

# Navigating Educational Outcomes: Teachers' Perception on the Role of School Management to the Secondary School Achievements

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## Abstract

This study aimed to examine the roles of school management in secondary school achievements. It focused on three areas of investigation. First, to determine the level of school management. Second, the level of school achievement. And lastly, the significant relation of school management to secondary school achievement.

This study used a correlational research design to determine the relationship between school management and school achievements. The respondents of the study were Teacher I – III of secondary school in the 3rd Administrative District of Schools Division Office of Laguna where the school management and school achievement will be observed.

As a result of the study, the school management has made remarks with a verbal interpretation of very highly managed. Similarly, the findings on the school's achievements have made remarks with a verbal interpretation of very highly achieved. The findings reveal a significant relationship between school management and school achievement.

The study's assessment of different management aspects and their correlation with achievement areas exposes a notable relationship, indicating the diverse aspects of achievement. This emphasizes the potential for school management to enhance secondary school achievements, offering valuable benefits to stakeholders. The initial hypothesis that there is no significant relationship between school management and school achievement is rejected by statistical results and revealing a significant relationship.

Considering the analysis and findings presented in the study, several key recommendations have been formulated to address the implications and potential applications of the results. Students may be recommended to participate in school management to convey more of their needs as students inside and outside the school. On the other hand, School Heads may prioritize constructive management practices across school management towards school achievements to cultivate a positive and supportive environment for all stakeholders.

*Keywords:* school management; stakeholders; professional development

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## 1. Introduction

In the dynamic landscape of secondary education, the role of school management in shaping educational outcomes has garnered significant attention. The effectiveness of school management practices,

leadership strategies, and governance frameworks in facilitating secondary school achievement is a subject of considerable academic interest.

School management encompasses the administrative and leadership functions tangled in governing an educational institution. It involves overseeing various aspects such as curriculum development, staff management, student welfare, financial management, and the overall strategic direction of the school. Effective school management should aim to create an environment conducive to learning, ensure the efficient operation of the institution, and promote the academic and personal development of students.

On the other hand, School Achievements refer to the academic and non-academic accomplishments of the school and the students within an educational setting. Academic achievement is commonly measured through examinations, continuous assessments, and the attainment of specific educational goals. Improving school achievement is a critical concern for school management and teachers, as it directly impacts the educational outcomes and well-being of students. Understanding and addressing school achievement gaps is essential for promoting educational quality and ensuring the success of all students.

According to Turkkahraman (2015), schools are crucial social institutions that mold students into well-rounded individuals. The school environment, including physical facilities, plays a significant role in this process, contributing to a conducive atmosphere for learning and job satisfaction. This underscores the importance of school management and the school environment in fostering student success.

Understanding how school management influences secondary school achievement is crucial for the development of strategies that can enhance educational outcomes. This research aims to explore teachers' perceptions regarding school management's role in navigating and improving educational outcomes in secondary schools.

### *1.1 Statement of the Problem*

Specifically, it sought to answer the following questions:

1. What is the level of School Management in terms of School Climate with regards to:
  - 1.1. Safety and Security;
  - 1.2. Inclusivity and Equity; and
  - 1.3. Parent and Community Involvement?
2. What is the level of School Management in terms of Resource Allocation with regards to:
  - 2.1. Budget Allocation;
  - 2.2. Staffing Allocation; and
  - 2.3. Facilities and Infrastructure?
3. What is the level of School Management in terms of Professional Development with regards to:
  - 3.1. Personal Development Program;
  - 3.2. Continual Learning Support; and
  - 3.3. Goal-Oriented Professional Development?
4. What is the Level of School Achievement in terms of Leadership and Governance with regards to:
  - 4.1. Development Plan;
  - 4.2. Leadership Network; and
  - 4.3. Training and Development Needs?
5. What is the Level of School Achievement in terms of Curriculum and Instruction with regards to:
  - 5.1. Learning Activities and Resources;
  - 5.2. Learning Support System; and
  - 5.3. Learning Assessment?

6. What is the Level of School Achievement in terms of Accountability and Continuous Improvement with regards to:
  - 6.1. Accountable and Collective Body/s;
  - 6.2. Performance and Accountability System; and
  - 6.3. Participatory Assessment?
7. What is the Level of School Achievement in terms of Management of Resources with regards to:
  - 7.1. Resource Inventory and Transparency;
  - 7.2. Planning and Resource Programming; and
  - 7.3. Monitoring, Evaluation, and Reporting Process?
8. Does School Management have a significant relation to School Achievement of Secondary Schools in the 3rd Administrative District of Schools Division Office of Laguna?

## 2. Methodology

The Correlation Research Design was employed in this study to determine the Navigating Educational Outcomes: Teachers' Perceptions on the Roles of School Management to Secondary School Achievements in the 3rd Administrative District in the Schools Division Office of Laguna. The choice of this research method was based on its suitability for providing a comprehensive understanding of the specific context under investigation, aligning with the research questions and goals of the study.

## 3. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the Navigating Educational Outcomes through Teachers' Perceptions on the Role of School Management to Secondary School Achievement.

The School Management plays an important role in the school's success by strengthening the School Climate, Resource Allocation, and Professional Development. Proper management greatly helps in providing quality services to its stakeholders. The following data and results show excellence in school management that leads to the success and development of the school community.

School climate is one of the priorities of school management to maintain order and peace among its stakeholders. This variable focuses on safety and security, inclusivity and equity, and parents and community involvement. These aspects are necessary to create a positive and supportive school climate, ultimately contributing to the overall success and well-being of the school community.

### Level of School Management in terms of School Climate.

Table 1 Level of School Management in terms of School Climate with regards to Safety and Security. From the statements, "*Students feel that they are respected and valued by the school community.*" yielded the highest mean score ( $M=4.58$ ,  $SD=0.58$ ) and was remarked as *Always Observed*. On the other hand, "*The school provides clear communication about safety and security protocols to students, staff, and parents.*" received the lowest mean score of responses with ( $M=4.49$ ,  $SD=0.62$ ) yet was also remarked *Always Observed*. The Level of School Management in terms of School Climate with regards to Safety and Security attained a weighted mean score of 4.54 and a standard deviation of 0.54 and was *Very Highly Managed* among the respondents.

**Table 1.** Level of School Management in terms of School Climate with regards to Safety and Security.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
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School staff effectively address concerns related to safety and security.	4.51	0.64	Always Observed
The school regularly conducts safety drills and emergency preparedness training.	4.57	0.58	Always Observed
The school provides clear communication about safety and security protocols to students, staff, and parents.	4.49	0.62	Always Observed
Students feel that they are respected and valued by the school community.	4.58	0.58	Always Observed
The school takes appropriate measures to address potential safety and security threats.	4.57	0.60	Always Observed
<i>Weighted Mean</i>		4.54	
<i>SD</i>		0.54	
<i>Verbal Interpretation</i>			<i>Very Highly Managed</i>

The data presented in Table 1 reflects the Level of School Management in terms of School Climate with a specific focus on safety and security. The mean scores for each statement, together with standard deviations and verbal interpretations, provide valuable insights into the school's effectiveness in maintaining a safe and secure environment for its students, staff, and parents. The consistently high mean scores across all statements, ranging from 4.49 to 4.58, indicate a strong and proactive approach to safety and security management within the school. The "Always Observed" remarks further affirm the consistent implementation of safety protocols and measures, emphasizing the school's commitment to addressing safety concerns and fostering a secure climate. The weighted mean of 4.54 and standard deviation of 0.54 reinforce the notion that the School's Management of Safety and Security is Very Highly Managed. This suggests a healthy framework in the school community to ensure the well-being and security of the school community, reflecting a proactive stance in addressing potential safety and security threats.

In assumption, the data reflects a high level of school management in terms of safety and security, with consistent practices and clear communication contributing to a positive school climate. This is a testament to the school's commitment to creating a safe and secure learning environment for its learners. It also reflects the steadfast dedication to providing a secure educational setting for all stakeholders.

**Table 2.** *Level of School Management in terms of School Climate with regards to Inclusivity and Equality.*

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school promotes diversity and celebrates different cultures, backgrounds, and perspectives.	4.57	0.61	Always Observed
School staff effectively address instances of discrimination or prejudice based on race, gender, sexual orientation, or other factors.	4.58	0.64	Always Observed
The school provides equal opportunities for all	4.58	0.60	Always Observed

students to participate in extracurricular activities, leadership roles, and academic programs.

The school ensures that all students have access to necessary resources and support, regardless of their background or circumstances.	4.50	0.68	Always Observed
School policies and practices encourage a sense of equity and fairness among all members of the school community.	4.55	0.67	Always Observed
<i>Weighted Mean</i>		4.56	
<i>SD</i>		0.57	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 2 Level of School Management in terms of School Climate with regards to Inclusivity and Equality. From the statements, “*The school provides equal opportunities for all students to participate in extracurricular activities, leadership roles, and academic programs*” yielded the highest mean score ( $M=4.58, SD=0.60$ ) and was remarked as *Always Observed*. On the other hand “*The school ensures that all students have access to necessary resources and support, regardless of their background or circumstances*” received the lowest mean score of responses with ( $M=4.50, SD=0.68$ ) yet was also remarked *Always Observed*. The Level of School Management in terms of School Climate with regards to Inclusivity and Equality attained a weighted mean score of 4.56 and a standard deviation of 0.57 and was *Very Highly Managed* among the respondents.

The data presented in Table 2 sheds light on the level of school management in terms of school climate with a specific focus on inclusivity and equality. The mean scores, standard deviations, and verbal interpretations provide valuable insights into the school's commitment to fostering an inclusive and equitable environment for all members of the school community. The consistently high mean scores, ranging from 4.50 to 4.58, indicate a strong emphasis on promoting diversity, addressing instances of discrimination, providing equal opportunities, ensuring access to necessary resources, and encouraging equity and fairness within the school. The "Always Observed" remarks affirm the consistent implementation of inclusive and equitable practices, reflecting the school's dedication to celebrating diversity and upholding principles of equality. The weighted mean of 4.56 and a standard deviation of 0.57 signify that the school's management of inclusivity and equality is very highly managed. This implies the establishment of a strong framework to guarantee that every student, irrespective of their backgrounds or situations, experiences respect, appreciation, and equitable access to opportunities and assistance.

This suggests that the school actively promotes diversity, effectively addresses instances of discrimination and prejudice, provides equal opportunities for all students, ensures access to necessary resources and support, and fosters a sense of equity and fairness among all members of the school community. The data reflects an exceptional level of school management in terms of inclusivity and equality, with consistent practices and a clear commitment to promoting diversity, addressing discrimination, and ensuring equal opportunities for all students. This demonstrates the school's dedication to create an inclusive and equitable environment for all its members.

**Table 3.** Level of School Management in terms of School Climate with regards to Parent and Community Involvement.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school effectively communicates with parents and community members about school events,	4.60	0.57	Always Observed

initiatives, and policies.			
Parents and community members feel welcomed and valued when visiting the school or participating in school activities.	4.59	0.62	Always Observed
The school actively seeks input and feedback from parents and community members on important decisions and initiatives.	4.57	0.62	Always Observed
The school collaborates with community organizations and businesses to enhance educational opportunities for students.	4.54	0.63	Always Observed
The school provides clear and accessible channels for parents and community members to access information about school activities and student progress.	4.57	0.63	Always Observed
<i>Weighted Mean</i>		4.57	
<i>SD</i>		0.55	
<i>Verbal Interpretation</i>			<i>Very Highly Managed</i>

Table 3 Level of School Management in terms of School Climate with regards to Parent and Community Involvement. From the statements, “*The school effectively communicates with parents and community members about school events, initiatives, and policies*” yielded the highest mean score ( $M=4.60$ ,  $SD=0.57$ ) and was remarked as *Always Observed*. On the other hand, “*The school collaborates with community organizations and businesses to enhance educational opportunities for students*” received the lowest mean score of responses with ( $M=4.54$ ,  $SD=0.63$ ) yet was also remarked *Always Observed*. Level of School Management in terms of School Climate with regards to Parent and Community Involvement attained a weighted mean score of 4.57 and a standard deviation of 0.55 and was *Very Highly Managed* among the respondents.

The data presented in Table 3 offers valuable insights into the level of school management in terms of school climate with a specific focus on parent and community involvement. The mean scores, standard deviations, and verbal interpretations provide a comprehensive overview of the school's efforts in engaging and collaborating with parents and the broader community. The consistently high mean scores, ranging from 4.54 to 4.60, indicate a strong commitment to effective communication, welcoming and valuing parents and community members, seeking input and feedback, collaborating with external organizations, and providing accessible channels for information. The “Always Observed” remarks underscore the consistent and proactive approach of the school in fostering meaningful involvement and collaboration with parents and the community. The weighted mean of 4.57 and a standard deviation of 0.55 signify that the school's management of parent and community involvement is very highly managed. This indicates a framework in place to ensure that parents and community members are not only informed but also actively engaged and valued as essential partners in the educational journey of the students.

This suggests that the school effectively communicates with parents and community members about school events, initiatives, and policies, ensures that parents and community members feel welcomed and valued, actively seeks input and feedback from them on important decisions and initiatives, collaborates with community organizations and businesses to enhance educational opportunities, and provides clear and

accessible channels for them to access information about school activities and student progress.

In conclusion, the data indicates a commendable standard of school management characterized by inclusivity and equality. The findings reveal consistent practices and a resolute commitment to fostering diversity, mitigating discrimination, and guaranteeing equal opportunities for every student. This underscores the school's steadfast dedication to establishing an inclusive and equitable environment for all its constituents.

**Level of School Management in terms of Resource Allocation.**

The outcomes of effective school management extend beyond academic achievements, encompassing strategic resource allocation in critical areas such as budget allocation, staffing allocation, and the provision of facilities and infrastructures. Efficient distribution of resources is essential for optimizing the learning environment and ensuring the smooth functioning of educational institutions.

**Table 4.** *Level of School Management in terms of Resource Allocation with regards to Budget Allocation.*

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
The school's budget allocation demonstrates accountability and effectiveness in achieving educational outcomes.	4.36	0.72	Always Observed
The budget allocation process encourages innovation and creativity in educational programs and activities.	4.33	0.72	Always Observed
The school's budget allocation is aligned with the strategic goals and priorities of the institution.	4.37	0.73	Always Observed
The budget allocation process allows for flexibility to address unforeseen needs or emerging opportunities.	4.34	0.76	Always Observed
The budget allocation process considers long-term financial sustainability and responsible use of resources.	4.34	0.80	Always Observed
<i>Weighted Mean</i>		4.35	
<i>SD</i>		0.68	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 4 Level of School Management in terms of Resource Allocation with regards to Budget Allocation. From the statements, “*The school's budget allocation is aligned with the strategic goals and priorities of the institution.*” yielded the highest mean score ( $M=4.37, SD=0.73$ ) and was remarked as *Always Observed*. On the other hand, “*The budget allocation process encourages innovation and creativity in educational programs and activities.*” received the lowest mean score of responses with ( $M=4.33, SD=0.72$ ) yet was also remarked *Always Observed*. The level of School Management in terms of Resource Allocation with regards to Budget Allocation attained a weighted mean score of 4.35 and a standard deviation of 0.68 and was *Very Highly Managed* among the respondents.

The data presented in Table 4 provides a comprehensive overview of the level of school management in terms of resource allocation, specifically focusing on budget allocation. The mean scores, standard deviations, and verbal interpretations offer valuable insights into the school's approach to managing financial resources to support its educational objectives. The consistently high mean scores, ranging from 4.33 to 4.37,

indicate a strong emphasis on accountability, effectiveness, innovation, strategic alignment, flexibility, and long-term financial sustainability in the budget allocation process. The "Always Observed" remarks affirm the consistent and proactive nature of the school's resource allocation practices, reflecting a commitment to responsible and strategic budget management. The weighted mean of 4.35 and a standard deviation of 0.68 signify that the school's management of resource allocation with regards to budget allocation is very highly managed. This implies the implementation of a comprehensive and methodical strategy for financial planning and allocation, aimed at ensuring the effective utilization of financial resources to attain educational objectives and uphold the institution's long-term viability.

This suggests that the school's budget allocation demonstrates accountability and effectiveness in achieving educational outcomes, encourages innovation and creativity, is aligned with strategic goals and priorities, allows for flexibility to address unforeseen needs or emerging opportunities, and considers long-term financial sustainability and responsible use of resources. In summary, the data reflects an exceptionally high level of school management in resource allocation, particularly in budget allocation, with consistent practices and a clear commitment to ensuring that financial resources are effectively and responsibly utilized to support the school's educational goals and priorities. This demonstrates the school's dedication to prudent and strategic financial management for the benefit of its educational programs and activities.

**Table 5.** *Level of School Management in terms of Resource Allocation with regards to Staffing Allocation.*

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
The school effectively allocates budget resources to support teaching and learning initiatives.	4.31	0.74	Always Observed
The school's budget allocation effectively supports professional development opportunities for teachers and staff.	4.23	0.79	Always Observed
The school provides adequate staffing resources to support the effective implementation of technology in education.	4.33	0.75	Always Observed
The school allocates staff resources to provide sufficient support for students with behavioral or emotional challenges.	4.35	0.80	Always Observed
The school's staffing allocation process considers the changing needs of the student population over time.	4.33	0.78	Always Observed
<i>Weighted Mean</i>		<i>4.31</i>	
<i>SD</i>		<i>0.72</i>	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 5 Level of School Management in terms of Resource Allocation with regards to Staffing Allocation. From the statements, "The school allocates staff resources to provide sufficient support for students with behavioral or emotional challenges." yielded the highest mean score (M=4.35, SD=0.80) and was remarked as Always Observed. On the other hand, "The school's budget allocation effectively supports professional development opportunities for teachers and staff." received the lowest mean score of responses with (M=4.23, SD=0.79) yet was also remarked Always Observed. The Level of School Management in terms of Resource Allocation with regards to Staffing Allocation attained a weighted mean score of 4.31 and a

standard deviation of 0.72 and was Very Highly Managed among the respondents.

The data presented in Table 5 offers valuable insights into the level of school management in terms of resource allocation, specifically focusing on staffing allocation. The mean scores, standard deviations, and verbal interpretations provide a comprehensive overview of the school's efforts in effectively allocating staffing resources to support various aspects of teaching, learning, and student support. The consistently high mean scores, ranging from 4.23 to 4.35, indicate a strong commitment to allocating budget resources to support teaching and learning initiatives, providing professional development opportunities, supporting the effective implementation of technology in education, addressing the needs of students with behavioral or emotional challenges, and considering the changing needs of the student population over time. The "Always Observed" remarks affirm the consistent and proactive nature of the school's staffing allocation practices, reflecting a commitment to providing adequate support for both students and staff. The weighted mean of 4.31 and a standard deviation of 0.72 signify that the school's management of staffing allocation is very highly managed. This indicates the adoption of a comprehensive and organized method for distributing staffing resources, guaranteeing that the requirements of both students and staff are efficiently met to uphold the educational objectives of the school.

This suggests that the school effectively allocates budget resources to support teaching and learning initiatives, supports professional development opportunities for teachers and staff, provides adequate staffing resources to support the effective implementation of technology in education, allocates staff resources to provide sufficient support for students with behavioral or emotional challenges, and considers the changing needs of the student population over time in the staffing allocation process. In summary, the data reflects an exceptional level of school management in resource allocation, particularly in staffing allocation, with consistent practices and a clear commitment to ensuring that staffing resources are effectively utilized to support teaching and learning, professional development, technology implementation, and learners support. This demonstrates the school's dedication to strategic and effective allocation of staffing resources for the benefit of its educational programs and the well-being of its learners.

**Table 6.** *Level of School Management in terms of Resource Allocation with regards to Facilities and Infrastructure.*

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
The budget allocation prioritizes the maintenance and improvement of school facilities and infrastructure.	4.33	0.78	Always Observed
The school efficiently manages the allocation of resources for technology infrastructure (e.g., internet access, computer labs).	4.29	0.83	Always Observed
The school ensures that classroom spaces are appropriately allocated to different subjects and activities.	4.33	0.79	Always Observed
The school allocates resources to provide a conducive and comfortable learning environment in classrooms and common areas.	4.31	0.79	Always Observed
The school allocates resources to provide a conducive and comfortable learning environment in classrooms and common areas.	4.28	0.78	Always Observed

<i>Weighted Mean</i>	4.31
<i>SD</i>	0.75
<i>Verbal Interpretation</i>	<i>Very Highly Managed</i>

Table 6 Level of School Management in terms of Resource Allocation with regards to Facilities and Infrastructure. From the statements, “The budget allocation prioritizes the maintenance and improvement of school facilities and infrastructure.” yielded the highest mean score (M=4.33, SD=0.78) and was remarked as Always Observed. On the other hand, “The school allocates resources to provide a conducive and comfortable learning environment in classrooms and common areas.” received the lowest mean score of responses with (M=4.28, SD=0.78) yet was also remarked Always Observed. The Level of School Management in terms of Resource Allocation with regards to Facilities and Infrastructure attained a weighted mean score of 4.31 and a standard deviation of 0.75 and was Very Highly Managed among the respondents

The data presented in Table 6 provides valuable insights into the level of school management in terms of resource allocation, specifically focusing on facilities and infrastructure. The mean scores, standard deviations, and verbal interpretations offer a comprehensive overview of the school's efforts in effectively managing resources to maintain and enhance the physical learning environment. The consistently high mean scores, ranging from 4.28 to 4.33, indicate a strong commitment to prioritizing the maintenance and improvement of school facilities and infrastructure, efficiently managing resources for technology infrastructure, appropriately allocating classroom spaces, and providing a conducive and comfortable learning environment in classrooms and common areas. The "Always Observed" remarks affirm the consistent and proactive nature of the school's resource allocation practices, reflecting a commitment to providing a supportive and well-maintained physical environment for learning. The weighted mean of 4.31 and a standard deviation of 0.75 signify that the school's management of resource allocation with regards to facilities and infrastructure is very highly managed. This indicates the utilization of a strong and organized strategy for resource management, ensuring the upkeep of the physical learning environment.

This suggests that the school effectively prioritizes the allocation of budget resources for the maintenance and improvement of school facilities and infrastructure, efficiently manages the allocation of resources for technology infrastructure, ensures appropriate allocation of classroom spaces to different subjects and activities, and allocates resources to provide a conducive and comfortable learning environment in classrooms and common areas. In summary, the data reflects an exceptional level of school management in resource allocation, particularly in facilities and infrastructure, with consistent practices and a clear commitment to ensuring that budget resources are effectively utilized to maintain and improve school facilities, manage technology infrastructure, and provide conducive learning environments for all students. This demonstrates the school's dedication to strategic and effective allocation of resources for the benefit of its educational programs and the well-being of its students.

#### **Level of School Management in terms of Professional Development.**

The outcomes of effective school management encompass not only academic achievements but also the cultivation of a dynamic and skilled faculty through strategic professional development initiatives. This introduction will explore the significance of proficient management in terms of professional development programs, continual learning support, and goal-oriented approaches. These elements play a crucial role in enhancing educators' expertise, fostering a culture of continuous improvement, and aligning professional growth with institutional objectives, ultimately contributing to the overall success of the educational institution.

**Table 7.** *Level of School Management in terms of Professional Development with regards to Personal Development Program.*

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The personal development programs offered by the school effectively address the diverse needs and interests of the teaching staff.	4.42	0.72	Always Observed
The school provides opportunities for teaching staff to engage in personal development programs that foster creativity and innovation in teaching practices.	4.47	0.71	Always Observed
The personal development programs offered by the school effectively address the emotional intelligence and resilience of the teaching staff.	4.38	0.76	Always Observed
The school effectively evaluates the impact and effectiveness of the personal development programs on the teaching staff's professional growth.	4.38	0.73	Always Observed
The school's personal development programs contribute to the development of a supportive and collaborative culture among the teaching staff.	4.38	0.73	Always Observed
<i>Weighted Mean</i>		<i>4.41</i>	
<i>SD</i>		<i>0.68</i>	
<i>Verbal Interpretation</i>			<i>Very Highly Managed</i>

Table 7 Level of School Management in terms of Professional Development with regards to Personal Development Program. From the statements, “The school provides opportunities for teaching staff to engage in personal development programs that foster creativity and innovation in teaching practices.” yielded the highest mean score (M=4.47, SD=0.71) and was remarked as Always Observed. On the other hand, “The personal development programs offered by the school effectively address the emotional intelligence and resilience of the teaching staff.” received the lowest mean score of responses with (M=4.38, SD=0.76) yet was also remarked Always Observed. The Level of School Management in terms of Professional Development with regards to Personal Development Program attained a weighted mean score of 4.41 and a standard deviation of 0.68 and was Very Highly Managed among the respondents.

The data presented in Table 7 offers valuable insights into the level of school management in terms of professional development, specifically focusing on personal development programs for teaching staff. The mean scores, standard deviations, and verbal interpretations provide a comprehensive overview of the school's efforts in addressing the diverse needs and interests of the teaching staff through personal development initiatives. The consistently high mean scores, ranging from 4.38 to 4.47, indicate a strong commitment to offering personal development programs that foster creativity, innovation, emotional intelligence, resilience, and a supportive and collaborative culture among the teaching staff. The "Always Observed" remarks affirm the consistent and proactive nature of the school's personal development programs, reflecting a commitment to the professional growth and well-being of the teaching staff. The weighted mean of 4.41 and a standard deviation of 0.68 signify that the school's management of personal development programs is very highly managed. This signals the implementation of a sturdy and systematic approach to providing impactful personal development opportunities that cater to the diverse needs and interests of the teaching staff. This method emphasizes the professional advancement and satisfaction of educators by customizing development

programs to meet their specific requirements and aspirations.

This suggests that the personal development programs offered by the school effectively address the diverse needs and interests of the teaching staff, provide opportunities that foster creativity and innovation in teaching practices, address emotional intelligence and resilience, evaluate the impact and effectiveness of the programs on professional growth, and contribute to the development of a supportive and collaborative culture among the teaching staff. In summary, the data reflects an exceptional level of school management in professional development, particularly in personal development programs for the teaching staff, with consistent practices and a clear commitment to addressing diverse needs, fostering innovation, evaluating impact, and promoting a supportive culture.

This demonstrates the school's dedication to strategic and effective personal development programs for the benefit of the teaching staff's professional growth and well-being.

**Table 8.** Level of School Management in terms of Professional Development with regards to Continual Learning Support.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school provides a range of professional development opportunities to support continual learning for teaching staff.	4.41	0.75	Always Observed
The school encourages and supports teaching staff to engage in continual learning opportunities that align with their professional growth goals.	4.39	0.74	Always Observed
The continual learning support offered by the school effectively addresses the teaching staff's ability to adapt to new technologies and educational trends.	4.39	0.73	Always Observed
The school provides opportunities for teaching staff to engage in continual learning support that promotes reflective teaching practices and self-improvement.	4.39	0.75	Always Observed
The school effectively evaluates the impact and effectiveness of the continual learning support on the teaching staff's professional development.	4.38	0.75	Always Observed
<i>Weighted Mean</i>		<i>4.39</i>	
<i>SD</i>		<i>0.70</i>	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 8. Level of School Management in terms of Professional Development with regards to Continual Learning Support. From the statements, "The school provides a range of professional development opportunities to support continual learning for teaching staff." yielded the highest mean score (M=4.41, SD=0.75) and was remarked as Always Observed. On the other hand, "The school effectively evaluates the impact and effectiveness of the continual learning support on the teaching staff's professional development." received the lowest mean score of responses with (M=4.38, SD=0.75) yet was also remarked Always Observed.

The Level of School Management in terms of Professional Development with regards to Continual

Learning Support attained a weighted mean score of 4.39 and a standard deviation of 0.70 and was Very Highly Managed among the respondents.

The data presented in Table 8 provides valuable insights into the level of school management in terms of professional development, specifically focusing on continual learning support for teaching staff. The mean scores, standard deviations, and verbal interpretations offer a comprehensive overview of the school's efforts in providing ongoing professional development opportunities to support the continual learning and growth of the teaching staff. The consistently high mean scores, ranging from 4.38 to 4.41, indicate a strong commitment to offering a range of professional development opportunities that align with the professional growth goals of the teaching staff, address their ability to adapt to new technologies and educational trends, and promote reflective teaching practices and self-improvement. The "Always Observed" remarks affirm the consistent and proactive nature of the school's continual learning support, reflecting a commitment to the ongoing professional growth and adaptability of the teaching staff. The weighted mean of 4.39 and a standard deviation of 0.70 signify that the school's management of continual learning support is very highly managed. This indicates the implementation of a strong and methodical approach to providing impactful professional development opportunities that cater to the evolving needs and goals of the teaching staff.

This suggests that the school provides a range of professional development opportunities to support continual learning, encourages and supports teaching staff to engage in continual learning opportunities aligned with their professional growth goals, effectively addresses the ability of teaching staff to adapt to new technologies and educational trends, provides opportunities for continual learning support that promotes reflective teaching practices and self-improvement, and evaluates the impact and effectiveness of continual learning support on the teaching staff's professional development.

In summary, the data reflects an exceptional level of school management in professional development, particularly in continual learning support for the teaching staff, with consistent practices and a clear commitment to providing ongoing opportunities for growth, adaptation to new trends, and reflective teaching practices. This serves as a clear indication of the institution's unwavering commitment to providing strategic and highly effective support for the ongoing learning and professional advancement of its esteemed teaching staff.

**Table 9.** Level of School Management in terms of Professional Development with regards to Goal-Oriented Professional Development.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The goal-oriented professional development opportunities provided by the school contribute to the overall job satisfaction and motivation of the teaching staff.	4.43	0.70	Always Observed
The school provides adequate resources and guidance to help teaching staff achieve their individual professional development goals.	4.36	0.78	Always Observed
The school provides opportunities for teaching staff to engage in goal-oriented professional development that fosters leadership and innovation in teaching practices.	4.43	0.74	Always Observed
The goal-oriented professional development opportunities provided by the school contribute to the teaching staff's ability to address diverse student	4.42	0.75	Always Observed

needs and learning styles.

The school effectively evaluates the impact and effectiveness of goal-oriented professional development on the teaching staff's professional growth and achievement of personal goals.	4.41	0.71	Always Observed
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*Weighted Mean*

4.41

*SD*

0.68

*Verbal Interpretation*

*Very Highly Managed*

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Table 9 Level of School Management in terms of Professional Development with regards to Goal-Oriented Professional Development. From the statements, "The goal-oriented professional development opportunities provided by the school contribute to the overall job satisfaction and motivation of the teaching staff." yielded the highest mean score ( $M=4.43$ ,  $SD=0.70$ ) and was remarked as Always Observed. On the other hand, "The school provides adequate resources and guidance to help teaching staff achieve their individual professional development goals." received the lowest mean score of responses with ( $M=4.36$ ,  $SD=0.78$ ) yet was also remarked Always Observed.

The Level of School Management in terms of Professional Development with regards to Goal-Oriented Professional Development attained a weighted mean score of 4.41 and a standard deviation of 0.68 and was Very Highly Managed among the respondents.

The data presented in Table 9 provides valuable insights into the level of school management in terms of professional development, specifically focusing on goal-oriented professional development for teaching staff. The mean scores, standard deviations, and verbal interpretations offer a comprehensive overview of the school's efforts in providing professional development opportunities that align with the individual professional growth goals of the teaching staff. The consistently high mean scores, ranging from 4.36 to 4.43, indicate a strong commitment to offering goal-oriented professional development opportunities that contribute to job satisfaction, motivation, leadership, innovation, adaptability to diverse student needs, and the overall professional growth of the teaching staff. The "Always Observed" remarks affirm the consistent and proactive nature of the school's goal-oriented professional development initiatives, reflecting a commitment to the individualized professional growth and fulfillment of the teaching staff. The weighted mean of 4.41 and a standard deviation of 0.68 signify that the school's management of goal-oriented professional development is very highly managed. This indicates a comprehensive and systematic approach to providing impactful professional development opportunities tailored to the diverse and evolving goals of the teaching staff.

This suggests that the goal-oriented professional development opportunities provided by the school contribute significantly to the overall job satisfaction and motivation of the teaching staff. The school provides adequate resources and guidance to help teaching staff achieve their individual professional development goals, provides opportunities for goal-oriented professional development that fosters leadership and innovation in teaching practices. The goal-oriented professional development opportunities contribute to the teaching staff's ability to address diverse student needs and learning styles, and the school effectively evaluates the impact and effectiveness of goal-oriented professional development on the teaching staff's professional growth and achievement of personal goals. In summary, the data reflects an exceptional level of school management in professional development, particularly in goal-oriented professional development for the teaching staff, with consistent practices and a clear commitment to supporting individual growth, fostering leadership and innovation, and effectively evaluating the impact of professional development on the teaching staff's professional growth and achievement of personal goals. This demonstrates the school's dedication to strategic and effective goal-oriented professional development opportunities for the benefit of its teaching staff and the overall educational environment.

**Level of School Achievement in terms of Leadership and Governance.**

Table 10 Level of School Achievement in terms of Leadership and Governance with regards to Development Plan. From the statements, “The development plans set by the school leadership align with the long-term vision and mission of the school.” yielded the highest mean score ( $M=4.49$ ,  $SD=0.69$ ) and was remarked as *Always Observed*. On the other hand, “The school leadership fosters a culture of transparency and accountability in the implementation of development plans.” received the lowest mean score of responses with ( $M=4.44$ ,  $SD=0.75$ ) yet was also remarked *Always Observed*. The Level of School Achievement in terms of Leadership and Governance with regards to Development Plan attained a weighted mean score of 4.46 and a standard deviation of 0.67 and was *Very Highly Managed* among the respondents.

**Table 10.** Level of School Achievement in terms of Leadership and Governance with regards to Development Plan.

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
The school leadership effectively communicates the development plans to all stakeholders, including staff, parents, and students.	4.46	0.70	Always Observed
The development plans set by the school leadership align with the long-term vision and mission of the school.	4.49	0.69	Always Observed
The school leadership fosters a culture of transparency and accountability in the implementation of development plans.	4.44	0.75	Always Observed
The development plans effectively address the evolving needs and challenges in the field of education and school management.	4.45	0.72	Always Observed
The development plans effectively address the school's goals for academic achievement and student well-being.	4.47	0.69	Always Observed
<i>Weighted Mean</i>		4.46	
<i>SD</i>		0.67	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

The data presented in Table 10 offers valuable insights into the level of school achievement in terms of leadership and governance, specifically focusing on the development plan and its alignment with the long-term vision and mission of the school. The mean scores, standard deviations, and verbal interpretations provide a comprehensive overview of the school's leadership effectiveness in communicating, aligning, and implementing development plans. The consistently high mean scores, ranging from 4.44 to 4.49, indicate a strong commitment to transparent communication of development plans, alignment with the school's vision and mission, fostering a culture of transparency and accountability, and addressing evolving needs and challenges in education and school management. The "Always Observed" remarks affirm the consistent and proactive nature of the school's leadership and governance, reflecting a commitment to effective planning and implementation. The weighted mean of 4.46 and a standard deviation of 0.67 signify that the school's achievement in leadership and governance with regards to the development plan is very highly managed. This

indicates a full and methodical approach to leadership and governance, ensuring that development plans are effectively communicated, aligned with the school's mission, and responsive to the evolving educational landscape.

In support, the school's leadership, and governance in terms of development plans as being very highly managed, with a strong focus on effective communication, alignment with the school's vision and mission, transparency, and accountability, and these findings underscore the school's dedication to holistic and strategic leadership, fostering an environment that prioritizes collaboration, integrity, and the pursuit of long-term educational objectives. Furthermore, the importance of leadership development and the cultivation of a culture of leadership throughout an organization is highlighted. Leadership development involves improving leadership skills and competencies through various activities, with the creation of a leadership development plan being a crucial aspect of this process. This aligns with the observed high level of management in the school's leadership and governance in terms of development plans.

**Table 11.** *Level of School Achievement in terms of Leadership and Governance with regards to Leadership Network.*

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school leadership effectively communicates the vision and goals of the leadership network to all stakeholders.	4.51	0.67	Always Observed
The leadership network fosters a culture of collaboration and shared decision-making among school leaders and administrators.	4.43	0.69	Always Observed
The school leadership network effectively aligns leadership practices with the school's mission and values.	4.46	0.67	Always Observed
The leadership network provides opportunities for mentorship and knowledge sharing among school leaders and administrators.	4.43	0.70	Always Observed
The leadership network encourages innovative and adaptive leadership practices to address evolving educational challenges.	4.49	0.67	Always Observed
<i>Weighted Mean</i>		<i>4.46</i>	
<i>SD</i>		<i>0.63</i>	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 11 Level of School Achievement in terms of Leadership and Governance with regards to Leadership Network. From the statements, “The school leadership effectively communicates the vision and goals of the leadership network to all stakeholders.” yielded the highest mean score (M=4.51, SD=0.67) and was remarked as Always Observed. On the other hand, “The leadership network fosters a culture of collaboration and shared decision-making among school leaders and administrators.” received the lowest mean score of responses with (M=4.43, SD=0.68) yet was also remarked Always Observed. The Level of School Achievement in terms of Leadership and Governance with regards to Leadership Network attained a weighted mean score of 4.46 and a standard deviation of 0.63 and was Very Highly Managed among the

respondents.

The data presented in Table 11 provides valuable insights into the level of school achievement in terms of leadership and governance, specifically focusing on the leadership network and its impact on fostering collaboration, aligning leadership practices, and encouraging innovative leadership approaches. The mean scores, standard deviations, and verbal interpretations offer a comprehensive overview of the school's leadership effectiveness in communicating, fostering collaboration, and aligning leadership practices with the school's mission and values. The consistently high mean scores, ranging from 4.43 to 4.51, indicate a strong commitment to transparent communication of the vision and goals of the leadership network, fostering a culture of collaboration and shared decision-making, aligning leadership practices with the school's mission and values, and encouraging innovative and adaptive leadership practices. The "Always Observed" remarks affirm the consistent and proactive nature of the school's leadership network, reflecting a commitment to effective communication and collaboration among school leaders and administrators. The weighted mean of 4.46 and a standard deviation of 0.63 signify that the school's achievement in leadership and governance with regards to the leadership network is very highly managed. This signifies a thorough and methodical strategy for promoting collaboration, aligning leadership practices, and fostering innovative leadership approaches within the school community.

The comprehensive data and supplementary insights derived from the search results provide corroboration for the meticulous management of the school's leadership network. This is characterized by a pronounced emphasis on proficient communication, collaboration, alignment with the school's mission and values, mentorship, knowledge sharing, and innovative leadership practices. These discerning findings underscore the unwavering commitment to nurturing a dynamic and supportive leadership network that champions continuous learning, adaptability, and the advancement of educational excellence.

**Table 12.** Level of School Achievement in terms of Leadership and Governance with regards to Training and Development Needs.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school leadership effectively identifies and communicates the training and development needs of school leaders and administrators.	4.41	0.70	Always Observed
The school effectively aligns training and development programs with the leadership competencies required for effective governance and decision-making.	4.45	0.68	Always Observed
The training and development needs of school leaders and administrators are regularly assessed and reviewed to ensure relevance and effectiveness.	4.42	0.72	Always Observed
The training and development programs contribute to the enhancement of leadership skills, strategic thinking, and decision-making abilities of school leaders and administrators.	4.42	0.71	Always Observed
The school provides opportunities for school leaders and administrators to engage in networking and knowledge-sharing activities as part of their professional development.	4.54	0.66	Always Observed

<i>Weighted Mean</i>	4.45
<i>SD</i>	0.65
<i>Verbal Interpretation</i>	<i>Very Highly Managed</i>

Table 12 Level of School Achievement in terms of Leadership and Governance with regards to Training and Development Needs. From the statements, “The school provides opportunities for school leaders and administrators to engage in networking and knowledge-sharing activities as part of their professional development.” yielded the highest mean score ( $M=4.54$ ,  $SD=0.66$ ) and was remarked as Always Observed. On the other hand, “The school leadership effectively identifies and communicates the training and development needs of school leaders and administrators.” received the lowest mean score of responses with ( $M=4.41$ ,  $SD=0.70$ ) yet was also remarked Always Observed. The Level of School Achievement in terms of Leadership and Governance with regards to Training and Development Needs attained a weighted mean score of 4.45 and a standard deviation of 0.65 and was Very Highly Managed among the respondents.

The data presented in Table 12 offers valuable insights into the level of school achievement in terms of leadership and governance, specifically focusing on the training and development needs of school leaders and administrators. The mean scores, standard deviations, and verbal interpretations provide a comprehensive overview of the school's effectiveness in identifying, aligning, and addressing the training and development needs of its leadership team. The consistently high mean scores, ranging from 4.41 to 4.54, indicate a strong commitment to effectively identifying and communicating training and development needs, aligning programs with leadership competencies, regularly assessing and reviewing the relevance and effectiveness of training, and providing opportunities for networking and knowledge-sharing activities. The "Always Observed" remarks affirm the consistent and proactive nature of the school's approach to training and development, reflecting a commitment to enhancing leadership skills, strategic thinking, and decision-making abilities among school leaders and administrators. The weighted mean of 4.45 and a standard deviation of 0.65 signify that the school's achievement in leadership and governance with regards to training and development needs is very highly managed. This implies a thorough and systematic plan for addressing the evolving needs of school leaders and administrators through impactful training and development initiatives.

In summary, the data illustrates a notably high degree of proficiency in addressing the training and development needs of school leaders and administrators, characterized by a dedicated emphasis on proficient communication, alignment with leadership competencies, systematic evaluation, and avenues for networking and knowledge exchange. These observations affirm the institution's commitment to cultivating a vibrant and supportive milieu conducive to continual learning, adaptability, and the enrichment of leadership acumen, strategic acuity, and decision-making capabilities. This analysis furnishes valuable insights into the school's accomplishments in leadership and governance regarding training and development needs, with far-reaching implications for the overall efficacy of leadership and governance within the school, as well as the potential for enhanced student outcomes and institutional performance.

#### **Level of School Achievement in terms of Curriculum and Instruction.**

The results of the level of school achievements are a reflection of the effectiveness of the curriculum and instruction, encompassing various aspects such as learning activity and resources, learning support system, and learning assessment. The success of a school's curriculum and instruction can be observed through the academic performance and overall development of its students. These components play essential roles in shaping the educational experience, guaranteeing student success, and fostering continuous improvement within educational institutions.

**Table 13.** *Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Activities and Resources.*

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The learning activities in the curriculum are engaging and relevant to the academic development.	4.49	0.66	Always Observed
The resources provided for learning in the curriculum are up-to-date and comprehensive.	4.45	0.68	Always Observed
The learning activities in the curriculum encourage critical thinking and problem-solving skills.	4.45	0.70	Always Observed
The learning activities in the curriculum promote creativity and innovation.	4.44	0.68	Always Observed
The instructional materials in the curriculum cater to diverse learning styles and abilities.	4.47	0.68	Always Observed
<i>Weighted Mean</i>		<i>4.46</i>	
<i>SD</i>		<i>0.64</i>	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 13 Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Activities and Resources. From the statements, "The learning activities in the curriculum are engaging and relevant to the academic development." yielded the highest mean score (M=4.49, SD=0.66) and was remarked as Always Observed. On the other hand, "The learning activities in the curriculum promote creativity and innovation." received the lowest mean score of responses with (M=4.44, SD=0.68) yet was also remarked Always Observed. The Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Activities and Resources attained a weighted mean score of 4.46 and a standard deviation of 0.64 and was Very Highly Managed among the respondents.

The data presented in Table 13 provides valuable insights into the level of school achievement in terms of curriculum and instruction, specifically focusing on learning activities and resources. The mean scores, standard deviations, and verbal interpretations offer a comprehensive overview of the effectiveness of the curriculum in engaging students, providing up-to-date resources, and promoting critical thinking, problem-solving, creativity, and innovation. The consistently high mean scores, ranging from 4.44 to 4.49, indicate a strong commitment to engaging and relevant learning activities, comprehensive and up-to-date resources, and the promotion of critical thinking, problem-solving, creativity, and innovation. The "Always Observed" remarks affirm the consistent and proactive nature of the school's curriculum and instruction, reflecting a commitment to providing a stimulating and effective learning environment for students. The weighted mean of 4.46 and a standard deviation of 0.64 signify that the school's achievement in curriculum and instruction with regards to learning activities and resources is very highly managed. This implies a thorough and systematic approach to curriculum design and instructional delivery, ensuring that learning activities are engaging, resources are comprehensive, and critical thinking and creativity are fostered.

In conclusion, the data analysis reveals a highly effective approach to curriculum and instruction, emphasizing engaging, pertinent, and inclusive learning activities and current and comprehensive instructional resources. These findings have significant implications for the overall efficacy of the educational program, contributing to the advancement of critical thinking, problem-solving skills, creativity, and inclusivity among students, ultimately enriching their academic development and learning experiences. The data underscores a notably high level of proficiency in delivering engaging, pertinent, and inclusive learning

activities, along with current and comprehensive instructional resources, providing valuable insights into the school's accomplishments in curriculum and instruction. This dedication underscores the school's commitment to providing a high-quality educational experience for its students.

**Table 14.** *Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Support System.*

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
The learning support system offers adequate assistance for students facing academic challenges.	4.45	0.69	Always Observed
The support services provided for students with special learning needs are comprehensive and beneficial.	4.35	0.75	Always Observed
The support services provided for students' emotional and social well-being are effective and supportive.	4.39	0.77	Always Observed
The learning support system provides effective assistance for students transitioning between grade levels or educational programs.	4.38	0.75	Always Observed
The learning support system offers resources and assistance for students to develop effective study habits and organizational skills.	4.39	0.71	Always Observed
<i>Weighted Mean</i>		4.39	
<i>SD</i>		0.69	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 14 Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Support System. From the statements, “*The learning support system offers adequate assistance for students facing academic challenges.*” yielded the highest mean score ( $M=4.45$ ,  $SD=0.69$ ) and was remarked as *Always Observed*. On the other hand, “*The support services provided for students with special learning needs are comprehensive and beneficial.*” received the lowest mean score of responses with ( $M=4.35$ ,  $SD=0.75$ ) yet was also remarked *Always Observed*. The Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Support System attained a weighted mean score of 4.39 and a standard deviation of 0.69 and was *Very Highly Managed* among the respondents.

The data presented in Table 14 offers valuable insights into the level of school achievement in terms of curriculum and instruction, specifically focusing on the learning support system and its impact on addressing academic challenges, special learning needs, emotional and social well-being, transitions between grade levels, and the development of effective study habits and organizational skills. The consistently high mean scores, ranging from 4.35 to 4.45, indicate a strong commitment to providing adequate assistance for students facing academic challenges, comprehensive support services for students with special learning needs, effective support for emotional and social well-being, assistance for transitions between grade levels, and resources for developing effective study habits and organizational skills. The "Always Observed" remarks affirm the consistent and proactive nature of the school's learning support system, reflecting a commitment to addressing diverse student needs and providing comprehensive support services. The weighted mean of 4.39

and a standard deviation of 0.69 signify that the school's achievement in curriculum and instruction with regards to the learning support system is very highly managed. This implies a thorough and organized style to provide comprehensive support services that cater to the diverse needs of students.

The data analysis indicates a highly organized and comprehensive approach to the learning support system, with a strong emphasis on addressing various student needs, including academic challenges, special learning requirements, emotional and social well-being, transitional assistance, and the development of study habits and organizational skills. These findings have significant implications for the overall effectiveness of the educational program, contributing to the holistic development and well-being of students and ensuring a supportive and inclusive learning environment. The commitment to addressing diverse student needs and ensuring a high-quality educational experience underscores the school's dedication to providing comprehensive and beneficial support services through the learning support system.

**Table 15.** *Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Assessment.*

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The assessment criteria in the curriculum are clear and transparent, allowing me to understand how the work is evaluated.	4.45	0.67	Always Observed
The assessments in the curriculum provide a fair and accurate reflection of knowledge and skills.	4.43	0.70	Always Observed
The assessment methods used in the curriculum cater to different learning styles and abilities.	4.46	0.71	Always Observed
The assessments in the curriculum effectively measure the ability to apply theoretical knowledge to practical situations.	4.45	0.67	Always Observed
The assessment methods used in the curriculum motivate the learners to strive for academic excellence.	4.47	0.68	Always Observed
<i>Weighted Mean</i>		<i>4.45</i>	
<i>SD</i>		<i>0.65</i>	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 15 Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Assessment. From the statements, "The assessment methods used in the curriculum motivate the learners to strive for academic excellence." yielded the highest mean score (M=4.47, SD=0.68) and was remarked as Always Observed. On the other hand, "The assessments in the curriculum provide a fair and accurate reflection of knowledge and skills." received the lowest mean score of responses with (M=4.43, SD=0.70) yet was also remarked Always Observed. The Level of School Achievement in terms of Curriculum and Instruction with regards to Learning Assessment attained a weighted mean score of 4.45 and a standard deviation of 0.65 and was Very Highly Managed among the respondents.

The data presented in Table 15 provides valuable insights into the level of school achievement in terms of curriculum and instruction, specifically focusing on learning assessment and its effectiveness in evaluating students' knowledge and skills. The consistently high mean scores, ranging from 4.43 to 4.47, indicate a strong commitment to clear and transparent assessment criteria, fair and accurate assessments, catering to different learning styles and abilities, effectively measuring the application of theoretical

knowledge to practical situations, and motivating learners to strive for academic excellence. The "Always Observed" remarks affirm the consistent and proactive nature of the school's approach to learning assessment, reflecting a commitment to providing a robust and effective evaluation of students' knowledge and skills. The weighted mean of 4.45 and a standard deviation of 0.65 signify that the school's achievement in curriculum and instruction with regards to learning assessment is very highly managed. This suggests to design assessments that are fair, transparent, and effective in measuring students' academic progress and practical application of knowledge.

The data interpretation illustrates a highly managed approach to learning assessment, emphasizing clear, fair, adaptable, and motivating assessments. These findings significantly impact the overall effectiveness of the educational program, fostering a supportive and challenging learning environment that encourages academic excellence. In conclusion, the analysis underscores the school's commitment to providing high-quality, motivating assessments, offering valuable insights into its achievements in curriculum and instruction. The dedication to inspiring academic excellence and shaping a supportive and challenging learning environment highlights the school's commitment to delivering a high-quality educational experience for its students.

#### **Level of School Achievement in terms of Accountability and Continuous Improvement.**

The results of the level of school achievements are intricately tied to the principles of accountability and continuous improvement, encompassing various elements such as an accountable and collective body, performance and accountability system, and participatory assessment. The success of a school's accountability and continuous improvement efforts can be observed through the collective responsibility of its stakeholders in fostering a culture of transparency and shared commitment to excellence.

**Table 16.** *Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Accountable and Collective Body/s.*

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
The accountable and collective body of our school effectively advocates for resources and support to meet the diverse needs of the school community.	4.44	0.67	Always Observed
The accountable and collective body of our school fosters a culture of trust and respect among all members of the school community.	4.45	0.64	Always Observed
The accountable and collective body of our school ensures that decisions are guided by data and evidence to support continuous improvement efforts.	4.46	0.65	Always Observed
The accountable and collective body of our school effectively communicates the progress and outcomes of school improvement efforts to the stakeholders.	4.45	0.66	Always Observed
The accountable and collective body of the school actively seeks to build partnerships and collaborations with external organizations to support school improvement initiatives.	4.46	0.68	Always Observed

<i>Weighted Mean</i>	4.45
<i>SD</i>	0.62
<i>Verbal Interpretation</i>	<i>Very Highly Managed</i>

Table 16 Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Accountable and Collective Body/s. From the statements, "The accountable and collective body of our school ensures that decisions are guided by data and evidence to support continuous improvement efforts." yielded the highest mean score (M=4.46, SD=0.65) and was remarked as Always Observed. On the other hand, "The accountable and collective body of our school effectively advocates for resources and support to meet the diverse needs of the school community." received the lowest mean score of responses with (M=4.44, SD=0.67) yet was also remarked Always Observed. The Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Accountable and Collective Body/s. From the statements attained a weighted mean score of 4.45 and a standard deviation of 0.62 and was Very Highly Managed among the respondents.

The data presented in Table 16 offers valuable insights into the level of school achievement in terms of accountability and continuous improvement, specifically focusing on the accountable and collective body's role in advocating for resources, fostering a culture of trust and respect, guiding decisions with data and evidence, communicating progress and outcomes, and seeking partnerships to support school improvement initiatives. The consistently high mean scores, ranging from 4.44 to 4.46, indicate a strong commitment to advocating for resources and support, fostering a culture of trust and respect, guiding decisions with data and evidence, effectively communicating progress and outcomes, and actively seeking partnerships and collaborations with external organizations. The "Always Observed" remarks affirm the consistent and proactive nature of the school's accountable and collective body, reflecting a commitment to advocating for the school community's diverse needs and driving continuous improvement efforts. The weighted mean of 4.45 and a standard deviation of 0.62 signify that the school's achievement in accountability and continuous improvement with regards to the accountable and collective body is very highly managed. This suggests to foster an accountable and collective body that is dedicated to advocating for resources, driving improvement efforts, and fostering collaboration within and outside the school community.

The analysis indicates a highly managed approach by accountable bodies, emphasizing advocacy, trust-building, data use, communication, and partnerships. These findings signify comprehensive support for continuous improvement efforts. In conclusion, the data analysis underscores a highly managed approach through accountable and collective bodies, reflecting a strong commitment to supporting continuous improvement. This synthesis offers valuable insights into accomplishments in accountability and improvement, highlighting effective, collaborative governance.

**Table 17.** Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Performance and Accountability System.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The performance and accountability system in our school provides meaningful and actionable data to inform instructional practices and curriculum decisions.	4.44	0.64	Always Observed
The performance and accountability system in our school effectively monitors and supports the progress of all student subgroups, ensuring equity in educational outcomes.	4.38	0.66	Always Observed

The performance and accountability system in our school provides opportunities for teachers to engage in professional development based on performance data and feedback.	4.42	0.70	Always Observed
The performance and accountability system in our school encourages creativity and flexibility in addressing challenges and opportunities for improvement.	4.44	0.66	Always Observed
The performance and accountability system in our school fosters a sense of ownership and responsibility for achieving performance targets and continuous improvement goals among all stakeholders.	4.44	0.69	Always Observed
<i>Weighted Mean</i>		4.42	
<i>SD</i>		0.63	
<i>Verbal Interpretation</i>			<i>Very Highly Managed</i>

Table 17 Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Performance and Accountability System. From the statements, “The performance and accountability system in our school provides meaningful and actionable data to inform instructional practices and curriculum decisions.” yielded the highest mean score (M=4.44, SD=0.64) and was remarked as Always Observed. On the other hand, “The performance and accountability system in our school effectively monitors and supports the progress of all student subgroups, ensuring equity in educational outcomes.” received the lowest mean score of responses with (M=4.38, SD=0.66) yet was also remarked Always Observed. The Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Performance and Accountability System attained a weighted mean score of 4.42 and a standard deviation of 0.63 and was Very Highly Managed among the respondents.

The data presented in Table 17 offers valuable insights into the level of school achievement in terms of accountability and continuous improvement, specifically focusing on the performance and accountability system's impact on informing instructional practices, supporting student subgroups, providing professional development opportunities, fostering creativity and flexibility, and cultivating a sense of ownership and responsibility for achieving performance targets. The consistently high mean scores, ranging from 4.38 to 4.44, indicate a strong commitment to providing meaningful and actionable data, monitoring and supporting student subgroups, offering professional development opportunities, encouraging creativity and flexibility, and fostering a sense of ownership and responsibility for achieving performance targets and continuous improvement goals. The "Always Observed" remarks affirm the consistent and proactive nature of the school's performance and accountability system, reflecting a commitment to using data to drive instructional practices, supporting equity, and fostering a culture of continuous improvement. The weighted mean of 4.42 and a standard deviation of 0.63 signify that the school's achievement in accountability and continuous improvement with regards to the performance and accountability system is very highly managed. This proposes to leverage performance data to drive improvement, support equity, and foster professional growth and accountability among all stakeholders.

The data interpretation indicates a highly managed approach by the performance and accountability system, emphasizing the promotion of continuous improvement and educational equity. These findings have extensive implications for the overall effectiveness of the educational program, contributing to a supportive

and inclusive learning environment for all students. In conclusion, the analysis underscores a highly managed approach to the performance and accountability system, reflecting a dedication to promoting continuous improvement and educational equity. This synthesis offers valuable insights into the school's achievements in accountability and continuous improvement, particularly regarding the effectiveness of the performance and accountability system.

**Table 18.** Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Participatory Assessment.

STATEMENTS	MEAN	SD	REMARKS
The participatory assessment processes ensure that the perspectives of teachers, parents, students, and community members are valued in school-based management decisions.	4.43	0.65	Always Observed
The participatory assessment of school-based management fosters a culture of open communication and collaboration among all stakeholders involved in the school's governance.	4.45	0.64	Always Observed
The participatory assessment processes in school-based management effectively incorporate the input of teachers in shaping policies and practices that impact teaching and learning.	4.45	0.66	Always Observed
The participatory assessment of school-based management encourages innovative and inclusive solutions to address challenges and opportunities for improvement.	4.45	0.67	Always Observed
The participatory assessment of school-based management promotes a culture of trust, transparency, and accountability in the governance of the school.	4.46	0.63	Always Observed
<i>Weighted Mean</i>		4.45	
<i>SD</i>		0.61	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 18 Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Participatory Assessment. From the statements, “*The participatory assessment of school-based management promotes a culture of trust, transparency, and accountability in the governance of the school.*” yielded the highest mean score ( $M=4.46, SD=0.63$ ) and was remarked as *Always Observed*. On the other hand, “*The participatory assessment processes ensure that the perspectives of teachers, parents, students, and community members are valued in school-based management decisions.*” received the lowest mean score of responses with ( $M=4.43, SD=0.65$ ) yet was also remarked *Always Observed*. The Level of School Achievement in terms of Accountability and Continuous Improvement with regards to Participatory Assessment attained a weighted mean score of 4.45 and a standard deviation of 0.61 and was *Very Highly Managed* among the respondents.

The data presented in Table 18 provides valuable insights into the level of school achievement in

terms of accountability and continuous improvement, specifically focusing on participatory assessment and its impact on school-based management decisions, open communication, collaboration, input of teachers, and fostering a culture of trust, transparency, and accountability. The consistently high mean scores, ranging from 4.43 to 4.46, indicate a strong commitment to valuing the perspectives of teachers, parents, students, and community members in management decisions, fostering open communication and collaboration, incorporating teacher input in shaping policies and practices, encouraging innovative solutions, and promoting a culture of trust, transparency, and accountability. The "Always Observed" remarks affirm the consistent and proactive nature of the school's participatory assessment processes in school-based management, reflecting a commitment to inclusivity, collaboration, and continuous improvement.

The weighted mean of 4.45 and a standard deviation of 0.61 signify that the school's achievement in accountability and continuous improvement with regards to participatory assessment is very highly managed. This suggests to incorporate diverse perspectives and foster a culture of collaboration and trust within the school community.

The data interpretation indicates a highly managed approach by participatory assessment, emphasizing collaboration and inclusive decision-making. These findings have broad implications for the overall effectiveness of the educational program, contributing to a supportive and transparent governance structure.

In conclusion, the analysis underscores a highly managed approach to participatory assessment, reflecting a dedication to promoting collaborative governance and continuous improvement. This synthesis offers valuable insights into the achievements in accountability and continuous improvement, particularly regarding the effectiveness of participatory assessment in school-based management.

**Level of School Achievement in terms of Management of Resources.**

The results of the level of school achievements are intricately linked to the effective management of resources, encompassing elements such as resource inventory and transparency, planning and resource programming, and monitoring, evaluation, and reporting processes. The success of a school's resource management can be observed through the efficient allocation and utilization of resources to support educational objectives.

**Table 19.** *Level of School Achievement in terms of Management of Resources with regards to Resource Inventory and Transparency.*

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school effectively maintains an up-to-date inventory of all physical resources (e.g., equipment, facilities) available for educational use.	4.46	0.72	Always Observed
The school administration communicates the process of resource procurement and acquisition to ensure transparency in the sourcing of materials and services.	4.49	0.72	Always Observed
The school ensures that the process of resource allocation is transparent and fair, considering the diverse needs of different departments and programs.	4.43	0.72	Always Observed
The school administration encourages collaboration and input from stakeholders in creating and	4.49	0.68	Always Observed

maintaining a transparent and accurate resource inventory.

The school administration clearly communicates the criteria and decision-making process for resource allocation, ensuring transparency in budgetary decisions.	4.46	0.71	Always Observed
<i>Weighted Mean</i>		4.47	
<i>SD</i>		0.67	
<i>Verbal Interpretation</i>		<i>Very Highly Managed</i>	

Table 19. Level of School Achievement in terms of Management of Resources with regards to Resource Inventory and Transparency. From the statements, “The school administration encourages collaboration and input from stakeholders in creating and maintaining a transparent and accurate resource inventory.” yielded the highest mean score ( $M=4.49, SD=0.68$ ) and was remarked as *Always Observed*. On the other hand, “The school ensures that the process of resource allocation is transparent and fair, considering the diverse needs of different departments and programs.” received the lowest mean score of responses with ( $M=4.43, SD=0.72$ ) yet was also remarked *Always Observed*. The Level of School Achievement in terms of Management of Resources with regards to Resource Inventory and Transparency attained a weighted mean score of 4.47 and a standard deviation of 0.67 and was *Very Highly Managed* among the respondents.

The data presented in Table 19 provides valuable insights into the level of school achievement in terms of management of resources, specifically focusing on resource inventory and transparency in procurement, allocation, and decision-making processes. The consistently high mean scores, ranging from 4.43 to 4.49, indicate a strong commitment to maintaining an up-to-date inventory of physical resources, communicating transparent procurement processes, ensuring fairness in resource allocation, encouraging collaboration in resource inventory management, and clearly communicating criteria for resource allocation. The "Always Observed" remarks affirm the consistent and proactive nature of the school's resource management practices, reflecting a commitment to transparency, fairness, and collaboration in resource allocation and decision-making. The weighted mean of 4.47 and a standard deviation of 0.67 signify that the school's achievement in resource management with regards to resource inventory and transparency is very highly managed. This suggest to maintain transparency and fairness in the school's resource management processes.

The data interpretation indicates a highly managed approach by the school in managing resources, emphasizing transparency and fairness in resource allocation. These findings have broad implications for the overall effectiveness of the school's operations, contributing to a transparent and inclusive environment for all stakeholders. In conclusion, the analysis underscores a highly managed approach to resource management, reflecting a dedication to promoting transparency and equitable allocation. This synthesis offers valuable insights into the achievements in resource management, particularly regarding the effectiveness of maintaining resource inventory and transparency in decision-making processes.

**Table 20.** Level of School Achievement in terms of Management of Resources with regards to Planning and Resource Programming.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school demonstrates a clear and comprehensive process for long-term resource planning to support the evolving needs of the school community.	4.45	0.66	Always Observed

The school administration effectively involves external stakeholders in the planning and programming of resources to align with the school's strategic goals.	4.46	0.69	Always Observed
The school involves teachers and staff in the planning and programming of resources to ensure that instructional needs are adequately addressed.	4.40	0.73	Always Observed
The school's resource planning process demonstrates a commitment to equity and inclusivity in resource allocation across different programs and academic areas.	4.44	0.69	Always Observed
The school ensures that resource programming supports the professional development and well-being of faculty and staff.	4.45	0.73	Always Observed
<i>Weighted Mean</i>		4.44	
<i>SD</i>		0.65	
<i>Verbal Interpretation</i>			<i>Very Highly Managed</i>

Table 20 Level of School Achievement in terms of Management of Resources with regards to Planning and Resource Programming. From the statements, "The school administration effectively involves external stakeholders in the planning and programming of resources to align with the school's strategic goals." yielded the highest mean score (M=4.46, SD=0.69) and was remarked as Always Observed. On the other hand, "The school involves teachers and staff in the planning and programming of resources to ensure that instructional needs are adequately addressed." received the lowest mean score of responses with (M=4.40, SD=0.73) yet was also remarked Always Observed. The Level of School Achievement in terms of Management of Resources with regards to Planning and Resource Programming attained a weighted mean score of 4.44 and a standard deviation of 0.65 and was Very Highly Managed among the respondents.

The data presented in Table 20 offers valuable insights into the level of school achievement in terms of management of resources, particularly focusing on planning and resource programming, and the involvement of stakeholders in the school's resource allocation processes. The consistently high mean scores, ranging from 4.40 to 4.46, indicate a strong commitment to clear and comprehensive long-term resource planning, involvement of external stakeholders to align with strategic goals, engagement of teachers and staff in resource planning, commitment to equity and inclusivity in resource allocation, and support for the professional development and well-being of faculty and staff. The "Always Observed" remarks affirm the consistent and proactive nature of the school's resource management practices, reflecting a commitment to inclusivity, collaboration, and strategic planning. The weighted mean of 4.44 and a standard deviation of 0.65 signify that the school's achievement in resource management with regards to planning and resource programming is very highly managed. This suggests to involve stakeholders in resource planning and programming to support the evolving needs of the school community.

The data interpretation indicates a very highly managed approach by the school in resource planning and programming, emphasizing inclusivity and strategic alignment with the school's goals. These findings have broad implications for the overall effectiveness of the school's resource management, contributing to a supportive and inclusive environment for all stakeholders. In conclusion, the analysis underscores a very highly managed approach to resource planning and programming, reflecting a dedication to promoting inclusivity and strategic resource allocation. This synthesis provides valuable insights into the achievements

in resource management, particularly regarding the effectiveness of long-term planning and inclusive resource programming.

**Table 21.** Level of School Achievement in terms of Management of Resources with regards to Monitoring, Evaluation, and Reporting Process.

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school effectively monitors the utilization of financial resources to ensure alignment with educational priorities and fiscal responsibility.	4.46	0.70	Always Observed
The school demonstrates a strong evaluation process to assess the impact of resource allocation on student learning outcomes and school operations.	4.41	0.71	Always Observed
The school actively involves teachers and staff in the monitoring and evaluation of resource utilization to gather valuable input for enhancement.	4.43	0.69	Always Observed
The school actively seeks input from parents and the broader community in the evaluation and reporting of resource utilization to gather diverse perspectives.	4.40	0.70	Always Observed
The school administration effectively communicates the outcomes and impact of resource utilization in a manner that is accessible and understandable to all stakeholders.	4.46	0.74	Always Observed
<i>Weighted Mean</i>		<i>4.43</i>	
<i>SD</i>		<i>0.54</i>	
<i>Verbal Interpretation</i>			<i>Very Highly Managed</i>

Table 21 Level of School Achievement in terms of Management of Resources with regards to Monitoring, Evaluation, and Reporting Process. From the statements, “The school administration effectively communicates the outcomes and impact of resource utilization in a manner that is accessible and understandable to all stakeholders.” yielded the highest mean score (M=4.46, SD=0.74) and was remarked as Always Observed. On the other hand, “The school actively seeks input from parents and the broader community in the evaluation and reporting of resource utilization to gather diverse perspectives.” received the lowest mean score of responses with (M=4.40, SD=0.70) yet was also remarked Always Observed. The Level of School Achievement in terms of Management of Resources with regards to Monitoring, Evaluation, and Reporting Process attained a weighted mean score of 4.43 and a standard deviation of 0.67 and was Very Highly Managed among the respondents.

The data presented in Table 21 provides valuable insights into the level of school achievement in terms of management of resources, specifically focusing on the monitoring, evaluation, and reporting process and the involvement of stakeholders in assessing resource utilization and impact. The consistently high mean scores, ranging from 4.40 to 4.46, indicate a strong commitment to effectively monitoring financial resources,

demonstrating a strong evaluation process, involving teachers and staff in monitoring and evaluation, seeking input from parents and the community in evaluation and reporting, and effectively communicating outcomes and impact of resource utilization. The "Always Observed" remarks affirm the consistent and proactive nature of the school's resource management practices, reflecting a commitment to transparency, collaboration, and accountability in monitoring, evaluation, and reporting. The weighted mean of 4.43 and a standard deviation of 0.54 signify that the school's achievement in resource management with regards to monitoring, evaluation, and reporting is very highly managed. This to involve stakeholders in the assessment of resource utilization and impact, as well as in transparent reporting of outcomes.

The data interpretation indicates a very highly managed approach by the school in monitoring, evaluation, and reporting, emphasizing transparency and accountability in resource utilization. These findings have broad implications for the overall effectiveness of the school's operations, contributing to a transparent and accountable environment for all stakeholders. In conclusion, the analysis underscores a very highly managed approach to monitoring, evaluation, and reporting, reflecting a dedication to promoting transparency and accountability in resource management. This synthesis provides valuable insights into the achievements in resource management, particularly regarding the effectiveness of impact assessment and inclusive reporting processes.

**Significant Relationship of School Management on Secondary School Achievement.**

The relationship between school management and secondary school achievement is complex, encompassing various aspects of classroom management and its impact on students' academic performance. Research has shown a strong link between school management practices and secondary school achievements.

**Table 22.** Significant Relationship of School Management on Secondary School Achievement.

		DP	LN	TADN	LAR	LSS	LA	AACB	PAAS	PA	RIAT	PARP	MERP
SAS	Pearson Correlation	.762**	.787**	.747**	.761**	.754**	.746**	.795**	.754**	.766**	.757**	.773**	.774**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276
IAE	Pearson Correlation	.728**	.740**	.747**	.736**	.733**	.719**	.751**	.732**	.752**	.700**	.717**	.678**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276
PACI	Pearson Correlation	.713**	.756**	.713**	.703**	.705**	.724**	.741**	.734**	.739**	.690**	.700**	.664**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276
BA	Pearson Correlation	.771**	.758**	.738**	.738**	.760**	.759**	.789**	.748**	.767**	.758**	.748**	.742**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276
SA	Pearson Correlation	.782**	.739**	.783**	.740**	.787**	.764**	.787**	.772**	.767**	.779**	.768**	.753**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276

FAI	Pearson Correlation	.749**	.713**	.713**	.741**	.742**	.736**	.794**	.759**	.743**	.760**	.791**	.758**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276
PDP	Pearson Correlation	.783**	.815**	.841**	.765**	.789**	.754**	.814**	.820**	.815**	.765**	.803**	.738**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276
CLS	Pearson Correlation	.831**	.808**	.836**	.827**	.838**	.825**	.828**	.823**	.815**	.818**	.814**	.800**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276
GOP D	Pearson Correlation	.774**	.796**	.842**	.755**	.769**	.749**	.804**	.817**	.797**	.750**	.778**	.745**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	276	276	276	276	276	276	276	276	276	276	276	276

Table 22 demonstrates the significant relationship between School Management and Secondary School Achievement in Teachers' Perception. The research hypothesis initially postulates that there is no significant relationship between school management and school achievement. However, the statistical results suggest a significant correlation. The study employs a range of variables to measure the surfaces of school management, including aspects of school climate, resource allocation, and professional development. Similarly, school achievement is evaluated in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, and the management of resources.

The statistical analysis reveals *significant correlations* between all pairs of variables, with a sample size of 276. These correlations are significant at the 0.01 level (2-tailed), indicating a strong relationship between the variables. This suggests that aspects of school management, such as safety and security, inclusivity and equity, and parent and community involvement, among others, are significantly related to various surfaces of school achievement.

In conclusion, the research provides compelling evidence that school management plays a crucial role in school achievement. The findings underscore the importance of effective school management in promoting positive educational outcomes in secondary schools. The study contributes valuable insights to the field of educational management and has implications for policy-making and practice in the context of secondary education. This indicates that greater academic attainment is linked to efficient school administration. Strong positive connections have been shown between school achievement and the variables pertaining to curriculum and instruction, leadership and governance, accountability and continuous improvement, and resource management. The study's findings suggest that secondary school achievement is significantly influenced by school management. This is an important finding that the initial hypothesis was *rejected*.

#### 4. Conclusion and Recommendations

The conclusions were drawn from the results of the study on the relationship between school management and school achievements. A notable relationship was found, indicating that elements relate to

diverse aspects of achievement. By acknowledging the pivotal influence of school management on secondary school achievement, educational leaders and policymakers can work collaboratively to foster an environment that supports positive educational outcomes and student success. The study assessed various management aspects and correlated them with achievement areas. To generalize, the findings reveal a significant relationship between school management and secondary school achievement, therefore the initial hypothesis is rejected. It demonstrates how school management can help to elevate and enhance secondary school achievements, which can benefit its stakeholders.

Considering the analysis and findings presented in the study, several key recommendations have been formulated to address the implications and potential applications of the results. These recommendations aim to provide actionable insights and foster further development in the areas under analysis:

1. Students, may be recommended to participate in school management because they can convey more of their needs as students inside and outside the school. Through this, the school administrators can rapidly address the needs of each student, which can contribute to the overall benefit and success.
2. Teachers may recommend to extend their professional development for the greater benefit of the students. This will greatly help in strengthening their knowledge, which they share in their daily discussions inside the classroom.
3. School Heads, may prioritize constructive management practices across school management towards school achievements to cultivate a positive and supportive environment for all stakeholders. This involves regularly reviewing of safety procedures, providing ongoing staff training on professional development, ensuring consistent communication with stakeholders, and seeking collaboration with external organizations to enhance student opportunities and ensure accessible information channels.

**Reference:**

Turkkahraman, M. (2015). Education, Teaching And School As A Social Organization. *Procedia - Social and Behavioral Sciences*, 186, 381-387. <https://doi.org/10.1016/j.sbspro.2015.04.044>