiatives that improve classroom instruction and foster growth among teachers and staff. Their focus on enhancing teaching quality and investing in their own and others’ development creates a positive cycle—resources are used thoughtfully to benefit student learning and to build a stronger, more capable team. Ultimately, a leader’s ability to handle finances responsibly directly impacts the school’s capacity to provide quality education and nurture continuous improvement.

This comprehensive analysis highlights the strong link between effective leadership of school heads and the successful implementation of SBM practices. Skilled leaders who excel in areas like curriculum development, creating a positive learning environment, building meaningful

relationships, and managing resources tend to foster more vibrant, organized, and accountable schools. Their ability to connect with teachers, students, and stakeholders is especially crucial, as strong relationships underpin trust, collaboration, and shared commitment to educational goals. Moreover, leaders who are adept at strategic planning and resource management not only improve teaching and learning but also promote continuous growth within their teams.

This implies that, for school communities, this underscores the vital role of developing and supporting school leaders who are not just administrators but also relationship builders and strategic thinkers. Investing in leadership training and professional development can enhance their skills in managing people, resources, and school operations effectively. When school heads are equipped to lead with vision, foster collaboration, and manage resources wisely, they create a nurturing environment where both teachers and students can thrive. Ultimately, strong leadership is the foundation for a school that is transparent, accountable, and committed to continuous improvement—benefiting everyone in the school community.

This also highlights the necessity for SBM frameworks to empower school leaders to take an active role in pedagogical decisions. Leaders who are adept at instructional leadership can directly influence curriculum effectiveness and teaching quality. Also, this means that SBM initiatives should prioritize training and support for school leaders in curriculum design and pedagogical strategies, ensuring that they are equipped to create a coherent educational experience that meets the needs of their students.

Effective leadership in shaping a positive learning environment is crucial for successful SBM implementation. Accordingly, a supportive school climate enhances student engagement and success. Therefore, SBM should emphasize the role of school leaders in creating inclusive and positive learning environments. This can include providing professional development focused on community-building and conflict resolution, enabling leaders to foster a culture of collaboration among staff and students.

Relevant to the findings are that from the study of Pepugal (2022). The study highlights that all key aspects of School-Based Management (SBM) -such as Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Resource Management - are built on solid foundations and well-established systems. The research also found that most educational leadership styles are significantly related to how schools are managed. However, an interesting insight emerged: there was no strong connection between the leadership styles of public elementary school heads and the level of SBM practices in their schools. This suggests that while effective structures and systems support SBM, the specific leadership approach of the school heads does not always directly influence how fully SBM principles are implemented.

In a nutshell, the findings underscore the importance of leadership competencies in the successful implementation of SBM. By fostering strong leadership through targeted training, promoting collaborative cultures, enhancing accountability

measures, equipping leaders with resource management skills, and encouraging external partnerships, SBM can become more effective in driving school improvement and achieving better educational outcomes. Emphasizing these areas will enable schools to adapt and thrive within the decentralized framework of SBM, ultimately benefiting students, staff, and the broader school community.

The Proposed School Improvement Plan

The study revealed that there is a positive relationship between the organizational culture of school heads and the extent to which SBM is demonstrated. Similarly, a positive relationship was found between the leadership competence of school heads and the level of SBM is manifested in the schools studied. Based on these important findings, the researcher developed a proposed school improvement plan called the “Integrated School Leadership Model for School-Based Management (ISL-SBM).” This model aims to enhance SBM implementation by aligning school leadership practices and key leadership competencies of the school heads. For more detailed information about this model, please refer to Appendix G.

IV. CONCLUSION AND RECOMMENDATIONS

In the light of the findings this study concluded that significant relationships existed between the level of organizational culture and the degree of manifestation of School-Based Management and the level of leadership competence and the degree of manifestation of School-Based Management. Thereby, rejecting the null hypotheses.

Based on the findings and conclusions, the following recommendations are given:

The school head may strengthen the implementation of peer coaching and mentoring program during Needs-Based Learning Action Cell where teachers are paired and tasked to observe and provide feedback on each other’s professional behavior anchored in the Philippine Professional Standards for Teachers. Through this approach, teachers are encouraged to foster mutual accountability and reinforce professional standards within the school.

The school heads may also reinforce the implementation of Individual Performance for Professional Development Plan (IPPD). In line with this, school heads are tasked to review performance target setting, peer mentoring, and regular formative feedback to ensure effective teacher’s management and growth.

The school heads may encourage full supervision of the integration of the 21st-century skills into daily lesson planning and performance tasks such as critical thinking skill, communication skill, collaboration skill, and creativity skill. Likewise, teachers may be trained on performance-based assessment rubrics aligned with NAT standards. Furthermore, the School Program Coordinators may strengthen the implementation of intervention programs namely: Remedial Reading Program, Numeracy Reading Program, and Catch-Up Fridays targeting learners below proficiency.

School heads may engage all stakeholders along implementation of targeted reforms in areas such as

professional development, governance, resource allocation, inclusivity, community engagement, and accountability to create a nurturing and effective educational environment tailored to the local context.

Future researchers may encourage explore the extent of these variables' influence on SBM using a qualitative research design. Such an analysis would have highlighted key areas within the independent variables that impact SBM implementation and helped identify effective strategies to boost school performance and governance. By determining which factors are most critical to successful SBM, educational leaders can better tailor their approaches to achieve positive outcomes and create a more supportive learning environment.

Since the study had used medium-sized schools only, future researchers may conduct similar study in large and small schools. This approach may reveal the influence of school size on SBM implementation in relation to school heads' practices concerning organizational culture and leadership competence, thereby enriching the understanding of these variables across diverse educational settings.

The DepEd officials may adopt the implementation of the proposed Integrated School Leadership Model for School-Based Management (ISL-SBM) which was crafted by the researcher based on the study's findings that aligned with the national educational goals and standards as outlined in the Philippine Professional Standards for School Heads (DepEd Order No. 024, s. 2020) and the Policy Guidelines for Implementing the Revised SBM System (Department Order 007, s. 2024) to engage all stakeholders namely: students, parents, teachers, LGU, and community members in a shared responsibility to School-Based Management to enhance students' outcomes through positive school culture and effective leadership.

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