

School Heads' Management Qualities and School Factors in Effective Teaching in Relation to Stakeholders' Engagement and School Performance

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Abstract—This study sought to provide insights to guide school leaders, teachers, and communities in implementing evidence-based practices to enhance teaching effectiveness, stakeholder collaboration, and overall institutional success within the Schools Division Office (SDO) of Cabuyao. Specifically, it assessed the level of school heads' management qualities, the level of school factors in effective teaching, the level of stakeholders' engagement, and the level of school performance, including teachers and school heads performance. Furthermore, it explored the relationships between heads' management qualities and school factors in effective teaching, as well as stakeholders' engagement and its effect on school performance. The researcher used a descriptive correlational design in this research. A random sampling technique was employed, integrating quantitative surveys completed by respondents. A seven-point Likert scale was utilized to anchor the instruments in theories of dispersed school management, school characteristics influencing effective teaching, stakeholder involvement, and school performance. School performance was obtained from IPCRF and OPCR. Statistical tools such as the mean, standard deviation, and Pearson's *r* moment correlation were used for data analysis. This study assessed school heads' management qualities across five dimensions. The respondents rated all dimensions as "Very High." School factors in effective teaching and stakeholders' engagement are all rated as "very high" across all dimensions. As to school performance, IPCRF was rated as "Very Satisfactory" and OPCR was rated as "Very satisfactory" and "Outstanding." No Significant relationships were found between school heads' management qualities and school performance and stakeholder engagement, and between school factors and effective teaching and stakeholders' engagement and school performance. However, there is a significant relationship, limited to school factors, between effective teaching and school performance. It can be concluded that school heads' management qualities are significantly related to stakeholders' engagement, thereby rejecting the hypothesis. However, the study revealed that school heads' management qualities do not have a direct significant relationship with measurable school performance; thus, the hypothesis is accepted. The study confirmed that certain school factors in effective teaching have a significant relationship with stakeholders' engagement. School factors in effective teaching have only a partial relationship with school performance, leading to the rejection of the hypotheses. School heads are encouraged to further develop their personal characteristics, leadership behaviors, organizational management, professional development, and adaptability to effectively guide the school.

Keywords— Management qualities, school factors, effective teaching, stakeholders' engagement, school performance.

I. INTRODUCTION

Education systems today face increasing expectations to produce learners who are not only academically competent but also socially responsible and globally competitive. Zaman (2024) stated that schools are no longer viewed merely as institutions for knowledge transmission; rather, they function as dynamic organizations where leadership, teaching practices, community participation, and institutional performance interact to shape educational outcomes.

In addition, contemporary educational research emphasizes that school effectiveness arises from the alignment of leadership practices, instructional quality, and stakeholder collaboration (Rivera, 2024). The effectiveness of a school, therefore, depends not only on curriculum implementation but also on how leadership qualities and school-based conditions support teachers and actively involve stakeholders in the educational process.

Managerial qualities are the professional competencies, leadership behaviors, and personal traits that school administrators and educational leaders exhibit as they lead the organization toward its goals. These qualities include strategic planning, decision-making, communication skills, instructional leadership, emotional intelligence, and the ability to foster collaboration and accountability. Effective management creates a clear vision, establishes supportive systems, and cultivates a positive organizational climate in which teachers feel empowered to perform their roles effectively. When leaders demonstrate strong management qualities, they influence not only administrative efficiency but also teacher motivation, innovation, and commitment to continuous improvement.

Moreover, engagement goes beyond simple involvement in school activities; it reflects partnership, communication, and collective decision-making aimed at improving educational experiences. When stakeholders feel valued and included, trust is strengthened, resources are maximized, and collaborative efforts contribute to achieving educational goals. Meaningful engagement fosters transparency, accountability, and a sense of ownership, which support sustainable school development. (Ainscow, 2020)

This study is anchored on the premise that management qualities and school factors in effective teaching are interconnected forces that shape stakeholder engagement and,

consequently, school performance. By examining these relationships, the research seeks to provide deeper insights into how leadership and institutional conditions can create a collaborative educational ecosystem capable of sustaining excellence and responding to the evolving demands of contemporary education.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the management qualities of school leaders and the school performance of public secondary schools in the City Schools Division of Cabuyao.

Specifically, this research answered the following problems:

1. What is the level of school heads' management qualities in terms of:
 - 1.1 Personal Characteristics;
 - 1.2 Leadership Behaviors
 - 1.3 Organizational Management
 - 1.4 Professional Development; and
 - 1.5 Change adaptability?
2. What is the level of school factors in effective teaching in terms of:
 - 2.1 Classroom Management
 - 2.2 Teacher Personality;
 - 2.3 Instructional Support;
 - 2.4 Teaching and Learning Facilities;
 - 2.5 Teacher-Student Ratio; and
 - 2.6 Management Support?
3. What is the level of stakeholders' engagement in terms of:
 - 3.1 Community Support
 - 3.2 Organization Partnership
 - 3.3 Parents Involvement
 - 3.4 Teachers and staff collaboration and
 - 3.5 Local Government Initiatives?
4. What is the level of school performance in terms of:
 - 4.1 Individual Performance Commitment and Review Form (IPCRF); and
 - 4.2 Office Performance Commitment and Review Form (OPCRF)?
5. Do the school heads' management qualities have significant relationships to the stakeholders' engagement?
6. Do the school heads' management qualities have significant relationships to the school performance?
7. Do the school factors in effective teaching have a significant relationship to the stakeholders' engagement?
8. Do the school factors in effective teaching have a significant relationship to the school performance?

II. METHODOLOGY

The researcher used a descriptive correlational design in this research. A random sampling technique was employed, integrating quantitative surveys completed by respondents. Instruments were anchored in distributed school management, school factors in effective teaching, stakeholders' engagement, and school performance theories, and utilized a seven-point Likert scale. School performance was obtained from IPCRF and OPCR. Statistical tools such as the mean, standard

deviation, and Pearson's r moment correlation were used for data analysis.

III. RESULTS AND DISCUSSION

This part presents the results of the study and provides a systematic analysis and interpretation of the data gathered from the respondents. The findings are organized in accordance with the specific problems and objectives of the study, using appropriate statistical tools such as frequency counts, weighted means, and standard deviations to describe and analyze the responses. The presentation of data focuses on the respondents' perceptions regarding the level of school heads' management qualities in terms of personal characteristics, leadership behaviors, organizational management, professional development and change adaptability. Each table are followed by a concise interpretation to clearly explain the implications of the numerical results.

Level of School Heads' Management Qualities

In this study, the level of school heads' management qualities refers to the extent to which school heads demonstrate effective personal attributes, appropriate leadership behaviors, sound organizational management practices, and continuous professional growth with adaptability to change. Personal characteristics include traits such as integrity, accountability, confidence, and interpersonal skills.

Leadership behaviors involve decision-making, communication, motivation, and collaboration with stakeholders. Organizational management refers to planning, resource management, policy implementation, and coordination of school operations. Professional development and change adaptability pertain to continuous learning, openness to innovation, and the ability to respond effectively to educational reforms and emerging challenges.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the respondents.

Table 1. Level of School Heads' Management Qualities in terms of Personal Characteristics

Statements	Mean	SD	Remarks
Remains calm and composed when handling stressful situations at school.	6.28	0.78	Strongly Agree
Consistently demonstrates integrity in decision-making, which affects the school community.	6.39	0.69	Strongly Agree
Highly motivated and committed in fulfilling the role of a school leader.	6.57	0.73	Strongly Agree
Builds positive and supportive relationships among teachers, students, and parents.	6.54	0.70	Strongly Agree
Open to feedback and willing to adapt leadership styles to improve outcomes.	6.70	0.62	Strongly Agree
Weighted Mean	6.49		
SD	0.58		
Verbal Interpretation	Very High		

Table 1 shows the level of school heads' management qualities in terms of personal characteristics. The results reveal that being open to feedback and willing to adapt leadership

styles to improve outcomes obtained the highest mean score of 6.70 with a standard deviation of 0.62, indicating a Strongly Agree response from the respondents. On the other hand, remaining calm and composed when handling stressful situations at school registered the lowest mean score of 6.28 with a standard deviation of 0.78, reflecting strong agreement and consistency in respondents' perceptions.

The level of school heads' management qualities in terms of personal characteristics attained an overall weighted mean of 6.49 and a standard deviation of 0.58, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that school heads demonstrate exemplary personal characteristics, including composure, integrity, motivation, relationship-building, and adaptability.

In summary, the findings suggest that school heads possess highly effective personal characteristics. The low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the school heads' personal effectiveness in managing the school environment.

Table 2 shows the level of school heads' management qualities in terms of leadership behaviors.

The results reveal that clearly communicating goals and expectations to ensure everyone understands the school's vision, mission, and core values obtained the highest mean score of 6.55 with a standard deviation of 0.71, indicating a Strongly Agree response from the respondents. On the other hand, regularly monitoring and evaluating school programs, projects, and activities to ensure continuous improvement registered the lowest mean score of 6.45 with a standard deviation of 0.79, reflecting strong agreement and consistency in respondents' perceptions.

Table 2. Level of School Heads' Management Qualities in terms of Leadership Behaviors

Statements	Mean	SD	Remarks
Involves teachers and staff in the decision-making processes to encourage participation and ownership.	6.47	0.79	Strongly Agree
Clearly communicates goals and expectations to ensure everyone understands the school's vision, mission, and core values.	6.55	0.710	Strongly Agree
Motivates and inspires staff to achieve high performance and improve student outcomes.	6.51	0.75	Strongly Agree
Effectively manages conflicts and resolves issues in a timely and constructive manner.	6.46	0.77	Strongly Agree
Regularly monitors and evaluates school programs, projects, and activities to ensure continuous improvement.	6.45	0.79	Strongly Agree
Weighted Mean	6.49		
SD	0.69		
Verbal Interpretation	Very High		

The level of school heads' management qualities in terms of leadership behaviors attained an overall weighted mean of 6.49 and a standard deviation of 0.69, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that school heads demonstrate highly effective leadership behaviors that promote

participation, motivation, conflict resolution, and program monitoring.

In summary, the findings suggest that school heads possess very strong leadership behaviors. The relatively low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the school heads' ability to guide, inspire, and manage their school community effectively.

Table 3. Level of School Heads' Management Qualities in terms of Organizational Management

Statements	Mean	SD	Remarks
Effectively organizes and delegates tasks to ensure smooth school operations.	6.45	0.76	Strongly Agree
Coordinates regular staff meetings and ensures continuous communication among team members.	6.33	0.88	Strongly Agree
Manages school resources efficiently to support teaching and learning activities.	6.35	0.86	Strongly Agree
Fosters a collaborative environment that encourages teamwork among teaching and non-teaching personnel.	6.56	0.78	Strongly Agree
Monitors and evaluates school programs, projects, and activities systematically to drive improvements.	6.48	0.73	Strongly Agree
Weighted Mean	6.43		
SD	0.72		
Verbal Interpretation	Very High		

Table 3 shows the level of school heads' management qualities in terms of organizational management. The results reveal that fostering a collaborative environment that encourages teamwork among teaching and non-teaching personnel obtained the highest mean score of 6.56 with a standard deviation of 0.78, indicating a Strongly Agree response from the respondents. On the other hand, coordinating regular staff meetings and ensuring continuous communication among team members registered the lowest mean score of 6.33 with a standard deviation of 0.88, reflecting strong agreement and consistency in respondents' perceptions.

The level of school heads' management qualities in terms of organizational management attained an overall weighted mean of 6.43 and a standard deviation of 0.72, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that school heads demonstrate highly effective organizational management skills that promote task delegation, resource management, teamwork, and systematic monitoring of school programs.

In summary, the findings suggest that school heads possess very strong organizational management qualities. The relatively low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the school heads' ability to organize, coordinate, and manage school operations effectively.

Smart management at the school level lets leaders put resources where they matter most. Budget limits pop up often, along with tight supply chains, so a very thorough and careful planning becomes essential for the resources to be used.

When coordinators apply sharp organizational thinking, they pull more value from existing tools and programs. That kind of focus quietly fuels better learning opportunities across campuses.

Table 4. Level of School Heads' Management qualities in terms of Professional Development

Statements	Mean	SD	Remarks
Actively provides resources and opportunities for the professional development of the teaching and non-teaching personnel.	6.47	0.70	Strongly Agree
Encourages teachers to participate in ongoing training and learning activities.	6.71	0.47	Strongly Agree
Ensures that professional development resources and opportunities are aligned with the school's goals and staff needs.	6.66	0.48	Strongly Agree
Regularly engages in professional development of resources and opportunities to improve leadership skills.	6.68	0.49	Strongly Agree
Assesses the effectiveness of professional development programs in enhancing school performance.	6.62	0.54	Strongly Agree
Weighted Mean	6.63		
SD	0.48		
Verbal Interpretation	Very High		

Table 4 shows the level of school heads' management qualities in terms of professional development. The results reveal that encouraging teachers to participate in ongoing training and learning activities obtained the highest mean score of 6.71 with a standard deviation of 0.48, indicating a Strongly Agree response from the respondents. On the other hand, actively providing resources and opportunities for the professional development of the teaching and non-teaching personnel registered the lowest mean score of 6.47 with a standard deviation of 0.70, reflecting strong agreement and consistency in respondents' perceptions.

The level of school heads' management qualities in terms of professional development attained an overall weighted mean of 6.63 and a standard deviation of 0.48, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that school heads demonstrate highly effective professional development practices, providing resources, encouraging participation, aligning training with school goals, and assessing program effectiveness.

In summary, the findings suggest that school heads possess very strong professional development qualities. The low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the school heads' commitment to enhancing their own skills and supporting the growth of their staff.

Table 5 shows the level of school heads' management qualities in terms of change adaptability. The results reveal that remaining flexible and open-minded when implementing new policies or educational initiatives obtained the highest mean score of 6.67 with a standard deviation of 0.68, indicating a Strongly Agree response from the respondents. On the other hand, quickly adjusting plans and strategies when faced with new challenges or unexpected changes registered the lowest mean score of 6.39 with a standard deviation of

0.82, reflecting strong agreement and consistency in respondents' perceptions.

Table 5. Level of School Heads' Management Qualities in terms of Change Adaptability

Statements	Mean	SD	Remarks
Quickly adjusts plans and strategies when faced with new challenges or unexpected changes.	6.39	0.82	Strongly Agree
Communicates changes effectively to staff and stakeholders to ensure smooth transitions.	6.44	0.80	Strongly Agree
Remains flexible and open-minded when implementing new policies or educational initiatives.	6.67	0.68	Strongly Agree
Maintains productivity and focus during periods of organizational change or uncertainty.	6.58	0.74	Strongly Agree
Actively seeks innovative solutions when adapting to shifting school priorities or environments.	6.57	0.72	Strongly Agree
Weighted Mean	6.53		
SD	0.69		
Verbal Interpretation	Very High		

The level of school heads' management qualities in terms of change adaptability attained an overall weighted mean of 6.53 and a standard deviation of 0.69, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that school heads demonstrate highly effective change adaptability, maintaining flexibility, productivity, and innovation in response to shifting school priorities or environments.

In summary, the findings suggest that school heads possess very strong change adaptability qualities. The relatively low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the school heads' ability to adjust, communicate, and implement changes effectively.

Level of School Factors

In this study, the level of school factors refers to the conditions and practices within the school environment that may influence teaching effectiveness and student learning outcomes. Classroom management includes the strategies and techniques used to maintain an orderly and productive learning environment. Teacher personality refers to professional attitudes, interpersonal skills, and behavioral traits that contribute to effective teaching. Instructional support covers the availability of teaching resources, mentoring, and academic guidance provided to teachers. Teaching and learning facilities pertain to the adequacy and quality of classrooms, equipment, and instructional materials. Teacher-student ratio refers to the number of students assigned per teacher, which may affect instructional quality and attention to learners. Management support involves administrative assistance, supervision, and encouragement provided by school leaders to teachers.

The following tables present the statements, mean, standard deviation, remarks and verbal interpretation based on the responses of the respondents.

Table 6. shows the respondents' level of agreement on school factors in terms of classroom management.

Table 6 shows the level of school factors in terms of classroom management. The results reveal that class schedules and routines are consistently followed to maximize instructional time obtained the highest mean score of 6.75 with a standard deviation of 0.46, indicating a Strongly Agree response from the respondents on the other hand, the classroom environment being well-organized and conducive to student learning registered the lowest mean score of 6.18 with a standard deviation of 0.95, reflecting strong agreement and consistency in respondents' perceptions.

Table 6. Level of School Factors in terms of Classroom Management

Statements	Mean	SD	Remarks
The classroom environment is well-organized and conducive to student learning.	6.18	0.95	Strongly Agree
Teachers effectively maintain discipline and manage student behavior in their classrooms.	6.54	0.60	Strongly Agree
Class schedules and routines are consistently followed to maximize instructional time.	6.75	0.46	Strongly Agree
Teachers use diverse teaching strategies to engage students and maintain their focus during lessons.	6.74	0.44	Strongly Agree
The physical classroom facilities support the activities for effective teaching and learning.	6.41	0.71	Strongly Agree
Weighted Mean	6.52		
SD	0.50		
Verbal Interpretation	Very High		

The level of school factors in terms of classroom management attained an overall weighted mean of 6.52 and a standard deviation of 0.50, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that classroom management is effectively implemented, providing structured, disciplined, and engaging learning environments.

In summary, the findings suggest that school factors related to classroom management are very strong. The low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the effectiveness of classroom practices in supporting student learning.

Table 7 shows the level of school factors in terms of teacher personality. It also presents the statements, mean, standard deviation, and corresponding remarks.

Table 7. Level of School Factors in terms of Teacher Personality

Statements	Mean	SD	Remarks
Teachers demonstrate friendliness and approachability in their interactions with students.	6.54	0.70	Strongly Agree
Teachers consistently show patience and tolerance when managing classroom challenges.	6.55	0.58	Strongly Agree
Teachers exhibit enthusiasm and positive energy during instruction and student engagement.	6.70	0.49	Strongly Agree
Teachers are reliable and committed in fulfilling their professional duties and responsibilities.	6.58	0.58	Strongly Agree
Teachers display openness to new ideas and willingness to adapt to modern teaching methods.	6.65	0.62	Strongly Agree
Weighted Mean	6.61		
SD	0.50		
Verbal Interpretation	Very High		

The results reveal that teachers exhibit enthusiasm and positive energy during instruction and student engagement obtained the highest mean score of 6.70 with a standard deviation of 0.49, indicating a Strongly Agree response from the respondents. On the other hand, teachers demonstrating friendliness and approachability in their interactions with students registered the lowest mean score of 6.54 with a standard deviation of 0.70, reflecting strong agreement and consistency in respondents' perceptions.

The level of school factors in terms of teacher personality attained an overall weighted mean of 6.61 and a standard deviation of 0.50, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that teachers demonstrate highly positive personality traits that foster student engagement, adaptability, commitment, and professional responsibility.

In summary, the findings suggest that school factors related to teacher personality are very strong. The low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the effectiveness of teachers' professional conduct and approach toward students.

Table 8 shows the level of school factors in terms of instructional support. The results reveal that teachers encouraging learners to ask questions and participate during class discussion obtained the highest mean score of 6.67 with a standard deviation of 0.53, indicating a Strongly Agree response from the respondents. On the other hand, teachers offering additional support outside class hours when needed registered the lowest mean score of 6.50 with a standard deviation of 0.61, reflecting strong agreement and consistency in respondents' perceptions.

Table 8. Level of School Factors in terms of Instructional Support

Statements	Mean	SD	Remarks
Teachers provide helpful examples to clarify complex concepts.	6.60	0.52	Strongly Agree
Teachers offer additional support outside class hours when needed.	6.50	0.61	Strongly Agree
Teachers use various teaching methods to help all students learn more effectively.	6.58	0.61	Strongly Agree
Teachers encourage learners to ask questions and participate during class discussions.	6.69	0.53	Strongly Agree
The instructional materials and resources provided support for effective learning to happen.	6.59	0.58	Strongly Agree
Weighted Mean	6.59		
SD	0.47		
Verbal Interpretation	Very High		

The level of school factors in terms of instructional support attained an overall weighted mean of 6.59 and a standard deviation of 0.47, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that teachers provide highly effective instructional support, including examples, various teaching methods, additional assistance, and adequate learning resources.

In summary, the findings suggest that school factors related to instructional support are very strong. The low standard deviation indicates a shared and uniform perception

among respondents, pointing to a strong consensus regarding the effectiveness of teaching practices in facilitating student learning. One thing about instructional support - it shapes how a school feels overall. Staff and learners grow stronger where support shows up daily. If educators get what they need, energy rises toward classroom goals. That kind of setting changes outcomes quietly.

Table 9 shows the level of school factors in terms of teaching and learning facilities. The results reveal that the school providing adequate teaching and learning facilities to support effective instruction obtained the highest mean score of 6.13 with a standard deviation of 0.77, indicating a Strongly Agree response from the respondents.

On the other hand, facilities such as comfort rooms, laboratories, and sports areas being sufficient and adequately maintained registered the lowest mean score of 5.65 with a standard deviation of 1.28, reflecting strong agreement but a wider variation in respondents' perceptions

The level of school factors in terms of teaching and learning facilities attained an overall weighted mean of 5.86 and a standard deviation of 0.91, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that the school provides adequate and functional facilities to support teaching and learning activities.

Table 9. Level of School Factors in terms of Teaching and Learning Facilities

Statements	Mean	SD	Remarks
The school provides adequate teaching and learning facilities to support effective instruction.	6.13	0.77	Strongly Agree
Classroom spaces are clean, well-maintained, and conducive to learning.	5.96	0.89	Strongly Agree
Technology and equipment available in classrooms meet the needs of teachers and students.	5.88	1.11	Strongly Agree
The library and resource centers are well-stocked, functional and accessible to all students.	5.69	1.16	Strongly Agree
Facilities such as comfort rooms, laboratories, and sports areas are sufficient and adequately maintained.	5.65	1.28	Strongly Agree
Weighted Mean	5.86		
SD	0.91		
Verbal Interpretation	Very High		

In summary, the findings suggest that school factors related to teaching and learning facilities are very strong. The relatively higher standard deviation indicates some variation in respondents' perceptions, particularly regarding the adequacy and maintenance of certain facilities, though overall consensus remains strong.

Table 10 shows the level of school factors in terms of teacher-student ratio. The results reveal that smaller class sizes improving the quality of teaching and learning in this school obtained the highest mean score of 6.47 with a standard deviation of 0.74, indicating a Strongly Agree response from the respondents. On the other hand, the current teacher-student ratio enabling teachers to manage classrooms effectively, registered the lowest mean score of 6.05 with a standard

deviation of 1.13, reflecting strong agreement but a wider variation in respondents' perceptions.

The level of school factors in terms of teacher-student ratio attained an overall weighted mean of 6.18 and a standard deviation of 0.85, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that the teacher-student ratio in the school supports effective classroom management and allows for personalized instruction.

Table 10. Level of School Factors in terms of Teacher-Student Ratio

Statements	Mean	SD	Remarks
The student-to-teacher ratio in classes allows for adequate individual attention.	6.06	1.06	Strongly Agree
Smaller class sizes improve the quality of teaching and learning in this school.	6.47	0.74	Strongly Agree
The current teacher-student ratio enables teachers to manage classrooms effectively.	6.05	1.18	Strongly Agree
The teacher-student ratio in the school supports personalized instruction.	6.04	1.06	Strongly Agree
Teachers allow for timely and constructive feedback and support to each student.	6.26	0.94	Strongly Agree
Weighted Mean	6.18		
SD	0.85		
Verbal Interpretation	Very High		

In summary, the findings suggest that school factors related to teacher-student ratio are very strong. The relatively higher standard deviation indicates some variation in respondents' perceptions regarding classroom sizes and individual attention, though overall agreement remains high.

Table 11 shows the level of school factors in terms of management support. The results reveal that the management fostering a positive and motivating work and learning environment obtained the highest mean score of 6.56 with a standard deviation of 0.60, indicating a Strongly Agree response from the respondents.

On the other hand, management's resources and support being adequate to meet professional needs registered the lowest mean score of 6.47 with a standard deviation of 0.58, reflecting strong agreement and consistency in respondents' perceptions.

Table 11. Level of School Factors in terms of Management Support

Statements	Mean	SD	Remarks
School management provides clear guidance and support to help teachers perform their duties effectively.	6.53	0.67	Strongly Agree
Management is responsive to teachers' concerns and suggestions.	6.54	0.63	Strongly Agree
Provides timely feedback that helps improve teachers' work.	6.53	0.60	Strongly Agree
The management fosters a positive and motivating work and learning environment.	6.56	0.60	Strongly Agree
Management's resources and support are adequate to meet professional needs.	6.47	0.58	Strongly Agree
Weighted Mean	6.52		
SD	0.52		
Verbal Interpretation	Very High		

The level of school factors in terms of management support attained an overall weighted mean of 6.52 and a standard deviation of 0.52, which corresponds to a Very High verbal interpretation. This implies that, as a whole,

respondents strongly agree that school management provides effective guidance, feedback, responsiveness, and resources to support teachers' professional work.

In summary, the findings suggest that school factors related to management support are very strong. The low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the school's ability to support and motivate teachers effectively.

Level of Stakeholders' Engagement

In this study, the level of stakeholders' engagement refers to the extent of participation, collaboration, and support provided by various school stakeholders in promoting school development and student success. Community support includes the active participation and assistance of the local community in school programs and activities. Organization partnership refers to the collaboration between the school and external institutions, agencies, or private organizations that contribute resources, expertise, or services. Parents' involvement covers the engagement of parents in school activities, decision-making processes, and monitoring of their children's academic progress. Teachers and staff collaboration pertains to teamwork, shared responsibilities, and coordinated efforts among school personnel. Local government initiatives involve programs, policies, and resources provided by local government units to support school operations and educational improvement.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the respondents.

Table 12 shows the respondents' level of agreement on stakeholders' engagement in terms of community support.

Table 12. Level of Stakeholders' Engagement in terms of Community Support

Statements	Mean	SD	Remarks
There is effective communication between the school and the community.	6.20	0.90	Strongly Agree
Members of the community feel responsible for supporting students' education.	6.04	1.09	Strongly Agree
Residents actively participate in school events and activities.	5.90	1.18	Strongly Agree
The community provides resources and support that benefit the school's programs.	5.93	1.24	Strongly Agree
Community organizations frequently collaborate with the school to enhance student learning.	5.88	1.30	Strongly Agree
Weighted Mean	5.99		
SD	1.08		
Verbal Interpretation	Very High		

Table 12 shows the level of stakeholders' engagement in terms of community support. The results reveal that effective communication between the school and the community obtained the highest mean score of 6.20 with a standard deviation of 0.90, indicating a Strongly Agree response from the respondents. On the other hand, community organizations that frequently collaborate with the school to enhance student learning registered the lowest mean score of 5.88 with a standard deviation of 1.30, reflecting strong agreement but a greater variation in respondents' perceptions.

The level of stakeholders' engagement in terms of community support attained an overall weighted mean of 5.9888 and a standard deviation of 1.08229, which corresponds to a Very High verbal interpretation.

This implies that, as a whole, respondents strongly agree that the community actively supports and engages with the school to promote student learning.

In summary, the findings suggest that stakeholders' engagement in community support is very strong. The relatively higher standard deviation indicates some variation in perceptions among respondents, particularly regarding active collaboration, though overall agreement remains high.

Engagement grows when parents show up, teachers team with neighbors, or principals link with local efforts. Results improve - grades rise, motivation strengthens - not by chance but through steady participation shaping daily learning spaces.

Table 13 shows the level of stakeholders' engagement in terms of organization partnership. The results reveal that the school actively seeking out and maintaining meaningful relationships with community organizations obtained the highest mean score of 6.35 with a standard deviation of 0.69, indicating a Strongly Agree response from the respondents. On the other hand, the school having strong collaborative partnerships with local organizations registered the lowest mean score of 6.17 with a standard deviation of 0.69, reflecting strong agreement and consistency in respondents' perceptions.

The level of stakeholders' engagement in terms of organization partnership attained an overall weighted mean of 6.27 and a standard deviation of 0.60, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that the school maintains effective and meaningful partnerships with local organizations to enhance educational programs and provide additional resources.

Table 13. Level of Stakeholders' Engagement in terms of Organization Partnership

Statements	Mean	SD	Remarks
The school has strong collaborative partnerships with local organizations.	6.17	0.69	Strongly Agree
Partnerships with organizations enhance the quality of educational programs offered.	6.25	0.73	Strongly Agree
The school effectively communicates and coordinates with partner organizations.	6.20	0.66	Strongly Agree
Organizational partnerships provide valuable resources and support to the school.	6.35	0.66	Strongly Agree
The school actively seeks out and maintains meaningful relationships with community organizations.	6.35	0.69	Strongly Agree
Weighted Mean	6.27		
SD	0.60		
Verbal Interpretation	Very High		

In summary, the findings suggest that stakeholders' engagement in organization partnerships is very strong. The low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the school's ability to establish and sustain collaborative organizational relationships.

Table 14 shows the level of stakeholders' engagement in terms of parents' involvement. The results reveal that the school effectively involving parents in decision-making processes obtained the highest mean score of 6.33 with a standard deviation of 0.91, indicating a Strongly Agree response from the respondents. On the other hand, parents regularly communicating with teachers about their children's progress registered the lowest mean score of 5.76 with a standard deviation of 1.18, reflecting strong agreement but a wider variation in respondents' perceptions.

The level of stakeholders' engagement in terms of parents' involvement attained an overall weighted mean of 5.97 and a standard deviation of 0.93, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that parents actively participate in school activities, provide support for their children's learning, and are engaged in school decision-making.

In summary, the findings suggest that stakeholders' engagement in parents' involvement is very strong. The relatively higher standard deviation indicates some variation in perceptions among respondents, particularly regarding communication with teachers, though overall agreement remains high.

Table 14. Level of Stakeholders' Engagement in terms of Parents Involvement

Statements	Mean	SD	Remarks
Parents actively participate in school events and activities.	5.90	1.11	Strongly Agree
Parents regularly communicate with teachers about their children's progress.	5.76	1.18	Strongly Agree
Parents provide support and encouragement for their children's learning at home.	5.90	0.99	Strongly Agree
The school effectively involves parents in decision-making processes.	6.33	0.91	Strongly Agree
Parents attend parent-teacher meetings and contribute to discussions about student development.	5.96	0.98	Strongly Agree
Weighted Mean	5.97		
SD	0.93		
Verbal Interpretation	Very High		

Schools that involve parents usually see more backing from neighbors and organizations (Smith & Williams, 2024). What shows up might be money for activities, helpers inside classrooms, or teamwork with nearby shops - all adding depth to school days. When parents, teachers, and neighbors work together, something quiet and strong takes shape. It wraps around kids, grownups, schools - all without fanfare.

However, even though despite all the benefits of family participation and neighbors stand out, real-world hurdles and problems often block meaningful teamwork and its essence.

Table 15 shows the level of stakeholders' engagement in terms of teachers and staff collaboration. The results reveal that collaboration among teachers and staff positively impacting the school environment obtained the highest mean score of 6.63 with a standard deviation of 0.48, indicating a Strongly Agree response from the respondents. On the other hand, staff members collaborating to solve problems related to student learning registered the lowest mean score of 6.46 with a standard deviation of 0.62, reflecting strong agreement and consistency in respondents' perceptions.

The level of stakeholders' engagement in terms of teachers and staff collaboration attained an overall weighted mean of 6.56 and a standard deviation of 0.48, which corresponds to a Very High verbal interpretation. This implies that, as a whole, respondents strongly agree that teachers and staff actively collaborate, share resources, engage in discussions, and practice teamwork to enhance teaching and the school environment.

Table 15. Level of Stakeholders' Engagement in terms of Teachers and Staff Collaboration

Statements	Mean	SD	Remarks
Teachers regularly share instructional materials and resources with colleagues.	6.47	0.58	Strongly Agree
Staff members collaborate to solve problems related to student learning.	6.46	0.62	Strongly Agree
Teachers engage in discussions to improve teaching practices and student outcomes.	6.59	0.57	Strongly Agree
Collaboration among teachers and staff positively impacts the school environment.	6.63	0.48	Strongly Agree
Teamwork and joint planning among teachers are encouraged and practiced in this school.	6.62	0.49	Strongly Agree
Weighted Mean	6.56		
SD	0.48		
Verbal Interpretation	Very High		

In summary, the findings suggest that stakeholders' engagement in teachers and staff collaboration is very strong. The low standard deviation indicates a shared and uniform perception among respondents, pointing to a strong consensus regarding the effectiveness of collaborative practices within the school.

Table 16 shows the level of stakeholders' engagement in terms of local government initiatives. The results reveal that providing adequate support for educational programs obtained the highest mean score of 6.09 with a standard deviation of 0.90, indicating a Strongly Agree response from the respondents. On the other hand, the local government effectively initiating actions to address the needs of the school community registered the lowest mean score of 5.99 with a standard deviation of 1.01, reflecting strong agreement but a wider variation in respondents' perceptions.

Table 16. Level of Stakeholders' Engagement in terms of Local Government Initiatives

Statements	Mean	SD	Remarks
Provides adequate support for educational programs.	6.09	0.90	Strongly Agree
Local government projects improve the school's infrastructure and facilities.	6.02	1.01	Strongly Agree
There is clear communication from the local government about ongoing initiatives.	6.00	0.91	Strongly Agree
Initiates effectively to address the needs of the school community.	5.99	1.01	Strongly Agree
Effectively promotes sustainable development in the school community.	6.03	0.93	Strongly Agree
Weighted Mean	6.02		
SD	0.91		
Verbal Interpretation	Very High		

The level of stakeholders' engagement in terms of local government initiatives attained an overall weighted mean of 6.02 and a standard deviation of 0.91, which corresponds to a Very High verbal interpretation. This implies that, as a whole,

respondents strongly agree that local government initiatives support the school through projects, communication, and programs that enhance educational outcomes and community development.

In summary, the findings suggest that stakeholders' engagement in local government initiatives is very strong. The relatively higher standard deviation indicates some variation in perceptions among respondents regarding the effectiveness and visibility of initiatives, though overall agreement remains high.

Level of School Performance

In this study, the level of school performance refers to the extent to which performance standards and targets are achieved based on established evaluation tools. The Individual Performance Commitment and Review Form (IPCRF) measures the performance of individual personnel, including the attainment of assigned objectives, demonstration of core behavioral competencies, and overall work accomplishments within the rating period. On the other hand, the Office Performance Commitment and Review Form (OPCRF) evaluates the overall performance of the school as an office, focusing on the accomplishment of organizational targets, program implementation, service delivery, and alignment with institutional goals.

The following tables present the performance ratings, mean scores, standard deviations, remarks, and verbal interpretations based on the collected data.

Table 17. Level of School Performance in Terms of Individual Performance Commitment and Review Form (IPCRF)

School Year	N	Lowest Mean	Highest Mean	Weighted Mean	Standard Deviation	Descriptive Adjectival Rating
IPCR 2022-2023	195	3.98	4.83	4.46	0.15	Very Satisfactory
IPCR 2023-2024	195	3.70	4.91	4.43	0.19	Very Satisfactory
IPCR 2024-2025	195	3.63	4.83	4.44	0.18	Very Satisfactory

Table 17 shows the level of school performance in terms of the Individual Performance Commitment and Review Form (IPCRF).

The results reveal that the highest weighted mean of 4.4646 with a standard deviation of 0.15537 was obtained for the IPCR 2022–2023, indicating a very strong performance and consistency in the respondents' evaluations for data analysis. On the other hand, the IPCR 2023–2024 registered the lowest weighted mean of 4.43 with a standard deviation of 0.19, reflecting slightly lower performance but still indicating very high agreement among respondents regarding individual commitment and review outcomes.

The overall analysis of the IPCRF across the three periods shows that the level of school performance in terms of individual performance commitment is consistently very high. The relatively low standard deviations indicate uniformity in the respondents' perceptions, highlighting that school

personnel consistently meet and uphold their individual performance commitments effectively.

In summary, the findings suggest that the school demonstrates very strong performance as measured through the IPCRF. Teachers and staff consistently fulfill their individual objectives, maintain accountability, and contribute to the overall success of the school's programs. Schools use this tool to define what they want to achieve, then check progress over time while spotting gaps that need attention. Because it follows a clear process, the IPCRF supports better results in schools by shaping constructive comments and guiding ongoing growth.

Table 18. Level of School Performance in terms of Office Performance Commitment and Review Form (OPCRF)

School Year	N	Lowest Mean	Highest Mean	Weighted Mean	Standard Deviation	Descriptive Adjectival Rating
OPCR 2022-2023	195	4.31	4.64	4.47	0.09	Very Satisfactory
OPCR 2023-2024	195	4.40	4.65	4.55	0.07	Outstanding
OPCR 2024-2025	195	4.54	4.66	4.58	0.04	Outstanding

Table 18 shows the level of school performance in terms of the Office Performance Commitment and Review Form (OPCRF). The results reveal that the OPCR 2024–2025 obtained the highest weighted mean of 4.58 with a standard deviation of 0.04, indicating a Strongly Agree response and remarkable consistency in the evaluation of office performance. On the other hand, the OPCR 2022–2023 registered the lowest weighted mean of 4.47 with a standard deviation of 0.09, reflecting very high performance and consistency, though slightly lower compared to the most recent period.

The level of school performance in terms of OPCR across the three periods attained consistently high scores, with low standard deviations indicating uniformity in the respondents' perceptions. This implies that, as a whole, the school consistently meets office performance standards, efficiently carries out its institutional objectives, and maintains accountability in its operations.

In summary, the findings suggest that the school demonstrates very strong office performance. The consistently high weighted means and low standard deviations indicate that the school's administrative processes and program implementations are effectively executed, contributing to the overall success and smooth functioning of the school.

Relationship Between School Heads' Management Qualities and Stakeholders' Engagement

In this study, school heads' management qualities include personal characteristics, leadership behaviors, organizational management, professional development and change adaptability. Stakeholders' engagement, on the other hand, covers community support, organization partnership, parents'

involvement, teachers and staff collaboration and Local government initiatives.

Table 19 presents the correlation results between school heads' management qualities and stakeholders' engagement, including the computed correlation coefficient, level of significance, and corresponding interpretation.

Table 19. Relationship between School Heads' Management Qualities and Stakeholders' Engagement

Correlations		CS	OP	PI	T&SC	LGI
Personal Characteristics	Pearson Correlation	0.111	.304**	0.112	.170*	.246**
	Sig. (2-tailed)	0.122	0.000	0.117	0.017	0.001
	N	195	195	195	195	195
Leadership Behaviors	Pearson Correlation	0.107	.303**	0.080	0.114	.244**
	Sig. (2-tailed)	0.134	0.000	0.266	0.112	0.001
	N	195	195	195	195	195
Organizational Management	Pearson Correlation	0.077	.316**	0.056	.153*	.253**
	Sig. (2-tailed)	0.283	0.000	0.437	0.032	0.000
	N	195	195	195	195	195
Professional Development	Pearson Correlation	0.038	.241**	0.010	0.124	.169*
	Sig. (2-tailed)	0.602	0.001	0.891	0.084	0.018
	N	195	195	195	195	195
Change Adaptability	Pearson Correlation	0.061	.257**	0.026	.172*	.223**
	Sig. (2-tailed)	0.399	0.000	0.720	0.016	0.002
	N	195	195	195	195	195

The results reveal that among the five management qualities, Leadership Behaviors, Organizational Management, Professional Development, and Change Adaptability exhibit significant positive relationships with multiple aspects of stakeholders' engagement.

For instance, Leadership Behaviors show a strong positive correlation with Organization Partnership ($r = 0.303$, $p = 0.000$) and Local Government Initiatives ($r = 0.244$, $p = 0.001$), indicating that effective leadership practices are associated with higher engagement from organizations and local government. Similarly, Organizational Management correlates significantly with Organization Partnership ($r = 0.316$, $p = 0.000$), Teachers and Staff Collaboration ($r = 0.153$, $p = 0.032$), and Local Government Initiatives ($r = 0.253$, $p = 0.000$), reflecting that well-organized school management positively impacts stakeholders' participation.

Other management qualities, such as Personal Characteristics and Change Adaptability, also show significant positive relationships with some dimensions of engagement, particularly Organization Partnership, Teachers and Staff Collaboration, and Local Government Initiatives, with p -values less than 0.05, suggesting meaningful associations. In contrast, correlations with Community Support and Parents Involvement were generally weaker and not statistically significant for most management qualities.

In summary, the findings suggest that school heads' management qualities have a significant relationship with stakeholders' engagement. Specifically, effective leadership behaviors, organized management, professional development initiatives, and adaptability to change contribute to stronger engagement among organizational partners, teachers, staff, and local government units. This implies that enhancing school heads' management practices can further strengthen stakeholder involvement and collaboration in school programs.

Relationship Between School Heads' Management Qualities and School Performance

In this study, school heads' management qualities include personal characteristics, leadership behaviors, organizational management, professional development and change adaptability. School performance, on the other hand, is measured in terms of the Individual Performance Commitment and Review Form (IPCRF) and the Office Performance Commitment and Review Form (OPCRF).

Table 20 presents the correlation results between school heads' management qualities and school performance, including the computed correlation coefficient, level of significance, and corresponding interpretation.

Table 20 presents the correlation between school heads' management qualities and school performance, measured through the Individual Performance Commitment and Review Form (IPCRF) and the Office Performance Commitment and Review Form (OPCRF) across three academic periods. The table shows significance levels for Personal Characteristics (PC), Leadership Behaviors (LB), Organizational Management (OM), Professional Development (PD), and Change Adaptability (CA).

The results reveal that most management qualities in terms of personal characteristics, leadership behaviors, organizational management, and professional development show weak and non-significant correlations with both IPCRF and OPCR scores, with p -values greater than 0.05. For instance, Personal Characteristics exhibited a very low correlation with the average IPCRF ($r = -0.052$, $p = 0.474$) and average OPCR ($r = -0.055$, $p = 0.449$), indicating no significant relationship between the qualities and school performance.

However, Change Adaptability showed a significant negative correlation with OPCR 2022–2023 ($r = -0.143$, $p = 0.046$), suggesting that, in that period, adaptability of school heads was inversely related to office performance outcomes. Despite this, correlations for change adaptability with other periods and with the average IPCRF and OPCR were not significant, indicating that this relationship may not be consistent across time.

In summary, the findings suggest that, overall, school heads' management qualities have limited or no significant relationship with school performance as measured by IPCRF and OPCR. While adaptability showed a minor, significant relationship in one period, the overall implication is that individual management qualities alone may not directly influence measurable school performance outcomes. This

highlights the potential importance of other factors, such as teacher performance, school resources, and systemic support,

in determining overall school effectiveness.

Table 20. Relationship between School Heads' Management Qualities and School Performance

Correlations		IPCR 22-23	IPCR 23-24	IPCR 24-25	OPCR 22-23	OPCR 23-24	OPCR 24-25	AVERAGE IPCR	AVERAGE OPCR
Personal Characteristics	Pearson Correlation	-0.041	-0.065	0.009	-0.127	0.050	-0.031	-0.052	-0.055
	Sig. (2-tailed)	0.569	0.367	0.906	0.077	0.485	0.669	0.474	0.449
	N	195	195	195	195	195	195	195	195
Leadership Behaviors	Pearson Correlation	-0.041	-0.077	-0.014	-0.101	0.053	-0.036	-0.071	-0.041
	Sig. (2-tailed)	0.574	0.284	0.846	0.159	0.462	0.613	0.324	0.568
	N	195	195	195	195	195	195	195	195
Organizational Management	Pearson Correlation	-0.019	-0.066	-0.054	-0.123	0.035	-0.069	-0.077	-0.068
	Sig. (2-tailed)	0.790	0.361	0.450	0.087	0.625	0.334	0.283	0.346
	N	195	195	195	195	195	195	195	195
Professional Development	Pearson Correlation	-0.095	0.039	0.015	-0.066	0.121	0.028	-0.014	0.021
	Sig. (2-tailed)	0.186	0.591	0.835	0.363	0.093	0.698	0.848	0.769
	N	195	195	195	195	195	195	195	195
Change Adaptability	Pearson Correlation	0.005	-0.029	-0.021	-.143*	0.024	-0.069	-0.026	-0.083
	Sig. (2-tailed)	0.946	0.691	0.770	0.046	0.739	0.335	0.719	0.248
	N	195	195	195	195	195	195	195	195

Table 21. Relationship between School Factors in Effective Teaching and Stakeholders' Engagement

Correlations		CS	OP	PI	T&SC	LGI
Classroom Management	Pearson Correlation	-0.083	0.075	-0.116	.207**	0.082
	Sig. (2-tailed)	0.246	0.297	0.105	0.004	0.256
	N	195	195	195	195	195
Teacher Personality	Pearson Correlation	0.058	.207**	0.077	.160*	.193**
	Sig. (2-tailed)	0.418	0.004	0.283	0.025	0.007
	N	195	195	195	195	195
Instructional Support	Pearson Correlation	0.004	.176*	-0.022	0.134	0.134
	Sig. (2-tailed)	0.957	0.014	0.757	0.061	0.061
	N	195	195	195	195	195
Teaching and Learning Facilities	Pearson Correlation	-0.034	-0.034	-0.024	0.120	0.092
	Sig. (2-tailed)	0.637	0.637	0.741	0.095	0.198
	N	196	196	196	196	196
Teacher-Student Ratio	Pearson Correlation	-0.024	-0.076	-0.026	-0.060	0.035
	Sig. (2-tailed)	0.741	0.291	0.722	0.400	0.630
	N	195	195	195	195	195
Management Support	Pearson Correlation	-0.073	0.061	-0.034	.168*	0.067
	Sig. (2-tailed)	0.312	0.399	0.634	0.019	0.348
	N	195	195	195	195	195

Stakeholders' Relationship Between School Factors in Effective Teaching and Engagement

In this study, school factors in effective teaching include classroom management, teacher personality, instructional support, teaching and learning facilities, teacher-student ratio, and management support. Stakeholders' engagement, on the other hand, covers community support, organization partnership, parents' involvement, teachers and staff collaboration, and local government initiatives.

Table 21 presents the correlation results between school factors in effective teaching and stakeholders' engagement, including the computed correlation coefficient, level of significance, and corresponding interpretation.

Table 21 presents the correlation between school factors in effective teaching and stakeholders' engagement. It shows the Pearson correlation coefficients and significance levels for Classroom Management (CM), Teacher Personality (TP),

Instructional Support (IS), Teaching and Learning Facilities (TLF), Teacher-Student Ratio (TSR), and Management Support (MS) in relation to Community Support (CS), Organization Partnership (OP), Parents Involvement (PI), Teachers and Staff Collaboration (TSC), and Local Government Initiatives (LGI).

The results reveal that several school factors have significant positive relationships with specific aspects of stakeholders' engagement. For example, Classroom Management shows a significant positive correlation with Teachers and Staff Collaboration ($r = 0.207$, $p = 0.004$), suggesting that well-managed classrooms encourage better collaboration among school personnel. Similarly, Teacher Personality is significantly correlated with Organization Partnership ($r = 0.207$, $p = 0.004$),

Teachers and Staff Collaboration ($r = 0.160$, $p = 0.025$), and Local Government Initiatives ($r = 0.193$, $p = 0.007$),

indicating that teachers' professionalism and interpersonal skills positively influence stakeholder involvement.

Instructional Support also shows a significant positive correlation with Organization Partnership ($r = 0.176$, $p = 0.014$), while Management Support is significantly related to Teachers and Staff Collaboration ($r = 0.168$, $p = 0.019$). On the other hand, Teaching and Learning Facilities and Teacher-Student Ratio did not show significant correlations with any aspect of stakeholders' engagement, suggesting that these factors may have a limited direct impact on stakeholder participation.

In summary, the findings suggest that school factors in effective teaching—particularly Classroom Management, Teacher Personality, Instructional Support, and Management Support have significant relationships with stakeholders' engagement. This implies that fostering positive teacher behaviors, supporting classroom management, and providing appropriate instructional and managerial support can enhance collaboration and active involvement of stakeholders in school programs.

Relationship Between School Factors in Effective Teaching and School Performance

In this study, school factors in effective teaching include classroom management, teacher personality, instructional support, teaching and learning facilities, teacher-student ratio, and management support. School performance, on the other hand, is measured in terms of the Individual Performance Commitment and Review Form (IPCRF) and the Office Performance Commitment and Review Form (OPCRF).

Table 22 presents the correlation results between school factors in effective teaching and school performance, including the computed correlation coefficient, level of significance, and corresponding interpretation. This shows the correlation between school factors in effective teaching and school performance, measured through the Individual Performance Commitment and Review Form (IPCRF) and the Office Performance Commitment and Review Form (OPCRF) across three academic periods.

Table 22. Relationship between School Factors in Effective Teaching and School Performance

Correlations		I	I	I	O	O	O	AVERAGE	AVERAGEOPCR
Classroom Management	Pearson Correlation	22-23	23-24	24-25	22-23	23-24	24-25	IPCR	-0.078
	Sig. (2-tailed)	0.082	-0.019	-0.034	-0.146*	0.030	-0.053	0.008	
	N	0.255	0.794	0.632	0.042	0.674	0.463	0.910	0.278
Teacher Personality	Pearson Correlation	195	195	195	195	195	195	195	195
	Sig. (2-tailed)	-0.080	-0.050	-0.025	-0.135	-0.077	-0.055	-0.080	-0.116
	N	0.267	0.485	0.727	0.061	0.283	0.445	0.265	0.105
Instructional Support	Pearson Correlation	195	195	195	195	195	195	195	195
	Sig. (2-tailed)	-0.058	0.059	0.110	-0.210**	-0.037	-0.088	0.069	-0.148*
	N	0.424	0.414	0.125	0.003	0.605	0.220	0.340	0.038
Teaching and Learning Facilities	Pearson Correlation	195	195	195	195	195	195	195	195
	Sig. (2-tailed)	0.061	-0.008	0.018	-0.059	0.091	0.040	0.034	0.015
	N	0.394	0.916	0.807	0.410	0.208	0.574	0.635	0.833
Teacher-Student Ratio	Pearson Correlation	195	195	195	195	195	195	195	195
	Sig. (2-tailed)	0.025	-0.070	0.033	0.136	0.101	0.106	-0.010	0.139
	N	0.727	0.333	0.643	0.057	0.160	0.140	0.895	0.052
Management Support	Pearson Correlation	195	195	195	195	195	195	195	195
	Sig. (2-tailed)	-0.002	-0.088	-0.028	0.026	0.106	0.011	-0.067	0.060
	N	0.977	0.223	0.696	0.722	0.139	0.877	0.351	0.408
		195	195	195	195	195	195	195	195

The table shows the Pearson correlation coefficients and significance levels for Classroom Management (CM), Teacher Personality (TP), Instructional Support (IS), Teaching and Learning Facilities (TLF), Teacher-Student Ratio (TSR), and Management Support (MS).

The results reveal that among the school factors, Instructional Support and Classroom Management exhibit significant relationships with specific aspects of school performance. Instructional Support shows a significant negative correlation with OPCR 2022–2023 ($r = -0.210$, $p = 0.003$) and with the average OPCR ($r = -0.148$, $p = 0.038$), suggesting that variations in instructional support may have influenced office performance outcomes during these periods.

Classroom Management also shows a significant negative correlation with OPCR 2022–2023 ($r = -0.146$, $p = 0.042$), indicating a modest inverse relationship between classroom

management practices and office performance for that specific period.

Other school factors, including Teacher Personality, Teaching and Learning Facilities, Teacher-Student Ratio, and Management Support, did not show statistically significant correlations with IPCRF or OPCR across the periods, implying that these factors may have limited direct influence on measurable school performance outcomes.

In summary, the findings suggest that while certain school factors, particularly Instructional Support and Classroom Management, show some significant associations with school performance, most effective teaching factors do not have a strong or consistent relationship with either individual or office performance. This indicates that school performance may depend on a combination of multiple factors beyond classroom practices, including systemic support, leadership, and resource allocation.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it can be concluded that school heads' management qualities have a significant relationship with stakeholders' engagement. Thus, the hypothesis is rejected. School leaders who demonstrate effective personal characteristics, leadership behaviors, organizational management, professional development, and change adaptability positively influence the active participation and collaboration of teachers, staff, parents, community members, and local organizations in school activities and initiatives. This highlights the important role of competent management in fostering a supportive and collaborative school environment.

The study revealed that school heads' management qualities do not have a direct significant relationship with measurable school performance. While leadership qualities enhance school operations, decision-making, and stakeholder involvement, formal performance outcomes as measured by IPCRF and OPCR are influenced by additional factors beyond management practices alone.

Moreover, the study confirmed that some school factors in effective teaching have a significant relationship with stakeholders' engagement. Thus, the hypothesis is accepted. Teacher personality, classroom management, instructional support, and management support contribute to creating an environment that encourages collaboration, participation, and shared responsibility among all stakeholders. This emphasizes that effective teaching conditions are not the sole basis for fostering an engaged school community.

However, school factors in effective teaching have only a partial relationship with school performance. Thus, the hypothesis is accepted, the classroom management and instructional support positively impact some performance measures; other factors, such as teacher-student ratio, facilities, and general management support, show a limited direct effect. This suggests that school performance is determined by a combination of teaching conditions, leadership practices, and other external or systemic factors.

Based on the findings and conclusions drawn from this study, the following recommendations:

School heads are encouraged to further develop their personal characteristics, leadership behaviors, organizational management, professional development, and adaptability to effectively guide the school. By enhancing these management qualities, they can foster stronger relationships with teachers,

staff, parents, and the community, thereby increasing stakeholder engagement and promoting a positive school climate.

Teachers and staff should maintain high standards in classroom management, exhibit professional and approachable personalities, provide instructional support, and utilize available teaching and learning facilities effectively. Ensuring an optimal teacher-student ratio and seeking support from management will enhance teaching effectiveness, facilitate collaborative learning, and contribute to overall school performance.

Parents, community members, local government units, and partner organizations are encouraged to remain actively involved in school activities, decision-making, and program implementation. Strengthening communication, partnerships, and collaborative initiatives with teachers and school management will support student learning and improve the quality of education provided.

School heads and teachers should prioritize continuous monitoring and evaluation of individual and office performance commitments. By fostering a culture of accountability, providing constructive feedback, and supporting professional development, schools can maintain high performance standards and achieve better educational outcomes.

For future researchers, conduct further studies to explore additional factors affecting school performance beyond management qualities and teaching conditions, such as external policies, socio-economic factors, and community resources. Investigate the long-term impact of management practices and stakeholder engagement on student learning outcomes and overall school improvement.

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