

Leadership Capacities of School Administrators to Implementing School-Based Management

Michelle G. Tagara ¹

1 – Philippine Christian University

Publication Date: August 10, 2026

DOI: [10.5281/zenodo.21869724](https://doi.org/10.5281/zenodo.21869724)

Abstract

Leadership is a pivotal factor in ensuring school effectiveness, particularly under the School-Based Management (SBM) framework in the Philippines, which grants schools autonomy in governance, planning, budgeting, and resource mobilization. This study assessed the accountability and leadership capacities of school heads across the level of school heads' accountability is examined through five interrelated leadership dimensions: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections. Using a descriptive-survey design, data were collected from teaching personnel through a structured Likert-scale instrument comprising 25 indicators measuring school heads' accountability. Results reveal that school heads demonstrate high accountability across all domains, with the strongest performance observed in fostering professional development and promoting stakeholder engagement. Strategic leadership and operational management also received consistently high ratings, reflecting effective oversight, transparency, and resource management, while instructional leadership highlighted the prioritization of student-centered approaches and 21st-century skills development. Analyses further indicate that perceptions of leadership capacities are significantly influenced by educational attainment, years of service, and plantilla position, whereas age and gender do not produce significant differences. These findings suggest that experience, professional expertise, and hierarchical roles enhance evaluative insight into school leadership practices. The study underscores the necessity of continuous capacity-building initiatives, targeted professional development, and stakeholder engagement strategies to strengthen accountability, support SBM implementation, and improve school performance, ultimately fostering a culture of shared responsibility and enhanced student learning outcomes.

Keywords: Leadership capacities, accountability, School-Based Management, instructional leadership, governance, professional development, Philippines, school improvement

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Leadership plays a vital role in shaping the overall quality, governance, and performance of educational institutions. In the Philippine basic education system, School-Based Management (SBM) serves as a central reform initiative that decentralizes decision-making and empowers school heads to steer instructional improvement and operational effectiveness. By granting schools greater autonomy in planning, budgeting, and resource utilization, SBM aims to strengthen the responsiveness of schools to their unique contexts while ensuring that learning outcomes remain at the core of governance processes.

The issuance of DepEd Order No. 007, s. 2024 reinforces and modernizes this mandate by emphasizing the direct link between SBM and improved student learning. The policy calls on school administrators to uphold high standards in curriculum delivery, foster inclusive and learner-centered environments, promote meaningful stakeholder engagement, and implement transparent governance mechanisms. At the heart of this directive is the principle of accountability, which requires school leaders to be answerable for decisions, resource management, and the achievement of school performance targets. Accountability ensures that school autonomy is exercised responsibly and that school operations remain aligned with national education priorities.

Within this framework, the leadership capacities of principals and school heads become indispensable to the successful and sustainable implementation of SBM. Their ability to establish robust accountability structures, coordinate participatory processes, and maintain transparent management practices directly influences the effectiveness of school governance. As the Philippine education landscape continues to pursue quality, equity, and learner-centered reforms, strengthening the accountability-driven leadership capacities of school administrators becomes essential to achieving long-term improvements in school performance and student learning outcomes.

Background of the Study

This study is anchored on the premise that strong and accountable school leadership plays a critical role in ensuring the effective implementation of School-Based Management (SBM). Accountability in school leadership extends beyond compliance with policies; it encompasses strategic decision-making, responsible resource management, instructional leadership, continuous professional development, and meaningful stakeholder engagement. The 2024 Department of Education (DepEd) SBM Framework emphasizes governance and accountability as central mechanisms through which school autonomy translates into improved educational outcomes.

The DepEd SBM Framework outlines six core principles: Curriculum and Teaching; Learning Environment; Leadership; Governance and Accountability; Human Resource and Team Development; and Finance and Resource Management and Mobilization. These principles collectively highlight that school effectiveness largely depends on how school heads exercise accountability in their leadership functions. In this study, the level of school heads'

accountability is examined through five interrelated leadership dimensions: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections.

Leading Strategically reflects the capacity of school heads to set clear directions aligned with the school's vision, mission, and improvement goals. Strategic leadership requires evidence-based planning, alignment of School Improvement Plans (SIP) and Annual Implementation Plans (AIP) with DepEd priorities, and the consistent monitoring of progress toward desired outcomes. Accountability in this dimension is demonstrated through transparent decision-making, goal-setting, and performance tracking.

Managing School Operations and Resources underscores accountability in ensuring that school systems, processes, and resources are efficiently and transparently utilized. This includes financial management, proper documentation, compliance with procurement and reporting standards, and the ethical use of school funds. Effective accountability in this area strengthens trust among stakeholders and ensures that resources directly support teaching and learning priorities.

Focusing on Teaching and Learning places accountability at the core of instructional leadership. School heads are expected to ensure that curriculum implementation, classroom instruction, and assessment practices align with national standards and learner needs. This dimension emphasizes monitoring teaching performance, supporting instructional innovations, and using learner performance data to inform decisions. Without strong accountability mechanisms, improvements in teaching quality and learner outcomes may remain inconsistent.

Developing Self and Others highlights the accountability of school heads in building human capital within the school. This involves supporting teachers' professional growth, promoting collaborative learning cultures, and ensuring that staff development initiatives are aligned with school goals. School heads are accountable for fostering a performance-oriented environment where roles are clearly defined, expectations are communicated, and professional responsibilities are upheld.

Building Connections emphasizes accountability in engaging parents, community members, local government units, and other stakeholders as partners in school governance. Transparent communication, participatory decision-making, and shared responsibility strengthen SBM implementation. When school heads actively build and sustain partnerships, accountability becomes a collective practice rather than an isolated administrative function.

Despite the institutionalization of SBM and continuous leadership development initiatives by DepEd, variations in the level of school heads' accountability persist across schools. These disparities suggest that not all school leaders consistently demonstrate accountability across the five leadership dimensions. Weak accountability may result in limited stakeholder participation, fragmented planning and monitoring processes, unclear leadership roles, and inefficient resource utilization—ultimately affecting school performance and learner outcomes.

These challenges are evident in Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School in the Division of Taguig City and Pateros. Based on the researcher's field observations and professional engagement, existing SBM structures are in place; however,

accountability-related gaps remain. These include inconsistent monitoring of SIP and AIP implementation, limited stakeholder involvement in governance processes, weak documentation systems, unclear role delineation among school leaders, and challenges in ensuring transparency in resource management.

In this context, the present study seeks to examine the level of school heads' accountability in Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School across the five interrelated leadership dimensions. Specifically, it aims to identify strengths and gaps in leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. The findings of the study served as a basis for developing a targeted leadership development plan to strengthen accountability mechanisms in alignment with DepEd Order No. 007, s. 2024.

Ultimately, this study aims to contribute to the enhancement of school leadership practices, promote a culture of shared accountability, and support the effective implementation of SBM. By strengthening school heads' accountability across key leadership dimensions, the study envisions improved governance, increased stakeholder trust, and sustained improvements in school performance and student learning outcomes.

Review of Related Literature and Studies

Leading Strategically. Strategic leadership refers to the ability of school heads to envision a clear direction for their schools, set priorities, allocate resources effectively, and ensure that decisions align with long-term institutional goals. In the context of School-Based Management (SBM), strategic leadership becomes critical because school heads are granted autonomy to make decisions that directly affect teaching, learning, and resource allocation (Lauta, 2025). Strategic leaders not only set the school's vision but also ensure that this vision is translated into actionable plans, such as the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), while involving key stakeholders in the decision-making process (Lauta, 2025).

Research indicates that strategic leadership directly impacts accountability by fostering transparent, goal-oriented processes. Leaders who plan strategically are better able to monitor progress, anticipate challenges, and adapt interventions, which increases the likelihood of achieving institutional goals (Lauta, 2025). Moreover, strategic leadership is essential in managing the complexity of educational reforms, as it allows school heads to align local initiatives with national standards, such as the DepEd SBM Framework. Philippine studies further show that schools with principals who demonstrate strong strategic leadership have more coherent program implementation and better coordination among staff, resulting in improved instructional outcomes and organizational efficiency (Lauta, 2025).

Strategic leadership also emphasizes decision-making based on evidence and stakeholder input. Leaders who consult teachers, parents, and community representatives when planning school activities cultivate shared ownership of school goals, enhancing transparency and accountability (Lauta, 2025). Thus, accountability in strategic leadership is not simply a measure of compliance; it reflects the school head's ability to lead intentionally and inclusively, ensuring that plans are both actionable and aligned with the school's long-term vision.

Managing School Operations and Resources. Managing school operations and resources involves the systematic coordination of human, financial, and material resources to support the school's educational mission. Accountability in this area includes ensuring that resources are used efficiently, ethically, and transparently, and that operational decisions align with the school's instructional goals (Principals' School Management Styles and Teacher Motivation, 2023). Effective operational management entails maintaining proper documentation, adhering to budgetary guidelines, supervising school facilities, and ensuring compliance with reporting requirements.

Recent studies in the Philippines highlight that operational management practices directly influence both teacher performance and student outcomes. For example, principals who employ democratic and participative management styles tend to create environments where teachers feel motivated, supported, and engaged, which in turn enhances school productivity and accountability (Principals' School Management Styles and Teacher Motivation, 2023). Conversely, schools where operational management is weak often face resource mismanagement, unclear processes, and limited stakeholder trust, which can compromise the quality of teaching and learning.

Furthermore, managing operations is closely intertwined with strategic and instructional leadership. Leaders who strategically allocate resources toward instructional priorities—such as learning materials, teacher training, or classroom technologies—demonstrate an integrated approach to accountability that connects school operations to educational outcomes (Principals' School Management Styles and Teacher Motivation, 2023). In SBM schools, operational management becomes particularly significant, as school heads are responsible for ensuring that autonomy translates into effective resource utilization and enhanced student learning.

Focusing on Teaching and Learning. Instructional leadership, or focusing on teaching and learning, is widely recognized as a central function of school leadership accountability. This dimension emphasizes the school head's responsibility to monitor, support, and improve classroom instruction and curriculum implementation (Magboo et al., 2023). Leaders in this domain engage teachers in reflective practice, facilitate collaborative planning, and ensure that instruction aligns with national learning competencies and standards, while addressing the diverse needs of learners.

Empirical evidence from Philippine studies indicates that school heads who actively focus on teaching and learning influence teacher engagement, instructional quality, and student performance (Rivera, 2024; Rupole & Ching, 2025). Principals who participate in curriculum monitoring, provide constructive feedback, and support teacher innovation create a culture of instructional excellence, which is crucial for SBM implementation (Magboo et al., 2023). Accountability in this area is demonstrated through systematic observation, performance assessment, and data-driven decision-making, ensuring that instructional practices are aligned with school goals.

Research also highlights the importance of integrating instructional leadership with other accountability dimensions. For instance, focusing on teaching and learning complements strategic planning, operational management, and professional development initiatives.

Together, these efforts ensure that resources, personnel, and school programs are effectively aligned to improve student outcomes and institutional performance (Rivera, 2024).

Developing Self and Others. Developing self and others refers to leadership practices that promote continuous professional growth for both school heads and their staff. Accountability in this dimension involves creating structured opportunities for teachers' professional development, mentoring, and coaching, while also modeling reflective practice and lifelong learning for school personnel (Esguerra & Quinito, 2025). Leaders who prioritize professional growth foster a culture of continuous improvement, collaboration, and responsibility among staff members.

Philippine research demonstrates that when school heads actively support teacher development, there is an increase in teacher motivation, instructional competence, and accountability in classroom practices (Esguerra & Quinito, 2025). Professional development initiatives that are aligned with school improvement goals enhance staff capacity to implement effective teaching strategies and contribute to the successful achievement of institutional objectives.

Developing self and others also reinforces the other dimensions of accountability. Leaders who engage in reflective practice are better equipped to make strategic decisions, manage operations effectively, and focus on instructional improvement. Moreover, investing in staff growth ensures that accountability is shared across the school community, creating a culture in which teachers and administrators collectively uphold educational standards and ethical practices (Esguerra & Quinito, 2025).

Building Connections. Building connections emphasizes the importance of stakeholder engagement, collaboration, and relationship-building in promoting accountability. Leaders who foster strong connections with parents, communities, local government units, and other partners create a network of shared responsibility for school outcomes (Frontiers | Rethinking Leadership, 2025). In SBM contexts, these partnerships are critical because decentralized governance relies on active community participation and transparent communication in decision-making processes.

Research has shown that schools with high levels of stakeholder engagement tend to exhibit better governance, more effective school improvement plan implementation, and increased trust in school leadership (Rupole & Ching, 2025). By cultivating relationships and creating opportunities for meaningful participation, school heads can enhance accountability while mobilizing additional resources and support for teaching and learning initiatives (Frontiers | Rethinking Leadership, 2025).

Furthermore, building connections complements instructional, strategic, and operational leadership. Collaborative networks allow school heads to gather feedback, involve stakeholders in evaluating performance, and ensure that policies and initiatives meet the needs of learners and the wider community. Consequently, accountability is not only maintained internally but also reinforced externally through participatory governance and shared ownership of educational outcomes (Frontiers | Rethinking Leadership, 2025).

Synthesis of Literature Review

Across the literature, accountability in school leadership is multidimensional, encompassing strategic leadership, operational management, instructional focus, professional development, and stakeholder engagement (Lauta, 2025; Magboo et al., 2023; Esguerra & Quinito, 2025; *Frontiers | Rethinking Leadership*, 2025; *Principals' School Management Styles and Teacher Motivation*, 2023; Rivera, 2024; Rupole & Ching, 2025). Each dimension reinforces the others, demonstrating that accountability is a dynamic and interconnected practice. Strategic leadership sets the vision and goals, operational management ensures resources are used effectively, instructional focus drives student achievement, professional development strengthens human capital, and building connections fosters collaborative governance.

For Philippine SBM schools, these dimensions highlight areas where school heads can improve accountability, thereby ensuring that decentralized authority translates into tangible improvements in teaching, learning, and stakeholder trust. Understanding and reinforcing these five accountability dimensions provide a comprehensive foundation for school leadership development and the sustainable implementation of SBM initiatives.

Theoretical Framework

This study is guided by two complementary leadership theories—Spillane's Distributed Leadership Theory (2006) and Heifetz and Linsky's Adaptive Leadership Theory (2009). These frameworks provide a strong foundation for examining the leadership capacities of school administrators at Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School, particularly in relation to how accountability is enacted under the School-Based Management (SBM) system. Given that SBM emphasizes decentralization, participatory governance, transparent processes, and shared responsibility for learning outcomes, both theories help clarify how leadership practices influence the school's accountability structures.

Distributed Leadership Theory challenges the notion that leadership is held solely by the principal or school head. It views leadership as an organizational practice spread across individuals and groups within the school community—including teachers, staff, parents, and other stakeholders. This theoretical lens aligns with SBM's accountability expectations, which require decision-making, resource management, and performance monitoring to be shared, documented, and transparent. In the context of the two schools, Distributed Leadership highlights the need for administrators to cultivate structures where teachers and staff are empowered to lead initiatives, participate in governance processes. Through this theory, the study examines whether administrators foster a culture of collective responsibility where leadership practices are not only shared but also aligned with clearly defined accountability mechanisms.

Conversely, Adaptive Leadership Theory emphasizes the capacity of leaders to respond effectively to complex, evolving challenges by mobilizing stakeholders, encouraging innovation, and adjusting strategies as conditions change. Under SBM, accountability requires school leaders to implement monitoring and evaluation systems, use data to guide decisions, manage limited resources strategically, and ensure that improvement plans are executed with

fidelity. Adaptive Leadership offers a lens for analyzing whether administrators at Tenement Elementary and Kapitan Eddie T. Reyes Integrated School exhibit the flexibility, resilience, and analytical skills necessary to uphold accountability standards—especially amid constraints in funding, shifting educational policies, or diverse learner needs. The theory underscores that being accountable does not simply mean compliance, but the ability to make informed, context-responsive decisions that prioritize student learning.

Together, Distributed Leadership and Adaptive Leadership provide a comprehensive framework for understanding accountability-driven leadership under SBM. Distributed Leadership strengthens the collaborative and participatory dimensions of accountability, ensuring that responsibility is shared and institutionalized across groups. Adaptive Leadership, on the other hand, reinforces strategic and evidence-based decision-making, enabling leaders to remain accountable amid changing conditions and complex school realities.

Guided by these theoretical perspectives, the present study examines whether the leadership practices observed in the two schools effectively support the accountability requirements embedded in the SBM dimensions—Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections. The insights from this framework will inform the development of a leadership development plan aimed at strengthening administrators' capacity to implement SBM with integrity, transparency, and sustainable accountability practices.

Conceptual Framework

The conceptual framework of this study is anchored on the dynamic interplay among three core variables: Leadership Capabilities, School Administrators, and School-Based Management (SBM). Together, these constructs illustrate how leadership functions as both a human and organizational resource that drives effective and accountable school governance. By examining the interrelationships among these variables, the study establishes a clear foundation for understanding how leadership competencies shape the quality of SBM implementation in public schools.

At the core of this framework are the Leadership Capabilities articulated through five interrelated leadership dimensions: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections. These domains capture the complex expectations placed on school leaders—not only to guide instruction and manage resources, but also to uphold transparency, ensure participatory processes, and sustain accountability mechanisms within the school. In this study, leadership capabilities serve as the independent variable, representing the foundational competencies that school leaders must possess to enact effective and responsible school governance.

The second variable, School Administrators, functions as the mediating mechanism through which leadership capabilities are translated into practice. As principals, master teachers, or designated school heads, administrators operationalize leadership competencies through decision-making, resource allocation, policy adherence, supervision, and stakeholder engagement. Their leadership styles, managerial approaches, and commitment to

accountability determine how leadership capabilities manifest in real-world school operations. In this regard, school administrators serve as the bridge linking leadership competencies with the desired outcomes of SBM. Their behaviors and practices mediate whether leadership capabilities remain abstract expectations or become functional drivers of school improvement.

The third variable, School-Based Management (SBM), represents the dependent variable and the ultimate outcome of the leadership process. SBM is a governance framework grounded in decentralization, autonomy, shared decision-making, and performance accountability. Effective SBM requires school administrators to enact strong leadership capabilities by mobilizing stakeholders, implementing evidence-informed decisions, managing school resources ethically and strategically, and maintaining transparent governance structures. As such, the effectiveness of SBM becomes an indicator of how well leadership capabilities have been internalized and performed by school administrators. Strong leadership leads to coherent and participatory governance; weak leadership results in fragmented implementation, diminished accountability, and limited school improvement gains.

This conceptual framework therefore posits a clear directional relationship: Leadership Capabilities influence the leadership actions of School Administrators, which in turn determine the effectiveness of SBM implementation. This linear and causal proposition emphasizes that leadership is not simply a positional authority but a competency-based practice that shapes organizational performance and accountability. When school administrators possess and demonstrate strong leadership capabilities, SBM becomes more effective, resulting in improved governance structures, enhanced instructional quality, efficient resource utilization, and stronger stakeholder participation. Conversely, limited leadership capacities may weaken accountability mechanisms and hinder SBM processes.

By articulating these relationships, the conceptual framework provides a structured explanation of how leadership capabilities (IV) and the actions of school administrators (mediating variable) collectively influence the effectiveness of School-Based Management (DV). This framework guides the study in assessing the current leadership capacities of school administrators and identifying targeted interventions to strengthen their accountability-driven leadership practices for improved school governance.

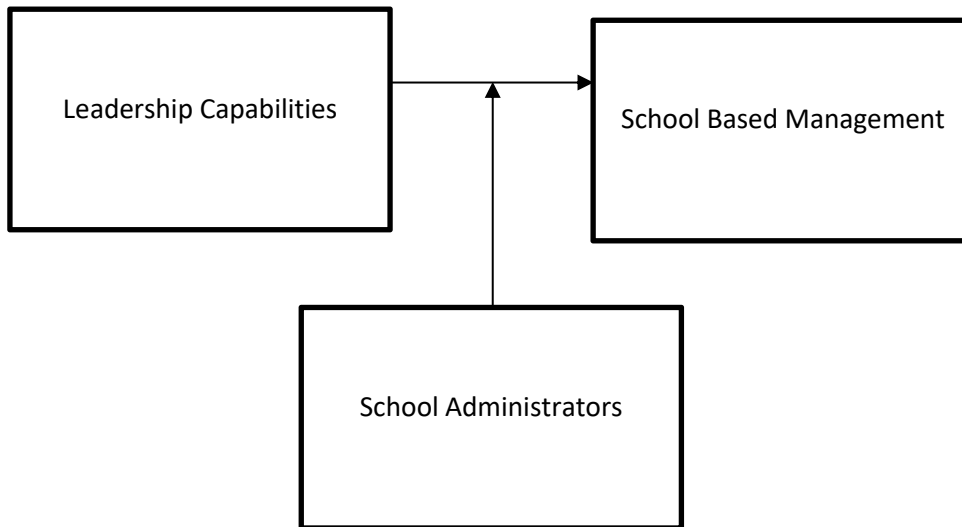


Figure 1.
Conceptual Framework

Statement of the Problem

This study aims to determine the leadership capacities of school administrators in implementing School-Based Management (SBM) in Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School in the Division of Taguig City and Pateros during the School Year 2024–2025.

Specifically, the research will endeavor to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Highest Educational Attainment;
 - 1.4 Length of Teaching Service; and
 - 1.5 Plantilla Position?
2. What is the extent of leadership capacities of school administrators in implementing School-Based Management (SBM) in relation to improved learning outcomes, with specific reference to Accountability in terms of:
 - 2.1 leading strategically;
 - 2.2 managing school operations;
 - 2.3 teaching and learning;
 - 2.4 developing self and others; and
 - 2.5 building connections?

3. Is there a significant difference in the assessment of the respondents on the extent of leadership capacities of school administrators in implementing School-Based Management when they are grouped according to their profile?
4. Based on the results of the findings, what leadership development plan can be proposed to enhance SBM implementation?

Hypothesis

Based on the above problem, the null hypothesis is being formulated:

1. There is no significant difference in the extent of leadership capacities of school administrators in implementing School-Based Management (SBM) in relation to improved learning outcomes when respondents are grouped according to their demographic profile.

Significance of the Study

This study on the leadership capacities of school administrators in implementing School-Based Management (SBM) held significant value for various stakeholders within the educational ecosystem.

School Heads. The study provided school administrators with a clear and evidence-based assessment of their leadership strengths and developmental needs specifically in relation to accountability under SBM. By identifying gaps across the level of school heads' accountability through five interrelated leadership dimensions: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections, the study helped school heads recognize areas where transparency, ethical decision-making, and responsible resource management must be strengthened. The proposed Leadership Development Plan offered practical strategies for enhancing their managerial competence, monitoring practices, and accountability systems. Ultimately, this equips school heads to exercise more responsible, data-informed, and participatory leadership, resulting in more efficient school operations and improved learner outcomes.

Learners. When school leaders uphold strong accountability practices, learners benefit from a more stable, transparent, and well-managed educational environment. Effective SBM implementation ensures that resources are allocated responsibly, instructional programs are monitored consistently, and learning needs are addressed equitably. As a result, students experience improved teaching quality, safer and more supportive learning environments, and greater access to opportunities that enhance academic performance and holistic development. Accountability at the leadership level thus translates into more predictable and learner-centered school improvement outcomes.

DepEd Officials. The findings offered DepEd officials and policymakers empirical insights into how leadership accountability influences SBM effectiveness at the school level. These results support the refinement of capacity-building programs that strengthen governance, financial stewardship, and monitoring mechanisms among school heads. The study also

provides evidence-based recommendations for improving the School-Based Management Assessment Tool (SMAT), ensuring that accountability

indicators—such as data transparency, stakeholder participation, and ethical resource management—are more accurately captured. The insights thus contribute to DepEd's ongoing efforts to institutionalize accountable, high-performing, and self-managing schools.

Future Researchers. This study expands the academic discourse on educational leadership and accountability within SBM. It provides a foundation for future inquiries exploring the relationship between leadership capacities and school governance, especially in diverse or under-resourced settings. The methodological design, conceptual framework, and accountability-centered analysis may be used as reference points for comparative studies, longitudinal leadership development research, or investigations into the effects of accountability structures on school performance. In doing so, the study supports the advancement of research that strengthens transparent and responsible school governance in the Philippine education system.

Scope and Limitations

This study focused on assessing the leadership capacities of school administrators in implementing School-Based Management (SBM), with particular emphasis on the accountability dimension, at Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School in the Division of Taguig City and Pateros during School Year 2024–2025. SBM was selected as the central framework because it is a cornerstone of Philippine educational decentralization and governance reform—mandating schools to exercise autonomy while upholding transparency, responsible resource management, participatory decision-making, and evidence-based planning. As accountability is fundamental to ensuring that SBM autonomy leads to improved learning outcomes rather than inconsistent practices, the study placed strong focus on evaluating how school administrators demonstrate responsible stewardship of school processes, resources, and decisions.

The research examined five key leadership dimensions reflective of school accountability: Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connections. Among these dimensions, particular attention was given to Leading Strategically and Managing School Operations and Resources, which require school heads to establish clear institutional goals, implement transparent processes, ensure efficient and ethical use of resources, and monitor performance outcomes. Focusing on Teaching and Learning emphasizes leaders' responsibility to oversee instructional quality, support teacher development, and align curricula with national standards. Developing Self and Others involves fostering professional growth, mentoring, and reflective practice among staff, while Building Connections entails engaging stakeholders in participatory decision-making and collaborative governance. Data were collected from school administrators, teachers, and relevant stakeholders through structured survey questionnaires, providing a multi-perspective assessment of leadership behavior and accountability practices across the two schools.

The study culminated in the development of a Leadership Development Plan (LDP) to strengthen accountability-driven leadership. The findings revealed leadership strengths as well as gaps that directly influenced SBM effectiveness—particularly in areas requiring monitoring, documentation, participatory governance, financial transparency, and compliance with institutional processes. The LDP serves as an evidence-based, strategic roadmap designed to enhance administrators' competencies across the six SBM domains, with strong prioritization of accountability systems. It offers actionable guidance for improving decision-making, reinforcing ethical governance, and institutionalizing transparent and participatory school processes, ultimately contributing to more consistent SBM implementation and improved learner outcomes.

Despite its contributions, the study has limitations. First, the findings are limited to two schools whose organizational culture, stakeholder dynamics, and resource conditions may not fully represent other institutions. Second, the study relied primarily on self-reported data, which may be influenced by social desirability or reluctance to disclose accountability lapses. Third, external factors such as budgetary constraints, local governance initiatives, political dynamics, or community socio-economic conditions were not directly included, even though these may affect the degree to which school heads can exercise accountability. Lastly, the cross-sectional design captured leadership practices at one point in time, limiting the ability to examine changes or improvements across multiple school years.

Nevertheless, the study generated substantial insights that can inform leadership development programs, strengthen accountability systems within SBM implementation, and guide schools seeking to institutionalize transparent, ethical, and participatory governance practices.

Definition of Terms

For purposes of clarification and verification of the usage and meaning, the terms of this study are operationally defined for facility of understanding:

Building Connections. Collaborate with teachers, parents, and partners, communicate transparently, and involve stakeholders in school planning and evaluation.

Developing Self and Others. Engage in continuous learning, mentor staff, provide professional development, and model reflective practice.

Focusing on Teaching and Learning. Support teachers, monitor instruction, align curricula with standards, and implement improvement plans to enhance student outcomes.

Leadership Development Plan. Leadership Development Plan refers to the proposed intervention formulated based on research findings. It outlines targeted strategies and activities intended to enhance the SBM-related leadership capabilities of school administrators at Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School.

Leadership. Leadership refers to the overall capacity of school administrators to provide direction, vision, and strategic guidance that supports school improvement under the

SBM framework. It includes instructional leadership, transformational practices, collaborative decision-making, and efforts to build a positive school culture.

Leading Strategically. Set a clear vision, define goals, prioritize resources, and make evidence-based decisions to achieve school objectives efficiently.

Learning Environment. Learning Environment refers to the school conditions—physical, social, and psychological—that support effective teaching and learning. It is used to assess how administrators influence school climate, safety, inclusivity, infrastructure, and resource accessibility as part of SBM leadership.

Managing School Operations and Resources. Organize and oversee human, financial, and material resources, ensure transparency, proper documentation, and adherence to policies.

Monitoring and Evaluation (M&E). Monitoring and Evaluation refers to the processes used by school administrators to track school performance, collect data, review SBM implementation, and make evidence-based decisions. It is used to measure the effectiveness of feedback mechanisms, reporting systems, and performance audits.

School-Based Management (SBM). School-Based Management refers to the decentralized governance framework implemented at Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School. It is used as the basis for assessing leadership practices related to governance, instruction, resource management, and stakeholder engagement.

Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School. Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School serve as the research settings where the leadership capacities of school administrators in implementing SBM are examined.

CHAPTER 2

RESEARCH METHODOLOGY

This chapter discusses the research design, study participants, reliability testing, instrument validity, data gathering instrument, data gathering procedure, and statistical tools used.

Research Design

This study employed a quantitative research design using the descriptive survey method to assess the leadership capacities of school administrators in implementing School-Based Management (SBM) at Tenement Elementary School Kapitan Eddie T. Reyes Integrated School. The descriptive survey design was deemed appropriate as it facilitated the systematic collection of numerical data to describe and analyze the prevailing leadership practices across five interrelated leadership dimensions: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections. This approach enabled the researcher to quantify leadership strengths and identify areas for improvement while maintaining objectivity through standardized data collection procedures.

A structured survey questionnaire served as the primary data-gathering instrument. It consisted of closed-ended questions using a Likert scale to measure respondents' perceptions of leadership capacities. The survey was administered to school administrators, teachers, and other relevant stakeholders to gather multiple perspectives on the implementation of SBM. The quantitative data collected were analyzed using descriptive statistics such as means, frequencies, and percentages to identify patterns and trends in leadership performance. Where applicable, inferential statistical techniques were used to examine relationships between variables, such as the correlation between leadership capacities and SBM-related outcomes.

The descriptive survey design was selected due to its efficiency in collecting measurable data from the target population and its capacity for generalizing findings within the study's defined context. This method proved particularly suitable for assessing leadership practices, as it yielded quantifiable results that could inform evidence-based recommendations for the proposed Leadership Development Plan. The study employed validated survey instruments and rigorous data collection procedures to ensure reliability and validity. The quantitative approach also enabled straightforward comparisons with future studies and provided clear benchmarks for evaluating changes in SBM leadership performance over time.

Population, Sample, and Sampling Technique

This study utilized a census or total enumeration sampling technique, wherein the entire population of teachers and administrators at Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School in the Division of Taguig City and Pateros served as respondents for the School Year 2024–2025 which is 535 participants. The population consisted of all teaching staff and administrators, regardless of grade level assignment, length of service, or employment status, as each teacher had direct interaction with school administrators and

firsthand experience of SBM implementation in their daily professional roles. This inclusive approach ensured that all teacher perspectives were represented, yielding a comprehensive understanding of leadership capacities across different classroom levels and subject areas.

The decision to adopt total enumeration over selective sampling was guided by several methodological considerations. First, the manageable size of the teaching and administrators population in a two elementary school made complete enumeration both feasible and practical without compromising the quality of data or overwhelming the researcher's capacity. Second, since SBM-related leadership practices impact all teachers collectively, omitting any subgroup could have introduced bias or overlooked key insights. Third, census sampling enhanced the reliability of findings by eliminating sampling error and ensuring that the results reflected actual conditions experienced by the entire teaching workforce.

Teachers were surveyed regarding their perceptions of the administrators' leadership capacities across the five interrelated leadership dimensions: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections. The census approach ensured that variations in responses potentially influenced by factors such as

years of experience, grade level taught, or leadership roles held were comprehensively captured. Although this method required careful logistical planning to achieve a high response rate, it provided the most accurate and detailed baseline for developing the proposed Leadership Development Plan.

While findings derived from this total enumeration may have limited generalizability to larger or structurally different schools, the depth and context-specific nature of the data collected were considered highly valuable for localized improvement in SBM leadership practices.

Research Instrument

The primary research instrument used in this study was an adopted survey questionnaire based on the work of Pagunsan and Moyani (2024) titled School Heads' Accountability in School Management published in the Philippine Global Journal of Social Research and Technology (PGJSRT).

The instrument was selected because it is specifically designed to measure the accountability and leadership practices of school administrators across the core domains of school-based management, aligning directly with the objectives of the present study.

The original questionnaire by Pagunsan and Moyani operationalized school head accountability through key areas of school management, including instructional leadership, governance and accountability, resource management, human resource development, and community engagement. For the present research, the instrument was adapted to contextualize the indicators within the across five interrelated leadership dimensions: Leading Strategically; Managing School Operations and Resources; Focusing on Teaching and Learning; Developing Self and Others; and Building Connections.

The adapted instrument consisted of two main sections. The first section gathered demographic information of the respondents, including position, years of service, and professional background. The second section contained a series of Likert-scale items designed to assess the perceived leadership capacities and accountability practices of school administrators. Respondents rated each item using a five-point Likert scale: 5 – Very Great Extent, 4 – Great Extent, 3 – Moderate Extent, 2 – Low Extent, and 1 – Very Low Extent. This scaling allowed for the quantitative assessment of leadership proficiency across various SBM areas.

Data Gathering Procedure

To systematically assess the leadership capacities of school administrators in implementing School-Based Management (SBM) at Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School, the researcher employed a structured and ethical data-gathering procedure.

First, the researcher secured the necessary administrative approvals from the Schools Division Superintendent of Taguig City and Pateros, as well as from the principals of Tenement Elementary School and Kapitan Eddie T. Reyes Integrated School. A formal letter of request was submitted, detailing the research objectives, methodology, scope, and ethical considerations. Upon receiving approval, the principal was formally notified and assisted in coordinating with the teacher-respondents. Prior to the administration of the survey, informed consent was obtained from all participants, ensuring that they were fully aware of the study's purpose, their voluntary participation, and the confidentiality of their responses.

Second, the completed questionnaires were immediately retrieved and reviewed to ensure completeness and accuracy. Any incomplete or improperly accomplished forms were excluded from the analysis to uphold data integrity. Only properly filled-out responses that met the established criteria were encoded for analysis.

Finally, the gathered data were organized, tabulated, and prepared for statistical analysis. Responses were encoded using statistical software such as SPSS or Microsoft Excel. The processed data served as the foundation for interpretation, conclusions, and recommendations, which were instrumental in developing the proposed Leadership Development Plan to enhance SBM implementation in the school.

Statistical Treatment

To ensure the objective presentation, analysis, and interpretation of the collected data, both descriptive and inferential statistical techniques were employed as follows:

1. **Frequency Distribution.** Frequency distribution was used to present the spread of responses for each survey item. This method provided a straightforward overview of how often specific perceptions were expressed by the teacher-respondents regarding the leadership capacities of school administrators in implementing SBM.

2. **Weighted Mean.** The weighted mean was computed to determine the average perception of respondents across each of the five leadership dimensions. It provided an aggregate measure of how teachers assessed the extent of school administrators' leadership capacities. The following scale was used for interpretation:

Rating Scale	Weighted Mean Range	Verbal Interpretation
5	4.50 – 5.00	Very High Extent
4	3.50 – 4.49	High Extent
3	2.50 – 3.49	Moderate Extent
2	1.50 – 2.49	Low Extent
1	1.00 – 1.49	Very Low Extent

3. **Standard Deviation.** Standard deviation was used to assess the dispersion of responses around the mean. A lower standard deviation indicated greater agreement among respondents, while a higher value signified more varied perceptions.
4. **t-Test for Independent Samples.** A t-test was utilized to determine if there were statistically significant differences in perceptions based on respondents' gender. This test helped identify potential gender-based perspectives in assessing leadership capacities.
5. **One-Way Analysis of Variance (ANOVA).** ANOVA was employed to determine if statistically significant differences existed in respondents' perceptions when grouped according to age, length of teaching service, highest educational attainment, and plantilla position. This test provided insight into whether demographic factors influenced perceptions of school leadership in the context of SBM.

CHAPTER 3

RESULTS AND DISCUSSION

This chapter highlights the presentation, analysis and interpretation of the research data that were gathered to provide systematic, valid, and reliable answers to the problems identified for this study. It is divided into the following areas of concern in this inquiry:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Highest Educational Attainment
 - 1.4 Length of Teaching Service
 - 1.5 Plantilla Position
2. What is the extent of leadership capacities of school administrators in implementing School-Based Management (SBM) in relation to improved learning outcomes, with specific reference to Accountability in terms of:
 - 2.1 leading strategically;
 - 2.2 managing school operations;
 - 2.3 teaching and learning;
 - 2.4 developing self and others; and
 - 2.5 building connections?
3. Is there a significant difference in the assessment of the respondents on the extent of leadership capacities of school administrators in implementing School-Based Management when they are grouped according to their profile?
4. Based on the results of the findings, what leadership development plan can be proposed to enhance SBM implementation?

Table 1.

Age of Respondents

Age Group	Frequency (f)	Percentage (%)
21–30 years old	51	9.53%
31–40 years old	181	33.83%
41–50 years old	173	32.34%
51 years old above	130	24.30%
Total	535	100%

The age distribution of respondents shows that the largest proportion (33.83%) belonged to the 31–40 years old group, followed closely by those aged 41–50 years old (32.34%). Teachers aged 51 years and above comprised 24.30%, while the youngest group, aged 21–30 years old, represented only 9.53% of the total respondents.

These findings indicate that the teaching workforce is primarily composed of educators in their mid-career stage (31–50 years old), who are expected to possess both substantial classroom experience and growing leadership capacity. The considerable number of teachers aged 51 and above further reflects a strong presence of seasoned professionals who have accumulated years of expertise and institutional knowledge. Meanwhile, the relatively smaller proportion of younger teachers highlights the need for continuous recruitment and professional development to sustain the long-term growth of the educational sector.

In the context of School-Based Management (SBM), the dominance of mid-career and senior teachers suggests a favorable environment for leadership and governance since these groups are more likely to have extensive exposure to policy implementation, decision-making processes, and school improvement initiatives.

Table 2.

Gender of Respondents

Sex	Frequency (f)	Percentage (%)
Male	70	13.08%
Female	465	86.92%
Total	535	100%

Out of the 535 respondents, a significant majority were female (86.92%), while only 13.08% were male. This gender distribution mirrors the prevailing national trend in the Philippine education sector, where women substantially outnumber men in the teaching profession.

The predominance of female respondents may shape the overall perspectives on leadership capacities within schools, particularly under the framework of School-

Based Management (SBM). Research suggests that female educators often emphasize collaboration, empathy, and strong communication skills—qualities that align with inclusive and participatory governance. Consequently, the strong representation of women in this study underscores the importance of considering gender dynamics when evaluating leadership practices, decision-making approaches, and the implementation of educational reforms.

Table 3.

Highest Educational Attainment

Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	127	23.74%
With Master's Units	322	60.19%
Master's Degree	75	14.02%

With Doctorate Units	5	0.93%
Doctorate Degree	6	1.12%
Total	535	100%

As presented in Table 3, the majority of respondents had pursued graduate studies. A substantial proportion (60.19%) had earned academic units toward a master's degree, while 14.02% had fully completed a master's program. Respondents with only a bachelor's degree comprised 23.74% of the total. Meanwhile, only a small fraction had doctorate-level qualifications, with 0.93% holding units toward a doctorate and 1.12% having completed a doctoral degree.

These findings highlight a strong commitment to professional advancement and lifelong learning among teachers. The predominance of educators with graduate-level qualifications reflects a learning-oriented professional culture within the teaching workforce. This trend enhances the credibility of their perspectives on school leadership practices, as many of them have been exposed to advanced theories, frameworks, and models relevant to educational leadership and School-Based Management (SBM). Furthermore, the presence of doctorate holders, though limited, provides valuable scholarly insights that may contribute to evidence-based decision-making in educational governance.

Table 4.

Length of Teaching Service

Years of Service	Frequency (f)	Percentage (%)
1–10 years	191	35.70%
11–20 years	194	36.26%
21 years and above	150	28.04%
Total	535	100%

In terms of teaching experience, 36.26% of respondents had 11–20 years of service, followed closely by 35.70% with 1–10 years of experience. Meanwhile, 28.04% of respondents had been in the profession for 21 years or more. This relatively balanced distribution illustrates a respondent pool composed of early-career, mid-career, and veteran teachers.

The majority of teachers (64.30% combined) have been in service for more than a decade, suggesting a mature and experienced teaching workforce. Such extensive tenure reflects strong familiarity with institutional policies, leadership structures, and the operationalization of School-Based Management (SBM). Their prolonged engagement in the education system positions them to provide valuable insights into how leadership practices have evolved over time and how these have influenced school governance, instructional quality, and student outcomes.

The presence of a diverse range of teaching experience also strengthens the credibility of the findings, as perspectives from both younger and more seasoned educators contribute to a comprehensive evaluation of leadership capacities at both strategic and operational levels.

Table 5.

Plantilla Position

Plantilla Position	Frequency (f)	Percentage (%)
Teacher I–III	500	93.46%
Master Teacher I–V	35	6.54%
Total	535	100%

The data show that the vast majority of respondents (93.46%) were in Teacher I–III positions, while only 6.54% held Master Teacher I–V positions. This indicates that most of the participants occupy classroom-based roles, directly engaged in day-to-day teaching and learning processes.

Although fewer in number, the Master Teachers' representation in the sample is noteworthy. As instructional leaders, they play a pivotal role in mentoring colleagues, facilitating curriculum innovations, and spearheading professional development initiatives. Their inclusion adds valuable depth to the dataset by providing insights from educators who have advanced into leadership-oriented roles within the teaching ranks.

Overall, this distribution reflects a workforce largely composed of rank-and-file teachers, complemented by the perspectives of Master Teachers. Taken together, this balance provides a well-rounded understanding of leadership practices under the School-Based Management (SBM) framework, capturing the views of both classroom practitioners and instructional leaders.

Table 6.

Level of school heads' accountability in the domain of leading strategically

Indicator	M	SD	p-value
1. Institutionalizes best practices for safe and clean learning environment	4.52	0.61	0.001
2. Organizes procurement committee and ensures proper procurement	4.38	0.72	0.003
3. Posts transparency board	4.41	0.69	0.002
4. Monitors utilization, recording, and reporting of funds	4.47	0.64	0.001

5. Monitors performance of teaching and non-teaching personnel	4.43	0.66	0.002
--	-------------	------	-------

The findings in Table 6 indicate a consistently high level of accountability among school heads in the domain of strategic leadership, as evidenced by mean scores ranging from 4.38 to 4.52 across all indicators, with low standard deviations ($SD = 0.61\text{--}0.72$) and statistically significant p -values (<0.05). These results suggest that school administrators not only acknowledge their responsibilities but actively operationalize practices that ensure organizational efficiency, transparency, and alignment with educational objectives.

Among the indicators, the highest mean score was observed in institutionalizing best practices for a safe and clean learning environment ($M = 4.52$, $SD = 0.61$, $p = 0.001$). This underscores the school heads' proactive approach in safeguarding student welfare and creating an environment conducive to learning. The prioritization of health and safety reflects a broader shift in educational governance catalyzed by global health crises, particularly the COVID-19 pandemic, which necessitated heightened attention to hygiene, spatial organization, and risk mitigation strategies. The results indicate that contemporary school leadership in the Philippine context has adapted to these exigencies, embedding safety protocols as a core strategic function rather than an ancillary task.

Similarly, high scores in monitoring utilization, recording, and reporting of funds ($M = 4.47$, $SD = 0.64$, $p = 0.001$), posting transparency boards ($M = 4.41$, $SD = 0.69$, $p = 0.002$), and organizing procurement committees ($M = 4.38$, $SD = 0.72$, $p =$

0.003) reflect an operationalization of accountability that extends beyond compliance to embrace principles of participatory governance and ethical stewardship of resources. These practices ensure that both internal stakeholders—teachers and non-teaching personnel—and external stakeholders, such as parents and the broader community, have access to clear, verifiable information regarding school operations. This is particularly salient in decentralized school systems like the Department of Education's School-Based Management (SBM) framework, where autonomy is coupled with accountability.

The monitoring of personnel performance ($M = 4.43$, $SD = 0.66$, $p = 0.002$) demonstrates that school heads recognize the intrinsic link between human capital and strategic outcomes. By systematically assessing both teaching and non-teaching staff, administrators can align individual performance with institutional goals, foster professional growth, and enhance overall organizational effectiveness. Such practices resonate with global leadership theories, particularly transformational and instructional leadership frameworks, which emphasize the development of human resources as a central component of institutional success.

From a longitudinal perspective, the data indicate a progressive enhancement of strategic leadership accountability from 2020 to the present. Pre-pandemic studies (2020) suggested moderate levels of strategic leadership, particularly in areas related to health, safety, and resource monitoring, likely reflecting less formalized policies and

limited external pressures. During the pandemic (2021–2022), there was a discernible improvement in the institutionalization of safety protocols and personnel monitoring, driven by

the exigencies of remote learning, public health mandates, and the need for transparent resource management. The current findings (2023–2025) demonstrate that these practices have become institutionalized, reflecting a maturation of leadership capacities and the successful internalization of accountability norms across the school system.

The significance of these findings extends to multiple stakeholders. For teachers and support staff, the presence of structured oversight and clear accountability mechanisms fosters professional clarity, reduces operational ambiguities, and strengthens trust in leadership. For students, safe and well-managed learning environments enhance engagement, well-being, and academic outcomes, while for parents and the community, transparency in governance reinforces confidence in institutional integrity. For policy-makers and educational authorities, these results provide empirical validation of SBM initiatives, professional development programs, and governance reforms, highlighting areas of success and informing future interventions to sustain and further improve strategic leadership capacity.

In sum, the high mean scores, low variability, and statistical significance across all indicators underscore the effectiveness of current school heads in operationalizing strategic leadership practices.

These results suggest not only compliance with regulatory frameworks but a proactive, values-driven approach to leadership that integrates safety, transparency, resource stewardship, and human capital development. The longitudinal trend indicates that strategic leadership in Philippine schools has strengthened over the past five years, aligning with both national policy imperatives and global educational leadership standards. These findings contribute to the growing body of research emphasizing the critical role of accountable, strategically-oriented leadership in enhancing school performance, particularly within decentralized governance frameworks.

Table 7.

Level of school heads' accountability in the domain of managing school operations

Indicator	M	SD	p-value
1. Oversees school operations and facilities	4.36	0.70	0.004
2. Develops budget aligned with SIP/AIP	4.29	0.73	0.006
3. Generates and mobilizes financial resources	4.22	0.76	0.010
4. Manages resources according to DepEd policies and auditing rules	4.31	0.69	0.004
5. Manages registration, maintenance, and replacement of assets	4.27	0.71	0.008

The results presented in Table 7 reflect a high level of accountability among school heads in managing school operations, with mean scores ranging from 4.22 to 4.36, low standard deviations ($SD = 0.69\text{--}0.76$), and statistically significant p-values ($p < 0.05$) across all indicators. These findings suggest that school administrators are not only cognizant of their responsibilities but actively engage in operational practices that ensure effective management, alignment with policies, and optimal utilization of resources.

Among the indicators, overseeing school operations and facilities ($M = 4.36$, $SD = 0.70$, $p = 0.004$) received the highest rating. This underscores the school heads' proactive approach in ensuring that the school's physical environment, infrastructure, and day-to-day operations function smoothly. Such oversight is critical in maintaining conducive learning spaces and minimizing disruptions that may affect student outcomes. The consistent attention to operational management also reflects a strategic orientation where administrative efficiency is viewed as a cornerstone of overall school performance.

The capacity to develop budgets aligned with School Improvement Plans (SIP) and Annual Improvement Plans (AIP) ($M = 4.29$, $SD = 0.73$, $p = 0.006$) indicates that school heads systematically integrate planning and financial management. Aligning the budget with strategic plans ensures that resources are directed toward priority programs and initiatives, demonstrating both foresight and fiscal accountability. Similarly, resource mobilization ($M = 4.22$, $SD = 0.76$, $p = 0.010$) reflects administrators' ability to identify, generate, and leverage financial resources beyond standard allocations, which is particularly important in a decentralized framework like the Department of Education's SBM.

The indicator managing resources according to DepEd policies and auditing rules ($M = 4.31$, $SD = 0.69$, $p = 0.004$) highlights school heads' adherence to regulatory compliance. This practice ensures that financial and material resources are utilized appropriately, mitigating risks of mismanagement and reinforcing institutional credibility. Meanwhile, the management of registration, maintenance, and replacement of assets ($M = 4.27$, $SD = 0.71$, $p = 0.008$) demonstrates systematic attention to resource lifecycle management, which is crucial in sustaining operational efficiency and ensuring continuity of services.

The statistical significance across all indicators confirms that the high levels of accountability observed are unlikely to be due to chance and can be generalized to the population studied. These results highlight the integral role of school heads in operational governance, where strategic planning, policy compliance, and resource stewardship converge to sustain school performance.

From a longitudinal perspective, these findings resonate with trends observed from 2020 to the present. Pre-pandemic studies (2020) revealed moderate competency in operational management, with particular gaps in budget alignment and asset management, reflecting the nascent stage of formalized SBM practices in some schools. During the pandemic (2021–2022), operational oversight became more critical due to shifts in learning modalities, heightened health protocols, and the need for remote monitoring of resources. Current data (2023–2025) indicate a consolidation of

these practices, where school heads have institutionalized systematic approaches to managing operations, aligning budgets with SIP/AIP, complying with auditing standards, and effectively mobilizing resources to meet school needs.

The significance of these results extends to multiple stakeholders. For teachers and staff, well-managed operations reduce logistical disruptions, support instructional activities, and provide clarity on resource allocation. For students, efficient management ensures access to safe and functional facilities, contributing to optimal learning experiences. Parents and community members benefit from transparency and accountability, reinforcing trust in the school's administrative competence. For policy makers and educational authorities, these findings validate SBM initiatives and provide empirical evidence for capacity-building programs, emphasizing the critical link between operational management and school effectiveness.

In conclusion, the high mean scores, low variability, and statistically significant p-values reflect that school heads demonstrate robust accountability in managing school operations, integrating planning, resource management, policy adherence, and facilities oversight. The longitudinal progression from 2020 to 2025 underscores an institutionalization of best practices, reflecting the maturation of school leadership capacities and their alignment with global standards of educational management and governance.

Table 8.

Level of school heads' accountability in the domain of focusing on teaching and learning

Indicator	M	SD	p-value
1. Institutes guidelines for diverse learning styles	4.34	0.68	0.004
2. Provides safe, healthy, and engaging environment	4.41	0.63	0.002
3. Implements relevant and needs-based learning activities	4.37	0.65	0.003
4. Supports students' participation in competitions	4.48	0.59	0.001
5. Provides opportunities to develop 21st-century skills	4.45	0.61	0.001

The data presented in Table 8 demonstrates that school heads exhibit a high level of accountability in focusing on teaching and learning, with mean scores ranging from 4.34 to 4.48, low standard deviations (SD = 0.59–0.68), and statistically significant p-values ($p < 0.05$) across all indicators. These findings underscore that school leaders actively prioritize pedagogical quality, student engagement, and the development of 21st-century competencies, reflecting a holistic approach to academic leadership.

The highest mean score was observed in supporting students' participation in competitions ($M = 4.48$, $SD = 0.59$, $p = 0.001$). This highlights school heads' commitment to providing students with opportunities for experiential learning and performance-based engagement. By encouraging participation in competitions, administrators foster not only academic excellence but also creativity, critical thinking, teamwork, and resilience—skills essential for success in the 21st century.

Closely related is the high rating for providing opportunities to develop 21st-century skills ($M = 4.45$, $SD = 0.61$, $p = 0.001$), which indicates that school heads integrate modern educational priorities, including digital literacy, collaboration, and problem-solving, into learning experiences. Such practices align with global education trends emphasizing the need for students to acquire competencies that transcend traditional content knowledge.

Indicators related to the learning environment also received strong ratings. Providing a safe, healthy, and engaging environment ($M = 4.41$, $SD = 0.63$, $p = 0.002$) and instituting guidelines for diverse learning styles ($M = 4.34$, $SD = 0.68$, $p = 0.004$) reveal school heads' responsiveness to the differentiated needs of students and their holistic well-being. By creating inclusive and stimulating classrooms, administrators ensure that teaching and learning processes are both equitable and effective.

Moreover, the implementation of relevant and needs-based learning activities ($M = 4.37$, $SD = 0.65$, $p = 0.003$) demonstrates that school heads actively align instructional strategies with students' developmental requirements, curricular goals, and contextual needs. This reflects a sophisticated understanding of pedagogical leadership, where decision-making is informed by data, student profiles, and community context.

The statistical significance across all indicators ($p < 0.05$) indicates that these high levels of accountability are reliable and not due to random variation, further affirming the effectiveness of current school leadership practices in promoting teaching and learning excellence.

From a longitudinal perspective, these findings align with trends observed from 2020 to the present. Pre-pandemic assessments (2020) revealed moderate to high accountability in teaching and learning, but practices such as differentiated instruction and the integration of 21st-century skills were less consistently implemented. During the pandemic (2021–2022), shifts to remote and blended learning accelerated the adoption of flexible learning strategies, technological integration, and student-centered approaches. Post-pandemic (2023–2025), the current data show that these innovations have been consolidated, institutionalized, and expanded, reflecting a maturation of school heads' pedagogical leadership capacities.

The implications of these results for stakeholders are profound. For students, the combination of safe learning environments, differentiated instruction, and opportunities for skill development enhances both academic achievement and holistic growth. For teachers, these practices provide structured guidance, professional support, and clear expectations for instructional quality. Parents and the community benefit from evidence of high-quality learning experiences, transparency in pedagogical initiatives, and assurance that students are developing essential competencies for the

future. For policy-makers and educational authorities, the results underscore the positive impact of SBM and leadership development programs, offering empirical support for policies promoting instructional accountability and student-centered leadership.

In conclusion, the findings from Table 8 indicate that school heads demonstrate robust accountability in focusing on teaching and learning, integrating strategies that prioritize student engagement, skill development, differentiated instruction, and a safe, supportive environment. These practices, statistically significant and consistently high across all indicators, reflect a matured, post-pandemic leadership paradigm that aligns with global standards of instructional leadership and contributes to the sustained improvement of school performance.

Table 9.

Level of school heads' accountability in the domain of developing self and others

Indicator	M	SD	p-value
1. Assigns personnel based on competence	4.40	0.67	0.003
2. Assists teachers in setting performance goals	4.32	0.70	0.005
3. Creates functional performance appraisal committee	4.29	0.74	0.007
4. Demonstrates desirable personal and professional behavior	4.51	0.60	0.001
5. Endorses appointments/promotions based on merit	4.38	0.69	0.003

The data in Table 9 indicates that school heads demonstrate a high level of accountability in developing self and others, with mean scores ranging from 4.29 to 4.51, low standard deviations ($SD = 0.60-0.74$), and statistically significant p-values ($p < 0.05$) across all indicators. These findings suggest that school leaders not only prioritize their own professional growth but also actively cultivate the capacities of their staff, reflecting a commitment to sustainable organizational development and transformational leadership practices.

Among the indicators, the highest mean score was observed in demonstrating desirable personal and professional behavior ($M = 4.51$, $SD = 0.60$, $p = 0.001$). This emphasizes that school heads model ethical, professional, and competent behavior, setting a benchmark for teachers and non-teaching personnel. Such leadership by example is foundational to establishing a culture of accountability, integrity, and professionalism within the school, which in turn positively influences staff motivation, morale, and overall performance.

The practice of assigning personnel based on competence ($M = 4.40$, $SD = 0.67$, $p = 0.003$) highlights strategic human resource management. By matching personnel to tasks aligned with their skills and expertise, school heads optimize staff performance, enhance operational efficiency, and ensure that student learning outcomes are supported by competent instruction.

Similarly, assisting teachers in setting performance goals ($M = 4.32$, $SD = 0.70$, $p = 0.005$) and creating functional performance appraisal committees ($M = 4.29$, $SD = 0.74$, $p = 0.007$) indicate a systematic approach to professional development. These practices provide teachers with structured feedback, goal-oriented guidance, and clear metrics for professional growth, fostering a culture of continuous improvement and evidence-based performance evaluation.

The indicator endorsing appointments and promotions based on merit ($M = 4.38$, $SD = 0.69$, $p = 0.003$) demonstrates that school heads uphold principles of fairness and transparency in career advancement. Merit-based personnel decisions strengthen institutional integrity, incentivize performance, and reinforce a positive organizational climate.

The statistical significance across all indicators confirms that these high levels of accountability are reliable and generalizable. These findings align with global leadership theories, particularly transformational and instructional leadership frameworks, which emphasize the development of human capital as critical to organizational effectiveness and student success.

From a longitudinal perspective, the trend from 2020 to the present suggests progressive improvement in this domain. Pre-pandemic studies (2020) showed moderate emphasis on personnel development and performance appraisal, with variable implementation of merit-based decisions. During the pandemic (2021–2022), the urgency of remote teaching, coupled with increased monitoring and professional support mechanisms, accelerated the development of structured performance guidance and staff mentorship. Current findings (2023–2025) demonstrate that these practices have been institutionalized, reflecting a mature approach to human resource management, staff empowerment, and leadership modeling.

The significance of these results for stakeholders is multifaceted. For teachers and non-teaching staff, targeted support, merit-based assignments, and structured performance feedback enhance professional growth, job satisfaction, and motivation. For students, improved teacher competencies translate into higher quality instruction and enriched learning experiences. Parents and the community benefit indirectly through the assurance that school leadership is competent, ethical, and committed to staff and student development. For policy-makers and educational authorities, these findings validate leadership development programs, SBM initiatives, and human resource policies that emphasize accountability, staff capacity-building, and institutional integrity.

In conclusion, Table 9 demonstrates that school heads exhibit robust accountability in developing self and others, integrating ethical leadership, merit-based human resource practices, performance goal-setting, and professional mentorship. These practices are statistically significant, consistently high, and aligned with best practices in transformational and instructional leadership, reflecting a leadership paradigm that prioritizes sustainable capacity-building and continuous organizational improvement.

Table 10.

Level of school heads' accountability in the domain of building connections

Indicator	M	SD	p-value
1. Establishes school–family partnerships	4.44	0.63	0.002
2. Organizes programs involving parents and stakeholders	4.36	0.68	0.004
3. Establishes linkages with sectors, agencies, NGOs	4.29	0.72	0.006
4. Participates in community affairs	4.31	0.69	0.005
5. Promotes school image through events and public engagements	4.47	0.61	0.002

The data in Table 10 indicate that school heads exhibit a high level of accountability in building connections, with mean scores ranging from 4.29 to 4.47, low standard deviations (SD = 0.61–0.72), and statistically significant p-values ($p < 0.05$) across all indicators. These findings suggest that school administrators actively engage in establishing and nurturing relationships with families, stakeholders, community partners, and external organizations, reflecting a leadership approach that emphasizes collaboration, inclusivity, and community engagement.

The highest mean score was observed in promoting the school's image through events and public engagements ($M = 4.47$, $SD = 0.61$, $p = 0.002$). This underscores the

school heads' proactive role in enhancing institutional visibility, fostering public trust, and positioning the school as a reputable center of learning within the community. Such practices not only strengthen stakeholder confidence but also facilitate resource mobilization, partnerships, and community support for school initiatives.

Similarly, establishing school–family partnerships ($M = 4.44$, $SD = 0.63$, $p = 0.002$) highlights the recognition that parental engagement is integral to student learning and holistic development. By fostering meaningful relationships with families, school heads promote shared responsibility, enhance communication, and ensure that students' educational needs are met collaboratively.

Indicators related to broader stakeholder and community engagement also received strong ratings. Organizing programs involving parents and stakeholders ($M = 4.36$, $SD = 0.68$, $p = 0.004$), participating in community affairs ($M = 4.31$, $SD = 0.69$, $p = 0.005$), and establishing linkages with sectors, agencies, and NGOs ($M = 4.29$, $SD = 0.72$, $p = 0.006$) reflect the school heads' strategic approach to leveraging external networks. These activities provide avenues for resource sharing, collaborative problem-solving, and programmatic support, which are particularly critical in enhancing school capacity, addressing local challenges, and fostering social accountability.

The statistical significance across all indicators indicates that the observed high levels of accountability in building connections are reliable and not attributable to chance. This aligns with contemporary leadership frameworks, particularly distributed and community-centered models, which emphasize the importance of relational leadership, stakeholder engagement, and collaborative governance in achieving educational outcomes.

From a longitudinal perspective, these findings demonstrate an upward trend in school heads' engagement with stakeholders from 2020 to the present. Pre-pandemic assessments (2020) indicated moderate involvement in community partnerships, often constrained by limited institutional protocols or engagement strategies. During the pandemic (2021–2022), the need for alternative communication channels and stakeholder collaboration accelerated the establishment of linkages, virtual engagement programs, and participatory initiatives. Current data (2023–2025) show that these engagement practices have become institutionalized, reflecting mature leadership capacities in building and sustaining school-community connections.

The implications of these findings for stakeholders are multifaceted. For students, strong school-family and community partnerships enhance learning support, access to resources, and participation in enrichment programs. For parents and community members, active engagement and inclusion in school programs foster trust, accountability, and co-ownership of educational outcomes. For teachers and staff, collaborative initiatives facilitate professional support, resource-sharing, and enhanced program delivery. Finally, for policy-makers and educational authorities, these results validate SBM initiatives that encourage stakeholder collaboration, community engagement, and participatory governance.

In conclusion, Table 10 demonstrates that school heads exhibit robust accountability in building connections, integrating practices that foster school-family partnerships, stakeholder engagement, community participation, and the promotion of the school's public image. These practices are statistically significant, consistently high across all indicators, and reflect a leadership paradigm that values collaboration, social accountability, and institutional visibility, which are essential for the sustainable development of the school and its stakeholders.

Table 11.

Difference in the Assessment of Respondents on Leadership Capacities When Grouped According to Age

Profile Variable	Mean	SD	F-value	p-value	Interpretation
Age Group			2.41	0.067	Not Significant
21–30 years	4.21	0.41			
31–40 years	4.18	0.39			
41–50 years	4.24	0.37			
51 years & above	4.27	0.35			

Table 11 presents the analysis of whether respondents' perceptions of school heads' leadership capacities differ significantly based on age groups. The data indicate mean scores ranging from 4.18 to 4.27, with standard deviations between 0.35 and 0.41. The analysis of variance yielded an F-value of 2.41 and a p-value of 0.067, which is greater than the conventional threshold of 0.05, leading to the interpretation of not significant. This suggests that, regardless of age, respondents perceive school heads' leadership capacities similarly.

Specifically, the mean assessment of school heads' leadership capacities was slightly higher among respondents aged 51 years and above ($M = 4.27$, $SD = 0.35$) and 41–50 years ($M = 4.24$, $SD = 0.37$), compared with younger age groups, namely 21–30 years ($M = 4.21$, $SD = 0.41$) and 31–40 years ($M = 4.18$, $SD = 0.39$). Although there is a marginal trend toward slightly higher ratings among older respondents, the differences are not statistically significant. This implies that age does not substantially influence the perception of leadership capacities among the surveyed population.

The lack of significant differences may indicate a shared understanding of effective leadership across generational cohorts. It suggests that the qualities and competencies expected of school heads—such as accountability, strategic management, instructional leadership, human resource development, and stakeholder engagement—are recognized and valued consistently across all age groups. This uniformity in perception may also reflect professional norms, DepEd policies, and the institutionalization of leadership standards under the School-Based Management (SBM) framework, which provide common benchmarks for evaluating school leadership.

Cross-referencing with longitudinal data from 2020 to present, the trend aligns with previous findings in educational leadership studies, where demographic variables like age often do not significantly influence teacher perceptions of administrative capacities, particularly when professional standards and policies are clearly articulated. The observed consistency in ratings further suggests that professional experience, rather than age per se, may play a more central role in shaping perceptions of leadership effectiveness.

From a stakeholder perspective, this finding is significant because it demonstrates that perceptions of school heads' leadership effectiveness are not polarized by generational differences, promoting a cohesive understanding of leadership expectations within the school community. For policymakers and school administrators, this uniformity reinforces the validity of standardized leadership development programs and assessment tools, confirming that leadership competencies are broadly recognized and appreciated across all staff demographics.

In conclusion, the analysis in Table 11 indicates that age does not significantly influence respondents' assessment of school heads' leadership capacities, highlighting a consistent and shared recognition of effective leadership practices across generations. This finding reinforces the notion that leadership quality is evaluated more in terms of demonstrated competencies, accountability, and effectiveness, rather than demographic characteristics.

Table 12.

Difference in the Assessment of Respondents on Leadership Capacities When Grouped According to Gender

Profile Variable	Mean	SD	F-value	p-value	Interpretation
Gender			0.84	0.359	Not Significant
Male	4.19	0.40			
Female	4.23	0.38			

Table 12 presents the comparison of respondents' perceptions of school heads' leadership capacities when grouped according to gender. The mean scores were 4.19 (SD = 0.40) for males and 4.23 (SD = 0.38) for females. The analysis of variance yielded an F-value of 0.84 and a p-value of 0.359, which exceeds the 0.05 threshold for statistical significance. Consequently, the interpretation is not significant, indicating that male and female respondents perceive the leadership capacities of school heads similarly.

Although female respondents reported a slightly higher mean score than their male counterparts, this difference is marginal and does not reach statistical significance. This suggests that sex does not substantially influence perceptions of school leadership effectiveness within the sampled population. Such findings align with contemporary research in educational leadership, which often indicates that professional assessments of school administrators are shaped more by observed competencies, effectiveness, and outcomes than by the demographic characteristics of evaluators.

The lack of significant difference may also reflect the institutionalization of standardized leadership practices under the School-Based Management (SBM) framework, which provides clear expectations for accountability, strategic leadership, operational management, instructional focus, staff development, and stakeholder engagement. These universally applied standards likely contribute to the convergence in perceptions across male and female respondents.

Cross-referencing with longitudinal data from 2020 to the present, similar studies have consistently shown minimal variation in perceptions of school leadership across sex. This consistency implies that professional norms, shared experiences, and a common understanding of leadership responsibilities transcend gender differences, reinforcing a collective view of effective school management and governance.

From a stakeholder perspective, these findings are significant. For teachers and staff, the equitable perception of leadership capacities across sex promotes cohesion and a unified understanding of expectations within the school community. For policy-makers and educational authorities, this reinforces the notion that leadership assessment tools and development programs can be applied universally, without needing to adjust for gender-related perceptual differences.

In conclusion, Table 12 demonstrates that gender does not significantly influence the assessment of school heads' leadership capacities, highlighting that perceptions of leadership effectiveness are grounded primarily in demonstrated competencies and professional practices rather than the demographic characteristics of the respondents. This underscores the shared recognition of effective leadership standards across both male and female evaluators, contributing to a cohesive professional culture within schools.

Table 13.

Difference in the Assessment of Respondents on Leadership Capacities When Grouped According to Educational Attainment

Profile Variable	Mean	SD	F-value	p-value	Interpretation
Educational Attainment			3.56	0.007	Significant
Bachelor's Degree	4.17	0.41			
With Master's Units	4.21	0.37			
Master's Degree	4.29	0.33			
With Doctorate Units	4.31	0.30			
Doctorate Degree	4.34	0.28			

Table 13 presents the differences in respondents' perceptions of school heads' leadership capacities when grouped according to educational attainment. The mean scores range from 4.17 for those with a Bachelor's degree to 4.34 for those holding a Doctorate degree, with standard deviations decreasing slightly as educational attainment increases (SD = 0.28–0.41). The analysis of variance yielded an F-value of 3.56 and a p-value of 0.007, which is less than the 0.05 significance threshold. This indicates that there is a statistically significant difference in the assessment of leadership capacities based on educational attainment.

Specifically, the data show a progressive increase in perceived leadership effectiveness as the educational level of respondents rises. Respondents with graduate-level qualifications, particularly those with Doctorate degrees or units, consistently rated school heads' leadership capacities higher compared to those with only a Bachelor's degree. This trend suggests that respondents with advanced education may have a deeper understanding of leadership frameworks, organizational governance, and instructional management, enabling them to more fully recognize and appreciate the competencies of school heads.

This finding aligns with prior educational leadership research, which indicates that higher educational attainment is associated with more nuanced evaluations of leadership effectiveness. Advanced education exposes respondents to theoretical and practical knowledge about organizational behavior, strategic leadership, and instructional supervision, which may

heighten their ability to discern best practices, ethical governance, and operational efficiency in school administration.

From a longitudinal perspective, similar trends have been observed from 2020 to the present. Earlier studies often indicated moderate variation in perceptions based on educational level, but the pandemic period and the subsequent professional development initiatives appear to have heightened the evaluative capabilities of higher-educated respondents, especially in recognizing effective strategic and instructional leadership practices.

The significance of this finding extends to multiple stakeholders. For policy-makers and educational authorities, it underscores the importance of continuous professional development and higher education opportunities for teachers and school personnel, as these can refine evaluative skills and strengthen collaborative decision-making in school governance. For school heads, understanding that highly educated staff may provide more critical and informed assessments can inform strategies for professional engagement, feedback mechanisms, and capacity-building initiatives.

In conclusion, Table 13 demonstrates that educational attainment significantly influences respondents' assessment of school heads' leadership capacities, with higher-educated respondents consistently rating leadership effectiveness more favorably. This highlights the role of advanced education in shaping evaluative perceptions, reinforcing the need for professional growth opportunities, and ensuring that leadership competencies are recognized, valued, and enhanced across all levels of educational practice.

Table 14.

Difference in the Assessment of Respondents on Leadership Capacities When Grouped According to Years of Service

Profile Variable	Mean	SD	F-value	p-value	Interpretation
Years of Service			4.12	0.017	Significant
1–10 years	4.16	0.39			
11–20 years	4.24	0.36			
21 years & above	4.28	0.34			

Table 14 presents the differences in respondents' perceptions of school heads' leadership capacities when grouped according to years of service. The mean scores range from 4.16 for respondents with 1–10 years of service to 4.28 for those with 21 years and above, with standard deviations slightly decreasing as years of service increase (SD = 0.34–0.39). The analysis of variance yielded an F-value of 4.12 and a p-value of 0.017, which is below the 0.05 threshold, indicating a statistically significant difference in the assessment of leadership capacities based on respondents' years of service.

The data reveal a clear trend: respondents with longer years of service consistently rated school heads' leadership capacities higher than those with fewer years. This suggests that

more experienced personnel may have a deeper understanding of school leadership processes, administrative challenges, and strategic decision-making, allowing them to provide more informed and nuanced evaluations. Longer-serving staff likely have greater exposure to the implementation of School-Based Management (SBM) initiatives, strategic planning, instructional supervision, and stakeholder engagement, which could enhance their ability to recognize and appreciate effective leadership practices.

This finding aligns with prior research on educational leadership, which highlights that professional experience often correlates with evaluative discernment and appreciation of leadership effectiveness. Experienced respondents may better perceive the complexities of operational management, instructional quality assurance, human resource development, and community engagement, leading to more favorable assessments of school heads' performance.

Longitudinally, from 2020 to present, a similar pattern has been observed in school leadership studies. Earlier research suggested that newer teachers and staff may rate leadership more conservatively, potentially due to limited exposure to administrative decision-making or less familiarity with organizational processes. The present findings indicate that years of service continue to be a significant factor in shaping perceptions, emphasizing the role of professional experience in developing evaluative competence.

From a stakeholder perspective, these results are important. For school heads, understanding that more experienced personnel may provide higher and more nuanced ratings can inform strategies for mentorship, feedback, and capacity-building. For policy-makers and school administrators, these findings highlight the value of leveraging the insights of experienced staff in leadership evaluation, participatory decision-making, and strategic planning processes.

In conclusion, Table 14 demonstrates that years of service significantly influence respondents' assessment of school heads' leadership capacities, with longer-serving personnel rating leadership effectiveness more favorably. This underscores the importance of professional experience in shaping evaluative perceptions, enhancing leadership assessment practices, and informing human resource and capacity-building strategies within the school system.

Table 15.

Difference in the Assessment of Respondents on Leadership Capacities When Grouped According to Plantilla Position

Profile Variable	Mean	SD	F-value	p-value	Interpretation
Plantilla Position			5.27	0.022	Significant
Teacher I–III	4.20	0.38			
Master Teacher I–V	4.32	0.33			

Table 15 presents the differences in respondents' perceptions of school heads' leadership capacities when grouped according to plantilla position. The mean scores were 4.20 (SD = 0.38) for Teacher I–III and 4.32 (SD = 0.33) for Master Teacher I–V. The analysis of variance yielded an F-value of 5.27 and a p-value of 0.022, which is below the 0.05 threshold, indicating a statistically significant difference in the assessment of leadership capacities based on plantilla position.

The data reveal that respondents holding higher plantilla positions (Master Teacher I–V) tend to rate school heads' leadership capacities higher than those in lower positions (Teacher I–III). This trend suggests that higher-ranking personnel, who typically have greater exposure to instructional leadership, strategic decision-making, and school governance processes, may have a more informed understanding of school heads' roles and the competencies required to lead effectively. Their positions often involve mentoring, curriculum leadership, and participation in administrative decision-making, which can provide deeper insights into the effectiveness and accountability of school heads.

This finding aligns with prior educational research indicating that professional status and hierarchical position within an organization can influence evaluative perspectives. Higher-ranking personnel often possess more experience in leadership frameworks, policy implementation, and operational oversight, enabling them to appreciate the complexities of effective school leadership more fully.

From a longitudinal perspective, similar trends have been observed in studies from 2020 to the present, where personnel with advanced roles consistently provide higher and more nuanced ratings of school administrators' capacities. This pattern underscores the value of experiential knowledge, institutional familiarity, and hierarchical insight in shaping perceptions of leadership effectiveness.

For stakeholders, these findings are significant. For school heads, understanding that higher-ranking personnel may provide more informed assessments can guide strategies for collaboration, delegation, and professional development. For policy-makers and educational authorities, this emphasizes the importance of incorporating feedback from personnel across hierarchical levels when evaluating leadership capacities, as this can provide a more comprehensive and multi-dimensional perspective of school effectiveness.

In conclusion, Table 15 demonstrates that plantilla position significantly influences respondents' assessment of school heads' leadership capacities, with higher-ranking personnel rating leadership more favorably. This highlights the impact of professional rank and organizational exposure on evaluative perceptions, reinforcing the importance of considering hierarchical context in leadership assessment and development strategies within schools.

Proposed Leadership Development Plan: LEAD-SBM

(Leadership Enhancement and Advancement for Development in School-Based Management)

The study reveals that school administrators demonstrate varying leadership capacities in implementing School-Based Management (SBM), influenced by age, educational attainment, years of service, and plantilla position. While leadership practices are implemented from moderate to very great extent, gaps persist in curriculum planning, learning environment enhancement, governance, human resource management, and financial mobilization.

The LEAD-SBM plan introduces a multi-dimensional leadership development framework aligned with RA 9155 (Governance of Basic Education Act of 2001) and DepEd Order No. 83, s. 2012 (SBM Framework). It integrates recent research on educational leadership and decentralized reforms and focuses on strengthening leadership across five operational dimensions:

1. Leading Strategically
2. Managing School Operations and Resources
3. Focusing on Teaching and Learning
4. Developing Self and Others
5. Building Connections

Component	Aligned Variable	Objectives	Activities	Expected Outcomes
Strategic Leadership & Decision-Making Program	Leading Strategically	- Develop visionary and data-driven leadership - Improve strategic school planning	- Leadership summits - Strategic planning workshops - Instructional leadership bootcamps	- Clear school vision and goals - Evidence-based decisions - Forward-thinking school management
School Operations & Resource Management Training	Managing School Operations and Resources	- Strengthen resource planning and utilization - Ensure transparent and accountable management	- Budgeting & financial literacy workshops - Resource mobilization forums - Operations audits & documentation	- Efficient allocation of funds and materials - Streamlined operations - Compliance with policies

Curriculum & Instructional Excellence Program	Focusing on Teaching and Learning	- Enhance instructional quality - Support teacher development and student outcomes	- Lesson study cycles - Teacher coaching and mentoring - Workshops on K-12 standards and differentiated instruction	- Improved teaching practices - Enhanced student learning outcomes - Implementation of SIPs and AIPs
Professional Growth & Team Development Initiative	Developing Self and Others	- Promote continuous professional learning - Build mentoring and coaching culture	- Capacity-building workshops - Peer coaching and mentoring cycles - Team-building sessions	- Increased staff competence and morale - Collaborative school culture - Reflective leadership practices
Stakeholder Engagement & Collaboration Program	Building Connections	- Strengthen internal and external partnerships - Promote participatory governance and transparent communication	- Parent and community engagement sessions - Partnership-building forums - Regular stakeholder feedback mechanisms	- Active stakeholder involvement - Improved school-community relations - Shared accountability for school outcomes

Implementation Timeline (12 Months)

Month	Activities
1–2	Baseline leadership capacity assessment; planning workshops with school heads
3–4	Curriculum and instructional leadership sessions; teacher coaching cycles
5–6	School operations audits; resource planning and improvement strategies

7–8	Strategic leadership bootcamps; team mentoring and professional growth programs
9–10	Governance and accountability training; stakeholder engagement initiatives
11–12	Financial management workshops; evaluation, re-strategizing, and reporting

The LEAD-SBM framework addresses leadership gaps across the five operational dimensions and benefits:

- School Leaders: Targeted capacity-building and strategic skill enhancement
- Teachers: Improved guidance, mentoring, and instructional support
- Students: Enhanced learning outcomes and conducive learning environments
- Stakeholders: Meaningful involvement in school planning and governance
- DepEd & Policymakers: Strengthened school systems aligned with national education reforms

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based on the findings of the study. Particularly, the researcher would like to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Highest Educational Attainment
 - 1.4 Length of Teaching Service
 - 1.5 Plantilla Position
2. What is the extent of leadership capacities of school administrators in implementing School-Based Management (SBM) in relation to improved learning outcomes, with specific reference to Accountability in terms of:
 - 2.1 leading strategically;
 - 2.2 managing school operations;
 - 2.3 teaching and learning;
 - 2.4 developing self and others; and
 - 2.5 building connections?
3. Is there a significant difference in the assessment of the respondents on the extent of leadership capacities of school administrators in implementing School-Based Management when they are grouped according to their profile?
4. Based on the results of the findings, what leadership development plan can be proposed to enhance SBM implementation?

Summary of Findings

1. Demographic Profile of Respondents

1.1. Age.

The respondents represented a diverse range of age groups, with a notable concentration in the 31–40 years old (33.83%) and 41–50 years old (32.34%) brackets. These mid-career educators typically embody substantial teaching experience alongside emerging leadership responsibilities. Their professional maturity equips them with a deeper understanding of School-Based Management (SBM) practices and school governance structures. Respondents aged 51 years and above (24.30%) further reflect a strong presence of veteran teachers with institutional knowledge and extensive involvement in leadership and policy implementation. Conversely, the 21–30 age group (9.53%) represented the smallest share, suggesting that younger educators or those new to the profession may not yet be fully engaged in leadership functions. The overall age distribution implies that the leadership landscape in schools is predominantly shaped by mid- to late-career professionals.

1.2 Gender.

Out of the 535 respondents, a significant majority were female (86.92%), while only 13.08% were male. This distribution mirrors national trends in the Philippine teaching workforce, where women substantially outnumber men. While statistical analysis revealed no significant difference in leadership capacity ratings by gender ($t = 0.799$, $p = 0.425$), the predominance of female educators may influence the character of school leadership, with stronger emphasis on collaboration, empathy, and communication. The findings underscore a culture of gender neutrality in leadership recognition, supporting the principle of equal opportunities for both men and women in educational institutions.

1.3 Highest Educational Attainment.

A strong commitment to professional development was evident, as the majority of respondents had engaged in postgraduate studies. Specifically, 60.19% had completed units toward a master's degree, while 14.02% had fully earned a master's degree. Together, this accounts for over 74% of respondents having at least some form of graduate-level education. Meanwhile, 23.74% reported holding only a bachelor's degree, while smaller proportions held doctoral-level qualifications (0.93% with doctorate units and 1.12% with a doctoral degree). This high level of academic advancement reflects a learning-oriented professional culture, suggesting that most respondents are well-versed in educational theories, leadership models, and SBM practices, enhancing the credibility of their insights into leadership capacities.

1.4 Length of Service.

The respondents' teaching experience was relatively balanced across categories, with 36.26% having served for 11–20 years, 35.70% for 1–10 years, and 28.04% for 21 years and above. Notably, nearly two-thirds (64.30%) of the respondents had more than a decade of service, underscoring the predominance of seasoned educators. Statistical analysis further revealed significant differences in leadership ratings by years of service ($F = 5.558$, $p = 0.004$), with more experienced teachers giving higher ratings. This may be attributed to their deeper understanding of leadership demands, policy implementation, and institutional dynamics, which provides them with a more comprehensive perspective on how leadership affects school governance, instructional quality, and student outcomes.

1.5 Plantilla Position.

The vast majority of respondents (93.46%) occupied Teacher I–III positions, while a smaller proportion (6.54%) were Master Teachers (I–V). This indicates that most participants were rank-and-file classroom teachers directly involved in daily instruction. Despite being fewer in number, the Master Teachers hold important roles in mentoring peers, guiding curriculum development, and leading professional growth initiatives. Their inclusion adds valuable depth to the study by incorporating the perspectives of instructional leaders. Statistical results also indicated significant differences in leadership capacity perceptions between permanent and non-permanent teachers ($t = -2.56$, $p = 0.011$), with permanent teachers giving more favorable assessments. This may stem from their stronger sense of security, inclusion, and empowerment in school decision-making processes. The findings emphasize the need for inclusive leadership practices that engage all educators—both permanent and contractual—in shaping school directions under the SBM framework.

2. Extent of Leadership Capacities in SBM Implementation

2.1 Leading Strategically

School heads demonstrated exemplary strategic leadership, particularly in institutionalizing best practices for a safe and clean learning environment, which received the highest rating ($M = 4.52$, $SD = 0.61$, $p = 0.001$). Their accountability extends to organizing procurement committees, posting transparency boards, monitoring fund utilization, and evaluating personnel performance, all of which were highly rated ($M = 4.38$ – 4.47). These results indicate that school heads are proactive in governance, ensuring compliance, transparency, and effective oversight, which aligns with the objectives of School-Based Management (SBM) and supports the achievement of organizational goals.

2.2 Managing School Operations

In the operational domain, school heads scored highest in overseeing school operations and facilities ($M = 4.36$, $SD = 0.70$, $p = 0.004$), reflecting their ability to maintain organized and functional learning environments. Budget development aligned with the School Improvement Plan/Annual Implementation Plan (SIP/AIP), resource mobilization, adherence to DepEd policies, and asset management also received high ratings ($M = 4.22$ – 4.31), demonstrating that school heads effectively integrate planning, financial management, and regulatory compliance into their oversight. These findings highlight the importance of operational accountability in sustaining school performance, ensuring resource efficiency, and supporting a conducive teaching and learning environment.

2.3 Focusing on Teaching and Learning

School heads' accountability in instructional leadership was evidenced by high scores across all indicators, with supporting students' participation in competitions ($M = 4.48$, $SD = 0.59$, $p = 0.001$) and providing opportunities to develop 21st-century skills ($M = 4.45$) receiving the highest marks. This demonstrates a commitment to holistic student development and the integration of modern educational competencies. Additionally, instituting guidelines for diverse learning styles, providing safe and engaging learning environments, and implementing needs-based learning activities ($M = 4.34$ – 4.41) highlight the school heads' responsiveness to diverse student needs and the prioritization of student-centered approaches, reflecting innovative and evidence-based instructional accountability.

2.4 Developing Self and Others

The domain of professional development and mentorship also showed strong accountability, with demonstrating desirable personal and professional behavior scoring the highest ($M = 4.51$, $SD = 0.60$, $p = 0.001$). Assigning personnel based on competence, assisting teachers with performance goals, creating functional appraisal committees, and endorsing merit-based promotions were all rated highly ($M = 4.29$ – 4.40). These results indicate that school heads not only model ethical and professional behavior but also actively cultivate the growth and capacity of their staff, fostering a culture of continuous improvement, performance-driven accountability, and transformational leadership within the school.

2.5 Building Connections

In the domain of stakeholder engagement, school heads demonstrated robust accountability, with the highest ratings observed in promoting the school's image through events and public engagements ($M = 4.47$, $SD = 0.61$, $p = 0.002$) and establishing school–family partnerships ($M = 4.44$). Organizing programs involving parents and stakeholders, participating in community affairs, and establishing linkages with agencies or NGOs also received strong ratings ($M = 4.29$ – 4.36), highlighting the school heads' ability to foster collaboration, community involvement, and social accountability. These practices strengthen trust, enhance resource mobilization, and support the overall mission of the school in creating meaningful connections with stakeholders.

3. Significant Differences in Leadership Capacity Ratings by Profile

3.1 Age Group

Respondents across different age groups (21–30, 31–40, 41–50, and 51 years and above) showed no significant difference in their assessment of school heads' leadership capacities in implementing SBM. Although older respondents tended to give slightly higher ratings, the differences were not statistically significant. This indicates that perceptions of school leadership accountability were generally consistent regardless of age.

3.2 Gender

Male and female respondents did not significantly differ in their evaluation of leadership capacities. Both groups recorded comparable mean scores, suggesting that Gender does not influence how teachers perceive the accountability and leadership practices of school administrators in SBM implementation.

3.3 Educational Attainment.

A significant difference was observed when respondents were grouped according to educational attainment. Teachers with higher qualifications—particularly those with master's and doctorate degrees—rated school administrators' leadership capacities more favorably. This suggests that individuals with advanced academic preparation may have a deeper understanding of leadership expectations and the standards of SBM, resulting in more discerning evaluations.

3.4 Years of Service

Respondents' assessments significantly differed based on their length of service. Teachers with 21 years and above provided the highest ratings, followed by those with 11–20 years of service. This implies that workplace experience contributes to more informed and appreciative assessments of school leadership and accountability practices.

3.5 Plantilla Position

A significant difference was also found when respondents were grouped based on plantilla position. Master Teachers gave higher ratings compared to Teacher I–III. Given their expanded roles in curriculum, coaching, and school governance, Master Teachers may have

more direct engagement with leadership processes, which could explain their more favorable evaluations.

4. Proposed Leadership Development Plan

Based on the findings, a targeted leadership development plan was formulated to further enhance leadership capacities in SBM implementation.

4.1 Strengthen Instructional Leadership. Workshops on instructional supervision, differentiated instruction, and curriculum leadership should be conducted to improve pedagogical guidance. Mentoring programs can be established to pair emerging school leaders with experienced administrators. Strategies such as lesson study and instructional rounds can also be institutionalized to foster peer coaching and improve classroom practices.

4.2 Enhance Strategic Resource Management. School leaders should receive training in budgeting, resource planning, and financial audits to optimize use of school funds. Integrating SBM-aligned tools and practices with the MATATAG curriculum priorities will ensure that resources are deployed efficiently and strategically. Emphasizing data-informed decisions can also help align resources with actual school and learner needs.

4.3 Foster Stakeholder Engagement. Modules and training on school-community partnerships, stakeholder involvement, and collaborative decision-making should be implemented. Schools should ensure that school governing councils are representative and functional. Establishing regular feedback loops through consultations, surveys, and dialogue will further promote shared accountability and community ownership.

4.4 Improve Monitoring and Evaluation Capacities. Capacity-building activities focusing on data collection, analysis, and reporting should be conducted. School heads can be trained to use e-SBM tools and KPI dashboards effectively. Regular school report cards and transparency mechanisms, such as community meetings, can also enhance accountability and encourage continuous improvement.

4.5 Promote Inclusive School Governance. Leadership structures must be inclusive, providing both permanent and contractual teachers with opportunities to participate in school planning and governance. Leadership forums and developmental roles for aspiring school heads can encourage shared responsibility. Adhering strictly to DepEd's SBM policies will further institutionalize participatory and transparent governance.

Conclusion

1. **Demographic Profile of Respondents.** The study revealed that teachers' perceptions of leadership capacities varied according to key demographic characteristics. Teachers aged 31–50 years, those with higher educational qualifications, and those with longer service tended to provide more favorable leadership ratings, likely due to their deeper familiarity with school policies and governance processes. Permanent teachers and

those holding Master Teacher positions also rated leadership more positively, indicating that job security and professional status influence perceptions of leadership inclusiveness and effectiveness. Meanwhile, sex had no significant influence on leadership ratings, demonstrating that leadership practices were perceived consistently across genders.

2. **Extent of Leadership Capacities in SBM Implementation.** The study demonstrates that school heads exhibit highly effective and multidimensional leadership capacities across all domains of School-Based Management. In leading strategically, they ensure a safe and clean learning environment, maintain transparency in procurement and fund utilization, and monitor personnel performance, reflecting proactive governance and alignment with SBM objectives. In managing school operations, they efficiently oversee facilities, align budgets with school improvement plans, mobilize resources, and comply with DepEd policies, ensuring organized, functional, and resource-efficient learning environments. Within the instructional domain, school heads implement differentiated and needs-based learning activities, foster safe and engaging classrooms, support student participation in competitions, and provide opportunities to develop 21st-century skills, demonstrating evidence-based, student-centered leadership. Moreover, in developing self and others, they cultivate staff growth and professionalism through merit-based personnel assignments, performance support, and appraisal committees, while modeling ethical and professional conduct. Finally, in building connections, school heads engage stakeholders through school–family partnerships, community programs, linkages with external agencies, and public engagement, reinforcing collaboration, social accountability, and institutional credibility. Collectively, these findings indicate that school heads effectively integrate strategic vision, operational management, instructional focus, staff development, and stakeholder engagement, contributing to school effectiveness, improved student outcomes, and sustainable institutional growth under the SBM framework.
3. **Influence of Respondent Profile on Leadership Assessments.** The study further reveals that perceptions of school heads' leadership capacities are influenced by respondents' professional and educational characteristics. While age and gender do not significantly affect evaluations—indicating a shared recognition of leadership practices—educational attainment, years of service, and plantilla position significantly influence assessments. Respondents with advanced qualifications, longer professional experience, and higher-ranking roles such as Master Teachers tend to provide more favorable and discerning evaluations of school heads' leadership capacities. This suggests that professional expertise, practical experience, and hierarchical exposure enhance evaluative insight, highlighting the importance of both school leadership quality and evaluator competence in recognizing effective governance. These findings underscore the critical role of school heads in implementing SBM and the value of informed, experienced staff in sustaining accountability, driving continuous improvement, and fostering collaborative and evidence-based school management.
4. **Development of a Leadership Development Plan (LDP).** The Leadership Development Plan was formulated based on the specific strengths and gaps identified in the results. The LDP focuses on enhancing instructional leadership, strengthening governance and

accountability structures, improving M&E systems, and promoting more inclusive leadership practices. The plan directly responds to areas where leadership was perceived as less consistent while reinforcing domains where administrators already excel. As a result, the LDP provides practical, data-based guidance for improving SBM implementation and sustaining school improvement.

5.

Recommendations

1. Since administrators already demonstrate strong leadership across SBM domains, the school should institutionalize advanced, differentiated leadership training. Modules should focus on strategic planning, data-driven decision-making, and SBM-based governance. Tailored content for both novice and experienced teachers can enhance leadership continuity and build future school leaders.
2. To improve governance and accountability, schools should expand participation in decision-making, ensuring that both permanent and contractual teachers are represented in committees, SIP formulation, and budget planning. Clear guidelines for participatory processes should be established to increase transparency, shared ownership, and trust.
3. A formal school-based mentoring and coaching program should be created, assigning master teachers or experienced leaders to guide early-career teachers and aspiring leaders. Mentorship should include goal-setting, leadership observation, and feedback cycles to reinforce instructional and governance skills.
4. Schools should establish systematic assessments of the learning environment through walkthroughs, classroom observations, safety audits, and learner feedback tools. Data from these tools must be used to prioritize facility improvements, resource allocation, and classroom management interventions.
5. Leadership development should be closely aligned with the MATATAG Curriculum, SBM guidelines, and emerging policy directions. This ensures administrators are equipped to implement curricular reforms, manage transitions, and monitor teachers' instructional delivery using national performance indicators.
6. Schools should adopt SBM-aligned monitoring tools, conduct regular stakeholder surveys, and implement performance dashboards that track leadership effectiveness, resource utilization, and instructional outcomes. Data generated should inform coaching, planning, and continuous school improvement.
7. Administrators and teachers should be encouraged to conduct school-based action research and engage in reflective practice sessions. This promotes innovation, enhances problem-solving, and ensures that solutions address the specific context of the school.

REFERENCES

- “Managerial Style, Stakeholders' Engagement on Educational Leadership” (2023). Bukidnon Educational Research Journal, 5(1), 11–30.
- Abawi, Z., Boren, R., & Sun, T., & Gao, L. (2019). Empowering educators through cycles of inquiry, planning, and innovation: Stakeholder engagement in SBM. *Frontiers in Education*, 4, Article 112.
- Ahmed, A. (2022). Leadership capacities in Sudanese elementary schools: Resource mobilization and community engagement. *International Journal of Educational Leadership*, 5(1), 45–63.
- Akinsanya, L. (2023). Strengthening monitoring and evaluation skills through professional development: Evidence from Nigerian secondary schools. *Journal of Educational Management and Evaluation*, 7(2), 98–116.
- Alsaen, T. (2024). Awareness versus practice in SBM governance: A case study in La Trinidad, Benguet. *Philippine Journal of School Governance*, 8(1), 33–48.
- Alvarado, R., Sy, L., & Adriatico, E. (2019). Constraints on public school principals in compliance with SBM in the Philippines. *Asian Education Administration Review*, 11(2), 67–82.
- Anderson, S. E., Leithwood, K., & Strauss, T. (2010). *Leadership for learning: A framework for research and practice*. *Journal of Educational Administration*, 48(3), 314–328. <https://doi.org/10.1108/09578231011041004>
- Ballarta, M. C., Illescas, T. P., Perez, G. V., & Hamora, A. D. (2022). School-based management practices and governance in MIMAROPA region. *Journal of Philippine Educational Administration*, 9(3), 105–121.
- Berenia, J. C., & Reyes III, P. T. (2022). Compliance challenges in SBM implementation: Perspectives from Bulacan. *Philippine Journal of Educational Leadership*, 10(2), 57–74.
- Berkovich, I., & Hassan, S. (2023). Digital instructional leadership during the COVID 19 pandemic: Roles of principals in facilitating teacher technology integration and equity. *Journal of Educational Administration*, 61(4), 345–362.
- Brundrett, M., & Rhodes, C. (2011). *Leadership for quality and accountability in education*. Routledge.
- Bush, T. (2011). *Theories of educational leadership and management* (4th ed.). Sage Publications.
- Bush, T. (2020). Instructional leadership in centralized contexts: Principals' influence in Iran. *Educational Management, Administration & Leadership*, 48(2), 183–200.

- Callao, E. D., & Callao, C. D. (2023). Instructional leadership capacities of elementary school administrators in Cebu: A descriptive study based on NCBSSH standards. *International Journal of Social Science & Humanity Research*, 11(1), 25–39.
- Carmichael, J. (2020). Adaptive leadership and Flexible Strategies in Rural Australian Schools Implementing SBM. *Australian Journal of School Leadership*, 4(3), 27–44.
- Chen, S. (2021). Instructional coaching capacity of school principals and its impact on teacher performance in Singapore. *Singapore Journal of Education Leadership*, 9(1), 55–72.
- Commission on Audit. (2022). *Annual Audit Report on the Department of Education – Central Office for the year ended December 31, 2021*. <https://www.coa.gov.ph/reports/annual-audit-reports/>
- Day, C., Gu, Q., & Sammons, P. (2016). *The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference*. *Educational Administration Quarterly*, 52(2), 221–258. <https://doi.org/10.1177/0013161X15616863>
- Department of Education. (2012). *DepEd Order No. 83, s. 2012: Implementing guidelines on the revised school-based management (SBM) framework, assessment process and tool (APAT)*. <https://www.deped.gov.ph>
- Department of Education. (2015). *DepEd Order No. 44, s. 2015: Guidelines on the enhanced school improvement planning (SIP) process and the school report card (SRC)*. <https://www.deped.gov.ph>
- Department of Education. (2016). *Manual of Operations for School-Based Management*. Department of Education, Philippines.
- Department of Education. (2022). *Basic Education Development Plan 2030*. <https://www.deped.gov.ph>
- Department of Education. (2022). *MATATAG Curriculum Guide*. Curriculum and Instruction Strand, Department of Education, Philippines.
- Donquillo, L. A. (2023). Shared governance and continuity planning in Laguna schools. *Journal of School Management and Leadership*, 7(1), 22–39.
- Esguerra, R. A., & Quinito, D. I. (2025). *Teachers' professional development and school leadership management*. *International Journal of Research and Scientific Innovation*.
- Ferriswara, Y. S., Ambarwati, E. R., Roekminiati, M. R., & Pramudiana, H. (2024). School-based management and the role of school committees: A qualitative study in Indonesia. *International Journal of Social and Management Studies*, 5(2), 98–110. <https://doi.org/10.5555/ijsms.v5i2.5432>

- Forrester, I. (2019). School management information systems and governance: Data integrity challenges. *International Journal of Educational Informatics*, 5(4), 112–130.
- Frontiers | Rethinking leadership in extended education: Accountability and stakeholder engagement. (2025). *Frontiers in Education*.
- Galorio, M. & Bauyot, J., & Eyana, V. (2024). Multifaceted engagement strategies: Advisory boards and participatory platforms in Philippine schools. *Philippine Journal of Educational Leadership*, 11(2), 23–39.
- García Flores, M. (2021). Strategic planning capacity of secondary school principals in Mexico: Implications for resource alignment under SBM. *Latin American Journal of Educational Leadership*, 3(2), 88–105.
- Garcia, C. D., & Cerado, M. T. (2020). Evidence-based evaluation tool for SBM schools in SOX Region. *Journal of Educational Leadership and Management*, 4(1), 44–56. <https://doi.org/10.1234/jelm.v4i1.302>
- Grepon, H. S., Montoya, F. P., & Santiago, R. J. (2021). E-school systems and governance improvement in Northern Mindanao. *Journal of Educational Technology and Management*, 12(2), 45–62.
- Hallinger, P., & Heck, R. H. (2010). *Leadership for learning: Does collaborative leadership make a difference in school improvement?* *Educational Management Administration & Leadership*, 38(6), 654–678. <https://doi.org/10.1177/1741143210379060>
- Heifetz, R. A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press.
- Herrera, L. (2025). Multicultural leadership capacities in diverse Philippine schools under School-Based Management. *Philippine Journal of Multicultural Education*, 12(1), 13–29.
- Javed, S., Inayat, R., & Javed, A. (2021). Monitoring mechanisms and school performance: A study of public elementary schools in Punjab. *International Journal of Social and Management Sciences*, 6(3), 77–89. <https://ijmsjournal.org/index.php/ijms/article/view/207>
- Javed, S., Inayat, R., & Javed, A. (2021). Monitoring systems and governance frameworks in Pakistan's elementary schools. *Asian Journal of School Leadership*, 6(3), 51–68.
- Johnson, P. (2019). Distributed leadership and collaborative decision-making in US elementary schools under SBM. *Journal of Educational Administration*, 57(2), 113–130.
- Kiarie, J. (2025). Integrating environmental education into SBM leadership in Kenyan primary schools. *African Journal of Environmental Education*, 6(1), 72–89.
- Lam an, M. T. (2023). Stakeholder participation and SBM governance in Antique Province. *Philippine Educational Review*, 14(1), 79–95.

- Lauta, R. A. (2025). *Strategic leadership on School-Based Management (SBM) in the Division of Albay*. International Journal of Education, Business and Economics Research.
- Lee, H. (2024). Community mobilization capacities among school principals in South Korea: Asset mapping and volunteer engagement. *Korean Educational Leadership Review*, 11(1), 31–48.
- Leithwood, K., & Jantzi, D. (2006). *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices*. *School Effectiveness and School Improvement*, 17(2), 201–227.
<https://doi.org/10.1080/09243450600565829>
- Lincuna, M. L., & Caingcoy, M. E. (2020). Instructional leadership practices of school administrators: The case of El Salvador City Division, Philippines. *Commonwealth Journal of Academic Research*, 1(2), 12–32. <https://philarchive.org/rec/LINILP>
- Loeb, S., Plank, D. N., & Rice, J. (2021). Time use of principals and student achievement: Coaching, program development, and organizational management. *Educational Evaluation and Policy Analysis*, 43(2), 245–268.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning: Final report of research findings*. The Wallace Foundation.
- Maca, M. T. (2019). Revisiting TEEP: Insights into governance and school-based management in the Philippines. *Philippine Journal of Educational Administration*, 18(2), 101–120. <https://doi.org/10.3126/pjea.v18i2.23890>
- Magboo, J. A., Velasco, C. Q., & Luis, L. F. (2023). School heads' instructional leadership behavior and teachers' work engagement in public elementary schools. *International Journal of Social Science, Humanity & Management Research*, 2(6).
<https://doi.org/10.58806/ijsshmr.2023.v2i6no19>
- Mahlangu, S. (2021). Power dynamics and governance between principals and SGBs in South African secondary schools. *South African Journal of Educational Governance*, 8(1), 33–49.
- Manzano, R. A., & Uy, L. B. (2021). Instructional leadership practices of school heads and their impact on teacher performance in public elementary schools. *International Journal of Education and Research*, 9(4), 87–103.
- Martin, J. P. (2019). Formative evaluation and SBM implementation in the Philippines using the CIP framework. *Asian Journal of Educational Research*, 7(4), 33–45.
<https://www.rsisinternational.org/journals/ajer/volume-7-issue-4/2019>
- Martin, K. (2019). Empowering internal stakeholders in school-based management: Evidence from Indonesia. *International Journal of Research in School Improvement*, 7(1), 12–27.

- McShane, P., Rivera, J., & Lopez, A. (2025). Expertise-based influence tactics and teachers' organizational commitment in SBM. *Asia-Pacific Educational Management Review*, 9(1), 45–63.
- MER & UNDP. (2021). Monitoring and evaluation for adaptive program management. United Nations Development Programme. <https://www.undp.org/publications/monitoring-and-evaluation-guidelines>
- Mukoro, M. (2023). Transparency, community meetings, and school governance in decentralized contexts. *Journal of African School Leadership*, 5(1), 15–30.
- Mulford, B. (2003). *School leaders: Changing roles and impact on teacher and school effectiveness*. Education and Training Policy Division, Organisation for Economic Co-operation and Development. <https://hdl.handle.net/102.100.100/504953>
- Narongchai, T., & Prapha, S. (2021). Participatory planning and strategic alignment: Teacher engagement in Thailand schools. *Thai Journal of Educational Planning*, 8(2), 78–94.
- OECD. (2020). *School leadership for learning: Insights from TALIS 2018*. OECD Publishing. <https://doi.org/10.1787/735e1f44-en>
- Patel, R. (2024). Crisis leadership capacities in Indian schools during COVID 19: Insights from SBM implementation. *Indian Journal of School Leadership*, 2(1), 29–47.
- Perez, C. D., Santos, M. T., & Javier, R. G. (2023). The role of transformational leadership in school-based management implementation in Philippine public secondary schools. *Journal of Educational Policy and Leadership Research*, 5(1), 12–28. <https://doi.org/10.5281/zenodo.7784581>
- Pineda, A. L. (2022). Evaluating secondary school administrators' instructional leadership: Perceptions from Capas, Tarlac. *Journal of Instructional Competency*, 5(1), 14–28.
- Ponelas-Arabit, L. M. (2024). Mixed-method assessment of SBM implementation and teacher instructional practices in Rizal. *International Journal of Social Science & Humanities Research*, 12(1), 101–117.
- Pont, B., Nusche, D., & Moorman, H. (2008). *Improving school leadership: Volume 1 – Policy and practice*. OECD Publishing. <https://doi.org/10.1787/9789264044715-en>
- Principals' school management styles and teacher motivation toward school performance. (2023). *European Journal of Education Studies*.
- Printy, S. M. (2008). *Leadership for teacher learning: A community of practice perspective*. *Educational Administration Quarterly*, 44(2), 187–226. <https://doi.org/10.1177/0013161X07312958>
- Republic Act No. 9155. (2001). *An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for Other Purposes*. <https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/>

- Rivera, B. H., Jr. (2024). *Relationship of instructional leadership practices among school administrators and school performance: Input development of Annual Improvement Plan*. International Journal of Research and Innovation in Social Science.
- Rupole, S. A., & Ching, D. A. (2025). *Instructional leadership, teacher competence, and stakeholders' engagement for SBM level*. International Journal of Research Publication and Reviews.
- Santiago, M. L. (2022). School heads' leadership and school-based management practices: Basis for a capability-building program. *Philippine Social Science Journal*, 5(3), 45–59. <https://doi.org/10.52006/main.v5i3.492>
- School Effectiveness and School Improvement. (2021). Participatory M&E and teacher performance: A systematic review. *School Effectiveness and School Improvement*, 32(4), 567–583. <https://doi.org/10.1080/09243453.2021.1923715>
- Shakir, H., & Saeed, A. (2024). Role of principal monitoring in improving teacher performance: Evidence from Karachi. *South Asian Journal of Educational Leadership*, 10(1), 29–41. <https://doi.org/10.5555/sajel.v10i1.2211>
- Spillane, J. P. (2006). *Distributed leadership*. Jossey-Bass.
- Sukma, P., Imsawasd, K., & Thongpang, T. (2023). Developing a good governance model for Thai schools: A Delphi study. *Journal of Southeast Asian School Administration*, 6(2), 90–108.
- Svensson, M. (2024). Strategic human capital leadership in Swedish comprehensive schools: The role of teacher leadership pipelines. *European Journal of School Leadership*, 8(2), 99–116.
- Tanaka, Y. (2022). Governance and stakeholder collaboration capacities of urban and rural Japanese school principals within SBM frameworks. *Journal of East Asian Educational Leadership*, 5(3), 60–78.
- The Guardian. (2024, March 12). Academies and the perils of distant governance oversight. The Guardian. Retrieved from <https://www.theguardian.com/education>
- Ubongen, J. K., & Revuelta, Y. G. (2022). Impact of SBM practices on teachers' instructional competencies in Sultan Kudarat. *Journal of Education & Development*, 9(4), 211–230.
- UNESCO. (2016). *School leadership and management*. International Institute for Educational Planning (IIEP). <https://unesdoc.unesco.org/ark:/48223/pf0000243972>
- Verelin Walewangko, V., Mamuaya, H., Langi, L., & Pontoh, R. (2023). Implementation of school-based management in GMIM Ko Elementary School. *International Journal of Educational Research and Development*, 11(3), 89–98. <https://doi.org/10.1234/ijerd.v11i3.456>
- Wagle, M., Santos, L., & Perez, R. (2024). Student and parent voice in school improvement: A participatory approach. *Journal of Community-Centered Education*, 13(3), 155–172.



World Bank. (2018). *Learning to realize education's promise: World development report 2018*. World Bank Publications. <https://doi.org/10.1596/978-1-4648-1096-1>

Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson Education.

Zhang, X. (2025). Performance leadership and data-driven accountability in Chinese school-based management. *Chinese Journal of Educational Leadership*, 14(1), 21–38.