

# The Mediating Role of Administrative Culture and Good Governance on School Leadership Practices Toward School Sustainable Performance

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## Abstract

This study investigated the mediating role of administrative culture and good governance in school leadership practices towards sustainable performance. Specifically, it sought to determine if school leadership practices significantly relate to administrative culture, good governance, and sustainable performance. Likewise, it sought to determine if there is a significant relationship between administrative culture and school sustainable performance, as well as good governance and school sustainable performance. Moreover, it sought to determine whether administrative culture and good governance fully mediate the relationship between school leadership practices and sustainable performance. It employed a descriptive correlational research design to gather the necessary data. Further, 189 school leaders were the respondents who answered the structured survey questionnaire. Mean, standard deviation, Pearson  $r$  and MACRO process were used as statistical treatments.

The result showed that school leadership practices are significantly related to administrative culture, good governance and sustainable performance. Additionally, the administrative culture and good governance are significantly related to school sustainable performance. Finally, good governance and administrative culture fully mediate the school leadership practices and sustainable performance. Consequently, the following recommendations are provided: school leaders may continue to observe the practices related to administrative culture and good governance to fully achieve school sustainable performance, strengthen their leadership practices applying administrative culture and good governance by attending in-depth training and the government and educational stakeholders, who are policymakers and implementers, may develop school leadership policies that promote the establishment of good governance and a positive administrative culture in schools. Lastly, follow the new model developed from the research findings.

*Keywords: school leadership practices; administrative culture; good governance; school sustainable performance*

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## 1. Introduction

The Philippines' public elementary and high schools are home to millions Filipino learners. These schools confront all types of difficult circumstances in their unique surroundings and have unequal resources in terms of both highly qualified teachers and physical infrastructure. Despite all the difficulties, a few of these institutions have dramatically raised student achievement on the National Achievement Test and other measures. The key to school success and the notable rise in student accomplishment in these schools is the principals' leadership and the community's support (Amante et al., 2021).

Overall, school leadership practices have significantly impacted school sustainability performance. In this context, school sustainability performance refers to schools' ability to achieve long-term goals while ensuring efficient and effective resource use. Sustainable performance is emphasized in the Sustainable Development Goals (SDGs) as a key factor in promoting quality education and lifelong learning opportunities.

Despite the growing emphasis on sustainable performance, many schools struggle to achieve their goals. This could be due to ineffective leadership practices promoting sustainable school performance. Therefore, it is important to investigate the role of school leadership practices in promoting sustainable performance, grounded on various key result areas and principles relative to school-based management. Cook (2014) views sustainability as the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose.

Gamala and Marpa (2022) found that school heads' managerial skills strongly influence school performance, moderated by the school environment. However, other factors affecting the institution's achievements must be examined.

Another study by Leithwood and colleagues (2019) found that effective leadership practices, such as setting high expectations and promoting professional development, were positively associated with sustainable school performance. The study also found that effective leadership practices were more likely to be present in schools with a positive administrative culture.

Thus, the researcher found the role of school leadership practices in promoting sustainable performance an important area of research that requires further investigation. Previous studies suggest that administrative culture and good governance significantly mediate the relationship between leadership practices and school sustainable performance.

To strengthen the previous claims, the researcher became interested in investigating the mediating role of administrative culture and good governance on school leadership practices and its effect on the school's sustainable performance. The investigation started with the City Division, where the researcher served as a school leader, in Tayabas City and extended to its neighboring Division, Lucena City. These division offices are the only City Schools Division in the Province of Quezon. As a City Division, they are held to higher standards and expected to achieve sustainable performance. These division offices are currently maintaining the level of their School-Based Management, which are in levels 2 and 3. However, they have continuously encountered complexity related to organizational issues crucial to the school and the learners' academic achievement.

In particular, these two City Divisions exhibit complex educational systems and institutions typified by cultural differences in program and procedure dimensions among school administrators, insufficient funds and other material resources despite inflation, and the adoption of contradictory models and policies. Tayabas City Division is classified as a small city division, while Lucena City is a medium one. School administrators' poor management methods are one of the current issues in the two divisions, which is believed to be greatly impacted by administrative cultures and practices and lies at the heart of the confusing array of intricate elements.

The administrative cultures in the areas above are diverse. Thus, effective management techniques among school administrators are always necessary. School heads must serve as leaders of the entire school community and encourage collaboration and participation from all parties involved in planning, budgeting, and decision-making. For this reason, their management and administrative techniques are essential.

## 2. Methods

### 2.1. Research Design

A descriptive correlational research design was used in this study to determine the role of administrative culture and good governance as the mediating variable that could affect the school leadership practice toward sustainable school performance. Descriptive correlational design was used in research studies to provide static pictures of situations and establish the relationship between different variables (McBurney & White, 2009). The study design also enabled the researcher to determine changes in the participants' behaviors or attitudes over time in order to determine how these changes affect the outcomes or possible trends that could emerge in the future (Monsen & Horn, 2007).

### 2.2. Respondents of the Study and Sampling

This study targeted public elementary, secondary and integrated school leaders in the City Schools Division of the City of Tayabas and the City of Lucena. Participants assessed themselves according to their school head practices, administrative culture, good governance and sustainable performance.

Table 1. Number of School Leaders in the Division of Tayabas and Lucena City

Name of School	Population Size
1. SDO Tayabas	69
2. SDO Lucena	120
	N- 189

The study participants were school leaders, such as principals, assistant principals, head teachers, department heads, teachers in charge and grade-level coordinators/chief advisers from the City Schools Divisions of the City of Tayabas and the City of Lucena.

### 2.3. Research Instrument

In collecting the data needed, the researcher utilized a structured survey questionnaire to determine the mediating role of administrative culture and governance on school leadership practices toward the sustainable performance of the school. Bryant (2013) confirmed that a structured questionnaire is a quantitative research method. Some advantages of structured questionnaires are that they are relatively quick and easy to create,

code interpret and standardize. The crafted structured questionnaire is a combination of both self-made and adopted materials.

It is divided into four parts. This first part was used to discuss the level of the school head's leadership practices, wherein the indicators provided were based on the Philippines Professional Standard for School Heads. The second part focused on the level of school governance. Moreover, the third part of the Questionnaire was utilized to determine the extent of the administrative culture of the school heads. The indicators provided were adopted from Labrada's (2017) study, "Administrative Culture and Practices as Correlates to Management Strategies of School Managers." Finally, the last part displayed the school's sustainable performance level. The indicators given were based on the Revised School-Based Management and Assessment Tool (2012), highlighting the three pillars of sustainable development: social, environmental, and economic. The Likert scale, highly practiced, practiced, somewhat practiced, and not practiced with a numerical equivalent of 1 to 4, was used in the first three parts of the survey. While the Likert scale, very high, high, low, and very low, with a numerical equivalent of 1 to 4, was used in the last part of the survey.

Specifically, the research instrument was made to explain the following ideas: the respondents perceived level of their school leadership practices, perceived level of their administrative culture practices, perceived level of their good governance practices, perceived level of their school sustainable performance, significant relationship among school leadership practices administrative culture, good governance, and school sustainable performance; significant relationship between administrative culture and school sustainable performance; significant relationship between good governance and school sustainable performance; and the mediating role of administrative culture and good governance to the relationship between school leadership practices and school sustainable performance.

#### 2.4. Research Procedure

Following the descriptive correlational research design, the following steps were taken as part of the data-gathering procedure.

First, the researcher crafted a survey questionnaire to determine whether there is a mediating effect of administrative culture and good governance on school leadership practices toward sustainable performance. The instrument was divided into four parts: the first part discusses the level of school leaders' leadership practices; the second part is all about the level of school leaders' administrative culture practices; the third part focuses on the extent of the school leaders' level of governance practices; and finally, the fourth part helped the study determine the level of the schools' sustainable performance. This instrument was submitted to the researcher's paper adviser and other experts, such as one (1) assistant division superintendent, two (2) education supervisors, one (1) school head, and one (1) master teacher, for a comprehensive analysis and evaluation to make sure of its validity.

After further instrument validation, the researcher secured the necessary permits and letters before conducting the study. The researcher requested a letter of approval from the office of the division of Tayabas and Lucena for the study. Upon approval, the letter of request or permission was presented to the school leaders of the target divisions where the study was conducted. After securing the study's approval, the research instrument was distributed to the target participants via Google Forms, which included 189 school leaders.

Lastly, after two weeks of data collection, the researcher tabulated the survey results and submitted the data matrix to the statistician. The statistician checked the results before introducing them to the Statistical Center. After two weeks, the researcher received a confirmation message using the LSPU account containing the results of the data gathered and proceeded with the interpretation with the assistance of the statistician.

## 2.5. Statistical Treatment of Data

The data was tallied, analyzed and interpreted using the following:

Mean and standard deviation were used to determine the level of respondents' leadership practices, administrative culture practices, governance practices, and the level of school sustainable performance.

Likewise, to find out any significant relationship between the school leaders' leadership practices and sustainable performance, Pearson r was used.

Further, mediation analysis using process macro was applied to explain how administrative culture and good governance influence school leadership practices toward sustainable performance.

## 3. Results and Discussions

This chapter contains the study's findings as well as its interpretations. The data is evaluated and interpreted so that the study's conclusions and recommendations can be drawn.

Table 1. School Leaders' Level of Leadership Practices in terms of Leading Strategically

Leading Strategically	Mean	SD	Verbal Interpretation
1. Lead in the discussion of the result of monitoring and evaluation.	3.66	0.48	Highly Practiced
2. Empower teaching personnel by providing relevant professional learning experience.	3.69	0.48	Highly Practiced
3. Support school personnel in developing monitoring and evaluation tools.	3.59	0.53	Highly Practiced
4. Promote a culture of research to facilitate data-driven and evidence-based innovations.	3.36	0.62	Practiced
5. Act as a role model in the school community, embodying DepEd's vision, mission, and core values.	3.76	0.43	Highly Practiced
<b>Overall</b>	<b>3.61</b>	<b>0.40</b>	<b>Highly Practiced</b>

Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced

Table 1 presents the school leaders' level of strategic leadership practices. The results show that the average weighted mean is 3.61, with a standard deviation of 0.40, interpreted as highly practiced. This means that school leaders truly prioritize implementing various strategies to achieve commendable performance.

Specifically, it is highly practiced that school leaders act as role models in the school community, embodying DepEd's vision, mission, and core values (3.76). However, they need to further promote a culture of research to facilitate data-driven and evidence-based innovations (3.36). School leaders are role models because they embody the Department of Education's (DepEd) vision, mission, and core values. However, there is a need to strengthen the promotion of a research culture to foster data-driven and evidence-based innovations. School leaders can make sound decisions based on tangible evidence by adopting a data-driven approach. This can result in more effective and innovative approaches to improving teaching and learning outcomes.

In addition, it is also highly practiced that school leaders empower teaching personnel by providing relevant professional learning experience (3.69), leading in the discussion of monitoring and evaluation results (3.66), and providing technical assistance to school personnel in the development of monitoring and evaluation tools (3.59).

These data suggest that school leaders provide teachers with opportunities to achieve professional growth and guide them in developing and implementing appropriate M&E tools. They also ensure the accuracy and reliability of student data, which can contribute to improving learning outcomes. However, there is a need to strengthen the culture of research among teachers in order to promote evidence-based innovations.

According to Susilowati (2021), school leaders are integral players in improving the quality of education. One way to accomplish this is to ensure the quality of educators in the classroom. As a result, it is critical to provide teachers with opportunities to advance professionally and assist them in obtaining accurate and reliable data to support learning outcomes among learners.

In addition, Senol (2019) emphasized that educational leaders who join professional development update and extend their knowledge and improve their performance on the job by applying new knowledge and skills to implement the best educational practices in schools, which covers leading the entire school organization. Establishing a culture of research is the most effective way to stay current, expand one's knowledge, and improve performance. Moreover, school leaders should be researchers, inspiring teachers to provide evidence-based innovations to improve academic results.

Table 2. School Leaders' Level of Leadership Practices in terms of Managing School Operations and Resources

Managing School Operations and Resources	Mean	SD	Verbal Interpretation
1. Exhibit best practice/s in managing school data and information using technology.	3.57	0.51	Highly Practiced
2. Empower school personnel to manage opportunities and challenges in addressing the needs of learners and other stakeholders.	3.67	0.50	Highly Practiced
3. Institutionalize effective school safety management for disaster preparedness, mitigation, and resiliency.	3.59	0.51	Highly Practiced
4. Establish shared accountability in managing school facilities and equipment.	3.66	0.50	Highly Practiced
5. Follow DepEd policies and issuances in allocation, procurement, disbursement, and liquidation of school funds.	3.76	0.44	Highly Practiced
<b>Overall</b>	<b>3.65</b>	<b>0.39</b>	<b>Highly Practiced</b>

Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced

The gathered data measure the level of leadership practices of school leaders in managing school operations and resources. The average weighted mean is 3.65, with a standard deviation of 0.39, interpreted as highly practiced.

Moreover, it is highly practiced that the school leaders follow DepEd policies and issuances in allocation, procurement, disbursement, and liquidation of school funds (3.76), empower school personnel to manage opportunities and challenges in addressing the needs of learners and other stakeholders (3.67), establish shared accountability in managing school facilities and equipment (3.66), institutionalize the effective management of school safety for disaster preparedness, mitigation, and resiliency (3.59), and exhibit best practice/s in managing school data and information using technology (3.57).

This data explains that school leaders are taking a proactive approach to managing their schools. They adhere to DepEd policies and issuances, empower school personnel, and establish shared accountability. They also implement disaster preparedness and demonstrate best practices for managing school data and information. These efforts may help foster a positive learning environment for students and other stakeholders.

Zeb et al. (2020) asserted that an outstanding and extraordinary leader developed and expanded the team's skills. Moreover, building an environment that encourages everyone to perform at their best is a goal of leaders in workplaces. Their attitude and sense of responsibility for the work they execute are improved by effective leadership. Leaders motivate those who report to them to work together to succeed in a career. The organizational structure benefits from having strong leaders because it makes employees responsible for every area of their work and encourages them to work to overcome their weaknesses. Leadership also aids in planning and managing various duties.

Focusing on teaching and learning while measuring the level of leadership practice among school leaders, the data presented in Table 3 shows that the average weighted mean is 3.69 with a standard deviation of 0.40, interpreted as highly practiced. This means that school leaders consistently demonstrate exemplary leadership in the teaching and learning process.

Table 3. School Leaders' Level of Leadership Practices in terms of Focusing on Teaching and Learning

<b>Focusing on Teaching and Learning</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. Empower the school community in promoting and sustaining a learner-friendly, inclusive, and healthy learning environment.	3.77	0.42	Highly Practiced
2. Share exemplary practice in reviewing, contextualizing, and implementing learning standards.	3.64	0.49	Highly Practiced
3. Help teachers improve their performance based on the feedback of learners, parents, and stakeholders.	3.72	0.46	Highly Practiced
4. Lead initiatives on the innovative use of learning assessment tools, strategies and results.	3.67	0.49	Highly Practiced
5. Exhibit practices in providing technical assistance to teachers to improve their teaching standards and pedagogies within and across learning areas.	3.67	0.49	Highly Practiced
<b>Overall</b>	<b>3.69</b>	<b>0.40</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

Furthermore, it is highly practiced that school leaders are empowering the school community in promoting and sustaining a learner-friendly, inclusive, and healthy learning environment (3.77), helping teachers improve their performance from the feedback of learners, parents, and stakeholders (3.72), leading initiatives on the innovative use of learning assessment tools, strategies and results (3.67), exhibiting practices in providing technical assistance to teachers to improve their teaching standards and pedagogies within and across learning areas (3.67) and sharing exemplary practice in the review, contextualization, and implementation of learning standards (3.64).

These findings reveal that school leaders are dedicated to creating and sustaining learning environments that promote student success. School leaders can help improve student outcomes and create a more positive and productive school environment by focusing on teaching and learning and implementing effective leadership practices.

Murphy and Torre (2014) argued that the head of the school's role imbues the school's work around learning through vision-making, creating and institutionalizing a focus on improving learning and teaching. Moreover, suppose school leaders prioritize learning and teaching. In that case, they are more likely to create schools where students are actively engaged in their studies, teachers are supported and effective, and the school climate is positive and respectful. Hence, school leaders should spend time in classrooms, observe teaching and learning, and offer feedback to teachers. They should also foster a culture of collaboration and

professional development, encouraging teachers to share ideas and learn from one another. This allows school leaders to create schools where every student can succeed.

The data provided in Table 4 discusses the level of school leaders' leadership practices in developing themselves and others. The results convey that the average weighted mean is 3.61 with a standard deviation of 0.42, interpreted as highly practiced.

Table 4. School Leaders' Level of Leadership Practices in terms of Developing Self and Others

Developing Self and Others	Mean	SD	Verbal Interpretation
1. Lead in organizing professional networks to provide colleagues with opportunities.	3.64	0.48	Highly Practiced
2. Model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.	3.58	0.53	Highly Practiced
3. Empower individuals and teams to consistently and effectively perform leadership roles and responsibilities in achieving school goals through shared governance and accountability.	3.66	0.50	Highly Practiced
4. Exhibit exemplary practice in efficiently and effectively implementing the performance management system.	3.57	0.50	Highly Practiced
5. Institutionalize the implementation of the school rewards system with support from the school community to recognize and motivate learners, school personnel and other stakeholders.	3.61	0.50	Highly Practiced
<b>Overall</b>	<b>3.61</b>	<b>0.42</b>	<b>Highly Practiced</b>

Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced

Additionally, the following practices are highly practiced by the school leaders according to their priority needs: they empower individuals and teams to perform leadership roles and responsibilities consistently and effectively (3.66), lead in organizing professional networks (3.64), institutionalize the implementation of the school rewards system with support from the school community (3.61), model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets (3.58), and exhibit exemplary practice in the efficient and effective implementation of the performance management system (3.57).

These findings elucidate that school leaders play an important role in developing the capability of the school community. By investing in their leadership practices and supporting the school personnel, school leaders can create a positive and supportive learning environment.

Berkovich and Eyal (2021) claimed that leaders demonstrate leadership via the impact of their influence directly on the people with whom they work. It only means that with an influential leader, employees are more likely to be engaged in their work, satisfied with their jobs, and committed to the organization. These findings imply that leaders can be more effective if they focus on developing their Influence skills rather than relying on their authority. Leaders can foster a more positive and productive workplace by developing strong employee relationships.

Table 5. School Leaders' Level of Leadership Practices in terms of Building Connections

Building Connections	Mean	SD	Verbal Interpretation
1. Develop a mechanism to strengthen school personnel's relationship with authorities, colleagues, parents, and other stakeholders	3.64	0.49	Highly Practiced
2. Exhibit exemplary skills to strengthen relationships with authorities and the school community.	3.64	0.48	Highly Practiced
3. Exhibit exemplary practice in managing school clubs/organizations.	3.53	0.54	Highly Practiced
4. Establish a mechanism to empower the school community to address concerns related to learners and school community improvement.	3.61	0.50	Highly Practiced
5. Foster a culture of inclusivity in the school and community by promoting gender sensitivity, physical and mental health awareness, and cultural responsiveness.	3.69	0.49	Highly Practiced
<b>Overall</b>	<b>3.62</b>	<b>0.41</b>	<b>Highly Practiced</b>

Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced

Table 5 exhibits the leadership level among school leaders in terms of building connections. The data reveals that the average weighted mean is 3.62, with a standard deviation of 0.41, interpreted as highly practiced.

Withal, it is highly practiced that the school leaders are fostering a culture of inclusivity in the school and community by promoting gender sensitivity, physical and mental health awareness, and cultural responsiveness (3.69), developing mechanisms to strengthen school personnel relationships with authorities, colleagues, parents, and other stakeholders (3.64), exhibiting exemplary skills to strengthen relationships with authorities and school community (3.64), establishing mechanism to empower the school community to address concerns related to learner and school community improvement (3.61), and exhibiting exemplary practice in managing school clubs/organizations (3.53).

These observations highlight school leaders' commitment to providing an inclusive, collaborative, and empowering environment for the school community. Their efforts will help create a positive learning environment that could also promote students' well-being and academic success, which is the main goal of education.

These findings underscore the critical role that school leaders play in creating a supportive and inclusive learning environment. Their efforts to encourage collaboration and empower the school community create an environment conducive to student growth and development. Leaders can help students thrive academically and personally by instilling a sense of belonging and purpose. The school leaders' commitment to inclusivity, collaboration, and empowerment sets a positive tone for the school community. It fosters an environment where students feel valued, respected, and encouraged to realize their full potential. Finally, this results in a positive learning environment that promotes students' well-being and academic success, which are the foundations of a well-rounded education.

W.L. Gardener and Schermerhorn (2004), found in Murphy and Louis (2018), stated that positive leadership rallies confidence, hope, and optimism to support individual and group performance. Leaders' efforts to build these assets have an important influence on organizations, specifically on having a positive learning environment resulting from positive leadership.

Table 6. Summary of School Leaders' Level of Leadership Practices

Indicators	Mean	SD	Verbal Interpretation
1. Leading strategically	3.61	0.40	Highly Practiced
2. Managing school operations and resources	3.65	0.50	Highly Practiced
3. Focusing on teaching and learning	3.69	0.40	Highly Practiced
4. Developing self and other	3.61	0.42	Highly Practiced
5. Building connections	3.62	0.41	Highly Practiced
<b>Overall</b>	<b>3.63</b>	<b>0.42</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

Table 6 lists the five key indicators of leadership practices. A high practice level was observed in each area since the mean score was between 3.61 and 3.69, indicating a high level of practice among the school leaders. Regarding consistency, the standard deviations are low (0.40 to 0.50), suggesting consistent leadership practices across the board. Overall, the level of school leaders' leadership practice is marked as highly practiced.

Table 7, on the next table, displays the school leaders' level of administrative culture regarding universalism. Based on the provided data, the average weighted mean is 3.80, while the standard deviation is 0.33, interpreted as highly practiced.

Table 7. School Leaders' Level of Administrative Culture in terms of Universalism

Universalism	Mean	SD	Verbal Interpretation
1. Treat every teacher and staff alike.	3.81	0.41	Highly Practiced
2. Regard faculty's differences.	3.80	0.40	Highly Practiced
3. Fairly evaluate subordinates' performance.	3.83	0.38	Highly Practiced
4. Make decisions based on clear and specific rules	3.83	0.38	Highly Practiced
5. Expect teachers to behave rationally.	3.73	0.45	Highly Practiced
<b>Overall</b>	<b>3.80</b>	<b>0.33</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

Further, the school leaders highly practiced fair evaluation of their subordinates' performance (3.83), made decisions based on clear and specific rules (3.83), treated every teacher and staff alike (3.81), considered faculty's differences (3.80), and expected teachers to behave rationally (3.73).

These findings indicate that school leaders are committed to providing their employees with a fair and equitable working environment. It also suggests that school leaders adhere to established policies and procedures. In conclusion, school leaders' administrative cultures are characterized by a high level of universalism.

One notable characteristic of the universalistic administrative culture is its members' impersonal and rational behaviors. Boud (2014) emphasized that the rationality of the members steamed from following rules and regulations as compelling forces to policy implementation. Services are likewise grounded on the axiom "wait for your turn" basis: equal treatment is apparent. Thus, family and personal connections are disregarded. In other words, only the systems at hand, including the administrative rules, norms, practices and regulations, are the sole bases for decision-making concerning career advancement, promotion, rewards and punishments, recruitment and placement, and transfer.

Table 8. School Leaders' Level of Administrative Culture in terms of Achievement

Achievement	Mean	SD	Verbal Interpretation
1. Recognize teachers who have commendable performance.	3.81	0.40	Highly Practiced
2. Regarding authority as a sense of trust.	3.79	0.40	Highly Practiced
3. Recommend promotion based on the performance of the teachers.	3.79	0.42	Highly Practiced
4. Look at the potential of the teachers to grow professionally.	3.82	0.40	Highly Practiced
5. Look forward to the efforts exerted by the faculty more than their seniority in the organization.	3.81	0.41	Highly Practiced
<b>Overall</b>	<b>3.80</b>	<b>0.36</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

As can be gleaned from Table 8, the level of administrative culture among school leaders in terms of achievement is high, as it gathered a 3.80 average weighted mean and 0.36 standard deviation.

Particularly, school leaders highly practiced the following: looking at the teachers' potential to grow professionally (3.82), recognizing teachers who have commendable performance (3.81), looking forward to the efforts exerted by the faculty more than their seniority in the organization (3.81), regard authority as a sense of trust (3.79), and recommend promotion based on the teachers' performance (3.79).

These results revealed the school leaders' dedication to fostering a work environment that promotes teacher development, recognizes excellence and values individual contributions. By implementing these practices, schools can create a positive and motivating environment that benefits teachers and students.

Trompenaars (2013) affirmed that in a culture where status is achieved, the question “What did you study?” is usually asked. Additionally, capability and performance are emphasized if an achievement-oriented culture dominates the organization. This is particularly evident in societies where educational achievement is highly valued and associated with prestige. In contrast, organizations with achievement-oriented cultures place a greater emphasis on individual capability and performance. Employees in such environments are evaluated based on their skills, competencies, and outcomes rather than their social status or educational background.

Trompenaars' findings highlight the importance of understanding cultural nuances when studying organizational dynamics. Organizations can promote effective communication, collaboration, and employee motivation by recognizing the values and norms that influence workplace behavior.

Table 9. School Leaders' Level of Administrative Culture in terms of Political Bureaucracy

Political Bureaucracy	Mean	SD	Verbal Interpretation
1. Target transformation at the end of an effort.	3.68	0.47	Highly Practiced
2. I am concerned about obtaining predetermined goals.	3.65	0.48	Highly Practiced
3. Strive to target positive outcomes based on the set goals.	3.74	0.44	Highly Practiced
4. Desire to produce output in any administrative process.	3.74	0.44	Highly Practiced
5. Focus on the performance-based management system and management by objectives.	3.75	0.44	Highly Practiced
<b>Overall</b>	<b>3.71</b>	<b>0.38</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

As shown in Table 9, the level of the school leaders' administrative culture practices in political bureaucracy is also high, as it gained the average weighted mean of 3.71 and a standard deviation of 0.38.

The school leaders responded that highly practiced in all the given indicators connotes the idea that the practices are part of their leadership goals. In particular, school leaders focus on the performance-based management system and management by objectives (3.75), have the desire to produce output in any administrative process (3.74), strive to target positive outcomes based on the set Goals (3.74), target transformation at the end of an effort (3.68). They are most concerned about obtaining predetermined goals (3.65).

The results attest that school leaders are dedicated to improving their schools' performance. They are concerned with establishing clear objectives, measuring progress, and making changes to improve outcomes. This emphasis on performance is likely to improve student achievement and academic success.

Drake and Roe (2013) claimed that a result-oriented culture aims to achieve predetermined goals and make organizational procedures more flexible. Within this system, the result is given more priority than anything else, such as rituals and procedures in an organization. Results deal with what is finally achieved. Here, the issue is the organization's goal or preference—whether the organization wants to follow prescribed procedures or is concerned with obtaining the set goals.

Table 10 presents school leaders' participation in administrative cultural practices. The level is described as high based on the data obtained, with an average weighted average mean of 3.71 and a standard deviation of 0.38.

As shown from the results, all the indicators are marked as highly practiced. Thus, the school leaders always decide after consultation and with full participation of their subordinates (3.76), consider leadership as their main facilitator of the organization (3.72), look at organizational position as a way to assign different

tasks and responsibilities (3.70), train teachers to demonstrate leadership on some administrative matters (3.68), and regard their prerogatives and their subordinates' stands in arriving at a consensus (3.68).

Table 10. School Leaders' Level of Administrative Culture in terms of Participatory

Participatory	Mean	SD	Verbal Interpretation
1. Consider leadership as a main facilitator of the organization.	3.72	0.46	Highly Practiced
2. Make every decision after consultation and full participation of my subordinates.	3.76	0.44	Highly Practiced
3. Train teachers to demonstrate leadership on some administrative matters.	3.68	0.49	Highly Practiced
4. Look at the organizational position to assign different tasks and responsibilities.	3.70	0.46	Highly Practiced
5. Regarding my prerogatives and my subordinates' stand in reaching a consensus,	3.68	0.49	Highly Practiced
<b>Overall</b>	<b>3.71</b>	<b>0.38</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

The study's findings imply that school leaders actively cultivate a culture of collaboration and shared decision-making within their schools. By interacting with their subordinates, they can gather diverse perspectives and make informed decisions consistent with the school's needs and goals. This also emphasizes the significance of leadership practices prioritizing consultation, participation, and consensus building. School leaders can foster a more inclusive and responsive work environment that benefits students and faculty by involving others in decision-making.

In support of this, Chen (2015) argued that in organizations characterized by small power distance, subordinates and superiors consider each other existential equals; the organization is decentralized with a flat structure; a superior is accessible to the subordinates; privilege for higher-ups is undesirable; and the subordinates expect to be consulted before a decision is made.

Table 11. Summary of School Leaders' Level of Administrative Culture

Indicators	Mean	SD	Verbal Interpretation
1. Universalism	3.80	0.33	Highly Practiced
2. Achievement	3.80	0.36	Highly Practiced
3. Political bureaucracy	3.71	0.38	Highly Practiced
4. Participatory	3.71	0.38	Highly Practiced
<b>Overall</b>	<b>3.76</b>	<b>0.36</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

Table 11 lists the four key indicators of administrative culture; a high practice level was observed in each area since it obtained a mean score between 3.71 and 3.80, indicating a high level of practice among the school leaders. Regarding its consistency, the standard deviations are low (0.33 to 0.38), suggesting a consistent administrative culture across the board. Overall, the level of school leaders' administrative culture is marked as highly practiced.

Table 12. School Leaders' Level of Good Governance in terms of Transparency

Transparency	Mean	SD	Verbal Interpretation
1. Update the transparency board regularly (monthly), which is placed in an accessible area to all.	3.64	0.51	Highly Practiced
2. Ensure that the information is also reported to the stakeholders in meetings such as school report card presentations and quarterly Program Implementation Review and Performance (PIRPA)	3.73	0.45	Highly Practiced
3. Guarantee that the personnel, learners and stakeholders know the decisions made to improve the school.	3.73	0.46	Highly Practiced
4. Ensure that the public has a right to full access to information.	3.72	0.45	Highly Practiced
5. Certify that the transparency board has enough information related to Maintenance and Other Operating Expenses (MOOE) utilization and other financial reports.	3.73	0.46	Highly Practiced
<b>Overall</b>	<b>3.71</b>	<b>0.39</b>	<b>Highly Practiced</b>

Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced

Table 12 above shows the level of transparency in school leaders' governance practices. The average weighted mean is 3.71, with a standard deviation of 0.39, interpreted as highly practiced.

Explicitly, the school leaders responded highly practiced to all the transparency indicators. This implies that the following are part of the leadership practices of the school leaders: they ensure that the school information is also reported to the stakeholders through meetings such as SRC presentations and quarterly PIRPA (3.73), guarantee that the personnel, learners and stakeholders are aware of the decisions made for the betterment of the school (3.73), certify that the transparency board has enough information related to MOOE utilization and other financial reports (3.73), ensure that the public has a right to full access of information (3.72), and regularly update the transparency board and place in an accessible area to all (3.64).

These findings signify that school leaders are committed to transparency and accountability, which are essential for building trust between schools and their communities.

Jiang et al. (2021) stressed that a governance framework should be able to describe transparency and an efficient market, consistent with laws and regulations and have a clear meaning in the division of responsibility between differences in supervision, regulation and enforcement of authority. It is argued that by adopting a transparent governance framework, organizations can strengthen their legitimacy, improve their decision-making, and enhance their overall effectiveness.

On the next table, table 13 shows that school leaders' governance practices in terms of accountability are described as high; as seen in the presented data, they have obtained an average weighted mean of 3.71 and a standard deviation of 0.40.

The school leaders rated all the indicators as highly practiced. In particular, they are developing PPAs and SIP and AIP (3.75), performing other functions as may be assigned by authorities without hesitation (3.75), implementing the school curriculum and held accountable for higher learning outcomes (3.73), administering and managing all personnel, physical and fiscal resources of the school (3.71), and accepting donations, gifts, bequests and grants to upgrade teachers' or learning facilitators' competencies, improving school facilities, and providing instructional materials and equipment (3.62).

Table 13. School Leaders' Level of Good Governance in terms of Accountability

Accountability	Mean	SD	Verbal Interpretation
1. Develop programs, projects, activities (PPAs), school improvement, and annual implementation plan.	3.75	0.44	Highly Practiced
2. Administer and manage all personnel, physical and fiscal resources of the school.	3.71	0.46	Highly Practiced
3. Implement the school curriculum and be held accountable for higher learning outcomes.	3.73	0.46	Highly Practiced
4. Accept donations, gifts, bequests and grants to upgrade teachers' or learning facilitators' competencies, improve school facilities, and provide instructional materials and equipment.	3.62	0.58	Highly Ready
5. Perform such other functions as may be assigned by proper authorities without hesitation.	3.75	0.44	Highly Practiced
<b>Overall</b>	<b>3.71</b>	<b>0.40</b>	<b>Highly Practiced</b>

Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced

1. encourage stakeholders' effective and active participation to help generate essential resources for the school. 3.73 0.45 Highly Practiced

2. Promote decentralization in decision-making as a means of increasing grassroots participation and improving the quality of education. 3.70 0.47 Highly Practiced

3. Facilitate all procedures to allow civil society and the private sector to participate in the educational process and improve quality education. 3.62 0.52 Highly Practiced

4. Develop a sense of belongingness, which helps to achieve the needed cooperation and coordination in implementing the decision. 3.68 0.48 Highly Practiced

5. To enhance the quality of education, students and the school governing council should be allowed to participate in planning, implementation, monitoring, and evaluation. 3.70 0.47 Highly Practiced

**Overall 3.69 0.40 Highly Practiced**

Participation	Mean	SD	Verbal Interpretation	
1. encourage stakeholders' effective and active participation to help generate essential resources for the school.	3.73	0.45	Highly Practiced	1 - Not Practiced
2. Promote decentralization in decision-making as a means of increasing grassroots participation and improving the quality of education.	3.70	0.47	Highly Practiced	
3. Facilitate all procedures to allow civil society and the private sector to participate in the educational process and improve quality education.	3.62	0.52	Highly Practiced	
4. Develop a sense of belongingness, which helps to achieve the needed cooperation and coordination in implementing the decision.	3.68	0.48	Highly Practiced	
5. To enhance the quality of education, students and the school governing council should be allowed to participate in planning, implementation, monitoring, and evaluation.	3.70	0.47	Highly Practiced	
<b>Overall</b>	<b>3.69</b>	<b>0.40</b>	<b>Highly Practiced</b>	

Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced

As illustrated in Table 14 in the next page, the level of school leaders' governance practices in terms of participation is described as high, with an average weighted mean of 3.69 and a standard deviation of 0.40.

Based on the gathered responses, all the indicators are rated highly practiced by the school leaders.

Distinctly, the following are highly practiced by the school leaders: they encourage effective and active participation of stakeholders that helps in generating essential resources for the school (3.73), promote provision of decentralization in decision-making as a means of increasing grassroots participation to improve the quality of education (3.70), allow students and school governing council to play their roles in planning, implementation, monitoring, and evaluation to enhance quality of education (3.70), develop a sense of belongingness which helps to achieve the needed cooperation and coordination in the implementation of the decision (3.68), and facilitate all procedures to allow civil society and private sector to participate in the educational process to improve quality education (3.62).

These findings revealed that school leaders understand the value of stakeholder engagement in improving academic outcomes. Schools can access a broader range of resources and perspectives by involving students, parents, community members, and other stakeholders, leading to better decision-making and quality education.

According to Oxfam (2017), participation has been proven to improve education quality and the governance of educational institutions. Research has demonstrated a positive relationship between participation, education quality and governance. Moreover, participation is closely related to the interaction of educational stakeholders, the community, the business world, and the government (Supriadi, 2021).

Additionally, the next table, table 15 conveys that school leaders' governance practices are highly effective and efficient. Based on the above data, there is an average weighted mean of 3.70 and a standard deviation of 0.40, interpreted as highly practiced.

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Specifically, all the indicators are rated highly practiced by the school leaders. Thus, it provided the idea that it is part of the school leaders practices to celebrate individual, team, and school successes, especially related to student learning outcomes (3.77), monitor curriculum and classroom instruction regularly (3.70), personally engage parents and the community in the improvement process (3.69), challenge, support, and monitor the correction of unsound teaching practices (3.68), and spend at least 50% of their time working directly with teachers to improve instruction, including classroom observations (3.61).

Table 15. School Leaders' Level of Good Governance in terms of Effectiveness and Efficiency

<b>Effectiveness and Efficiency</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. Monitor curriculum and classroom instruction regularly.	3.72	0.46	Highly Practiced
2. Personally engage parents and the community in the improvement process.	3.69	0.47	Highly Practiced
3. Challenge, support, and monitor the correction of unsound teaching practices.	3.68	0.48	Highly Practiced
4. Celebrate individual, team, and school successes, especially those related to student learning outcomes.	3.77	0.43	Highly Practiced
5. I will spend at least 50% of my time working directly with teachers to improve instruction, including classroom observations.	3.61	0.53	Highly Practiced
<b>Overall</b>	<b>3.70</b>	<b>0.40</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

These findings suggest that school leaders' effectiveness and efficiency are important in providing students with a positive and supportive learning environment. Specifically, this means providing equal opportunity, celebrating successes, monitoring instruction, and engaging with parents and the community.

Managing, as agreed by the Organization for Economic Cooperation and Development (OECD), basically means that in the management and achievement of maximum organizational performance, it should be implemented indicators of transparency, efficiency, law enforcement (rule of law), equality or fairness (fairness), and accountability (Chen & Yu, 2021). Focusing on efficiency means school leaders should know how to maximize productivity while minimizing resources to ensure optimal operational efficiency.

Further, according to the United Nations Economic and Social Commission for Asia and the Pacific, good governance means that processes and institutions produce results that meet society's needs while using the best resources. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Table 16 on the next page measures the level of school leaders' good governance regarding the rule of law. It reveals an average weighted mean of 3.75 and a standard deviation of 0.39, which is described as high.

As shown from the obtained results, all the indicators are marked as highly practiced. This means that school leaders include in their leadership the practice of empowering all personnel and allowing students to be creative in their educational pursuits by honoring their commitments to their own culture and heritage (3.76), standing by their words by honoring all aspects my job descriptions, roles, and responsibilities (3.75), carrying the highest integrity and avoid careless decisions that may result in violations of the law (3.75), refraining from inappropriate conduct and relationships with students and staff (3.74), and assuming a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment (3.73).

Table 16. School Leaders' Level of Good Governance in terms of Rule of Law

Rule of Law	Mean	SD	Verbal Interpretation
1. Stand by my word by honoring all aspects of my job descriptions, roles, and responsibilities.	3.75	0.43	Highly Practiced
2. Refrain from inappropriate conduct and relationships with students and staff.	3.74	0.48	Highly Practiced
3. Carry the highest integrity and avoid careless decisions that may result in law violations.	3.75	0.47	Highly Practiced
4. Empower all personnel and allow students to be creative in their educational pursuits by honoring their commitments to their culture and heritage.	3.76	0.43	Highly Practiced
5. Assume a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influence others to share ownership of DepEd goals to create an effective work environment.	3.73	0.46	Highly Practiced
<b>Overall</b>	<b>3.75</b>	<b>0.39</b>	<b>Highly Practiced</b>

*Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced*

The study's findings reveal that school leaders are dedicated to providing all students with a positive and supportive learning environment. Moreover, their ethical leadership practices are critical to the school's success.

According to the United Nations Economic and Social Commission for Asia and the Pacific, good governance requires fair legal frameworks enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial law enforcement requires an independent judiciary and an impartial and incorruptible police force.

Table 17. Summary of School Leaders' Level of Good Governance

	Economic	Mean	SD	Verbal Interpretation	Verbal Interpretation
1. Puts the 2. Instills the environment 3. Promotes personnel.	1. Transparency	3.71	0.39	Highly Practiced	Very High
	2. Accountability	3.71	0.40	Highly Practiced	
	3. Participation	3.69	0.40	Highly Practiced	Very High
	4. Effectiveness and Efficiency	3.70	0.40	Highly Practiced	
	5. Rule of Law	3.75	0.46	Highly Practiced	
<b>Overall</b>	<b>3.71</b>	<b>0.41</b>	<b>Highly Practiced</b>	<b>Very High</b>	
<i>Legend: 3.5-4.0 – Highly Practiced; 2.5-3.49 – Practiced; 1.5-2.49 – Somewhat Practiced; 1.0-1.49 – Not Practiced</i>					
4. Applies school leadership that contributes to solving societal problems.		3.79	0.40		Very High
5. Implement organizational measures while maintaining good relations with the local community.		3.75	0.45		Very High
<b>Overall</b>		<b>3.78</b>	<b>0.36</b>		<b>Very High</b>
<i>Legend: 3.5-4.0 – Very High; 2.5-3.49 – High; 1.5-2.49 – Low; 1.0-1.49 – Very Low</i>					
	Social	Mean	SD	Verbal Interpretation	
1. Puts the public interest ahead of personal matters. 2. Instills the principle of fairness in the educational environment. 3. Promotes the value of social responsibility among personnel. 4. Applies school leadership that contributes to solving societal problems. 5. Implement organizational measures while maintaining good relations with the local community.	1. Puts the public interest ahead of personal matters.	3.79	0.41	Very High	Very High
	2. Instills the principle of fairness in the educational environment.	3.82	0.39	Very High	
	3. Promotes the value of social responsibility among personnel.	3.77	0.42	Very High	Very High
	4. Applies school leadership that contributes to solving societal problems.	3.79	0.40	Very High	
	5. Implement organizational measures while maintaining good relations with the local community.	3.75	0.45	Very High	
<b>Overall</b>		<b>3.78</b>	<b>0.36</b>		<b>Very High</b>

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Table 18, discloses the school leaders’ level of sustainable school performance in terms of social. The data shows an average weighted mean of 3.78 and a standard deviation of 0.36, which is interpreted as very high.

The results indicate that the school leaders responded very high to all indicators. This suggests that they are practicing the following roles to achieve the school's sustainable performance: instilling the principle of fairness in the educational environment (3.82), putting the public interest ahead of personal matters (3.79), applying school leadership that contributes to solving societal problems (3.79), promoting among personnel the value of social responsibility (3.77), and implementing organizational measures while maintaining good relations with the local community (3.75).

These findings show that school leaders are concerned with academic excellence and creating an ethical and inclusive learning environment for all students. Their commitment to social responsibility and community involvement contributes to their schools' well-being and success.

Black defined social sustainability as “the extent to which social values, social identities, social relationships and social institutions can continue” (Black, 2012). Social sustainability performance reflects how and to what extent an institution has translated its social goals into practice, including working conditions, health and safety, employee relationships, wellness, diversity, human rights, fair labor practices, community engagement, and philanthropy.

Xie et al. (2019) claimed that favorable working conditions attract productive employees, increase competitiveness, and enhance economic and social performance. Thus, high compliance with social norms is hypothesized to enhance organizational legitimacy and social sustainability performance.

Based on the results gathered in Table 19, on the next table, it was determined that school leaders’ sustainable performance in terms of environment is very high, with an average weighted mean of 3.79 and a standard deviation of 0.36.

As indicated in the table, all the indicators were rated as very high by the school leaders, revealing their leadership practices, which include appreciating and commending teachers for their efforts (3.81), encouraging professional learning communities (3.79), supporting interactive communication between the school and the parents (3.78), providing a suitable work environment for the teachers according to their professional needs (3.78), and providing teachers with feedback to improve their performance (3.77).

Table 19. School Leaders’ Level of School Sustainable Performance in terms of Environment

Environment	Mean	SD	Verbal Interpretation
1. Encourages professional learning communities.	3.79	0.41	Very High
2. Appreciates the efforts of teachers and commends them.	3.81	0.41	Very High
3. Provide teachers with feedback to improve their performance.	3.77	0.42	Very High
4. Supports interactive communication between the school and the parents.	3.78	0.41	Very High
5. Provide a suitable work environment for the teachers according to their professional needs.	3.78	0.42	Very High
<b>Overall</b>	<b>3.79</b>	<b>0.36</b>	<b>Very High</b>

*Legend: 3.5-4.0 – Very High; 2.5-3.49 – High; 1.5-2.49 – Low; 1.0-1.49 – Very Low*

These findings suggest that school leaders are committed to providing teachers and students with a positive and supportive learning environment. School leaders who follow these leadership practices can help boost teacher morale, promote student achievement, and foster a more positive and productive school environment.

1. Makes optimum use of the available resources.	3.77	0.42	Very High
2. Uses local resources to support learning and schooling.	3.79	0.41	Very High
3. Consider the capabilities of the teachers while assigning them teaching-related tasks.	3.75	0.44	Very High
4. Encourages the teachers to work together towards achieving the set goals, especially in times of need.	3.82	0.39	Very High
5. Promotes creativity and innovation in education and teaching methods according to the multiple types of intelligence.	3.77	0.42	Very High
<b>Overall</b>	<b>3.78</b>	<b>0.36</b>	<b>Very High</b>

**Legend: 3.5-4.0 = Very High; 2.5-3.49 = High; 1.5-2.49 = Low; 1.0-1.49 = Very Low**

Economic	Mean	SD	Verbal Interpretation
1. Makes optimum use of the available resources.	3.77	0.42	Very High
2. Uses local resources to support learning and schooling.	3.79	0.41	Very High
3. Consider the capabilities of the teachers while assigning them teaching-related tasks.	3.75	0.44	Very High
4. Encourages the teachers to work together towards achieving the set goals, especially in times of need.	3.82	0.39	Very High
5. Promotes creativity and innovation in education and teaching methods according to the multiple types of intelligence.	3.77	0.42	Very High
<b>Overall</b>	<b>3.78</b>	<b>0.36</b>	<b>Very High</b>

*Legend: 3.5-4.0 = Very High; 2.5-3.49 = High; 1.5-2.49 = Low; 1.0-1.49 = Very Low*

As presented in Table 20, the level of school leaders' sustainable performance is very high. The results show an average weighted mean of 3.78 and a standard deviation of 0.36, which is interpreted as very high.

In particular, the data revealed that the school leaders rated all the indicators as very high, so it was concluded that part of their practice as leaders is the following: they encourage the teachers to work together towards achieving the set goals, especially in times of need (3.82), use local resources to support learning and schooling (3.79), make optimum use of the available resources (3.77), promote creativity and innovation in education and teaching methods according to the multiple types of intelligence (3.77), and consider the capabilities of the teachers while assigning them teaching-related tasks (3.75).

These findings provide important insights into the role of school leaders in creating a positive and effective learning environment. By emphasizing collaboration, resourcefulness, and innovation, they empower teachers and make high-quality education more accessible.

An economic framework for understanding schools' decisions indicated negative and positive effects on educational outcomes during an economic crisis (Shafiq, 2010). During an economic crisis, the economy's

Indicators	Mean	SD	Verbal Interpretation
1. Social	3.77	0.42	Very High
2. Environment	3.79	0.41	Very High
3. Economic	3.75	0.44	Very High
<b>Overall</b>	<b>3.78</b>	<b>0.36</b>	<b>Very High</b>

**Legend: 3.5-4.0 = Very High; 2.5-3.49 = High; 1.5-2.49 = Low; 1.0-1.49 = Very Low**

*Legend: 3.5-4.0 = Very High; 2.5-3.49 = High; 1.5-2.49 = Low; 1.0-1.49 = Very Low*

Table 21 lists the three key indicators of school sustainable performance. A very high level was observed in each area since it obtained a mean score between 3.75 and 3.79, indicating a high level of

performance among the schools. Regarding consistency, the standard deviations (0.41 to 0.44) are low, suggesting consistent sustainable performance across the board. Overall, the level of school sustainable performance is marked as very high.

Table 22. Test of Significant Relationship between School Leadership Practices and Administrative Culture

School leadership practices	Administrative culture			
	Universalism	Achievement	Political bureaucracy	Participatory
1. Leading strategically	.492**	.551**	.576**	.569**
2. Managing schools and operations	.608**	.641**	.616**	.661**
3. Focusing on teaching and learning	.612**	.677**	.667**	.699**
4. Developing self and others	.549**	.593**	.638**	.674**
5. Building connections	.482**	.541**	.661**	.587**

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 22 tests the significant relationship between school leadership practices and administrative culture. Based on the results, administrative culture indicators such as universalism, achievement, political bureaucracy, and participation are significantly related to school leadership practices at a 0.01 significance level. Thus, the null hypothesis that school leadership practices do not significantly relate to administrative culture is rejected. The findings revealed that school leaders with a positive administrative culture are likelier to have positive school leadership practices. This culture was distinguished by universalism, achievement, political bureaucracy, and participatory practices. According to the study's findings, the administrative culture implemented by school leaders significantly impacts their school leadership practices.

Administrative culture, comprising shared values, beliefs, and norms within a school's administrative echelons, significantly influences leadership practices. Deal and Peterson (2019) emphasized that the values, beliefs, and norms shared among administrative staff profoundly influence leadership practices. Schools are more likely to achieve their goals when the administrative culture and leadership style align. Another study by Leithwood and colleagues (2019) claimed that effective leadership practices were likelier to be present in schools with a positive administrative culture.

For example, a school with a collaborative administrative culture will likely benefit from a transformational leadership style that encourages innovation and teamwork. In contrast, a school with a more traditional administrative culture may require a different leadership approach to address unique challenges.

Table 23. Test of Significant Relationship between School Leadership Practices and Good Governance

School leadership practices	Good governance				
	Transparency	Accountability	Participation	Effectiveness and efficiency	Rule of law
Leading strategically	.524**	.584**	.618**	.610**	.550**
Managing schools and operations	.659**	.686**	.700**	.650**	.651**
Focusing on teaching and learning	.625**	.684**	.730**	.626**	.686**
Developing self and others	.578**	.620**	.682**	.586**	.616**
Building connections	.578**	.665**	.716**	.586**	.588**

Table 23 tests the significant relationship between school leadership practices and good governance. Based on the results, good governance indicators such as transparency, accountability, participation, effectiveness and efficiency and the rule of law are all significantly related to school leadership practices at 0.01 significance level. Thus, the null hypothesis that school leadership practices do not significantly relate to good governance is rejected.

The study's findings revealed a significant relationship between good governance and effective school leadership practices. School leaders who prioritize good governance are more likely to engage in high-level school leadership practices, leading to improved school performance. This underscores the importance of good governance in promoting effective leadership practices. Educational leaders and policymakers should be aware of the significant role they play in encouraging good governance. By establishing school cultures that are transparent, accountable, participative, effective, efficient, and upholding the rule of law, they can invest in good governance and help to improve education quality for all students.

Good governance mechanisms are crucial for ensuring transparency, accountability, and adherence to the rule of law within educational institutions. Jia et al. (2021) found that good governance significantly moderates the relationship between leadership practices and sustainable performance. Schools with strong governance structures are more likely to benefit from effective leadership Practices highlighting the importance of governance in achieving sustainable educational outcomes.

Moreover, good governance provides a framework that supports and enhances leadership efforts. It ensures that leadership practices are aligned with broader organizational goals and that resources are used efficiently and ethically. Consequently, schools with strong governance structures are more likely to achieve sustainable performance.

Table 24. Test of Significant Relationship between School Leadership Practices and School Sustainable Performance

School leadership practices	School sustainable performance		
	Social	Environmental	Economic
Leading strategically	.484**	.528**	.507**
Managing schools and operations	.580**	.588**	.628**
Focusing on teaching and learning	.606**	.581**	.621**
Developing self and others	.528**	.517**	.564**
Building connections	.549**	.510**	.536**

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 24 tests the significant relationship between school leadership practices and sustainable performance. Based on the results, school sustainable performance indicators such as social, environmental, and economic are all significantly related to school leadership practices at a 0.01 significance level. Thus, the null hypothesis that school leadership practices do not significantly relate to sustainable performance is rejected.

The study suggests that school leaders are critical in promoting sustainable school performance. They can foster a sustainability-focused culture and implement policies and practices that promote sustainable development. The study also revealed that school leadership practices can help improve sustainable performance. School leaders can use the study's findings to identify areas where they can improve their leadership practices and implement changes to improve sustainable school performance.

The study by Leithwood and colleagues (2019) underscores the crucial role of effective leadership practices in promoting sustainable school performance. The findings suggest that schools with effective leaders are more likely to create a positive learning environment, attract and retain high-quality teachers, and engage parents in their children's education. This highlights the importance of effective leadership practices, particularly in challenging circumstances. Effective leaders who implement these practices are more likely to sustain their performance and provide a high-quality education for all students, regardless of their background.

Table 25. Test of Significant Relationship between Administrative Culture and School Sustainable Performance

Administrative Culture	School Sustainable Performance		
	Social	Environment	Economic
Universalism	.635**	.636**	.653**
Achievement	.670**	.670**	.687**
Political bureaucracy	.590**	.605**	.598**
Participatory	.570**	.597**	.670**

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 25 on the next table tests a significant relationship between administrative culture and school sustainable performance. Based on the results obtained, administrative culture indicators such as universalism, achievement, political bureaucracy, and participation are all significantly related to school sustainable performance at the 0.01 level of significance. Thus, the null hypothesis stating no significant relationship between administrative culture and school sustainable performance is rejected.

The results showed that school leaders who follow an administrative culture characterized by universalism, achievement, political bureaucracy, and participatory leadership had significantly higher levels of school sustainable performance. The study's findings suggest that administrative culture is an important factor in school sustainable performance. Schools with a strong administrative culture are better able to create a positive and supportive learning environment for students, which can lead to higher levels of student achievement and well-being. The results of the study also recommend that schools should focus on developing a strong administrative culture as a way to improve school sustainable performance. It also suggests that schools should create a shared vision for the future, set high standards, and make decision-making processes based on the school's social, environmental, and economic situation.

Deal and Peterson (2019) argue that a positive administrative culture can enhance the effectiveness of leadership practices, while a discordant culture may undermine even the most promising leadership efforts. Understanding the interplay between administrative culture and leadership is essential for promoting sustainable performance.

Table 26. Test of Significant Relationship between Good Governance and School Sustainable Performance

Good Governance	School Sustainable Performance		
	Social	Environmental	Economic
Transparency	.609**	.683**	.649**
Accountability	.598**	.622**	.599**
Participation	.616**	.629**	.589**
Effectiveness and efficiency	.589**	.664**	.593**
Rule of law	.760**	.708**	.682**

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 26 on the next page tests the significant relationship between good governance and school sustainable performance. Based on the results, good governance indicators such as transparency, accountability, participation, effectiveness and efficiency, and rule of law are all significantly related to school sustainable performance at 0.01 significance level. Thus, the null hypothesis stating that there is no significant relationship between good governance and school sustainable performance is rejected.

As presented in the results, it was concluded that good governance is an important factor in promoting school sustainable performance. It is recommended that schools focus on improving their governance practices in order to improve their overall performance. The findings of this study have significant implications for school leaders, specifically for improving their governance practices to improve their schools'

per eff	Model 3	Coeff	SE	T	p	LLCI	ULCI
	SLP --> GG	0.7459	0.0410	18.1988	0.0000	0.6651	0.8286
eff	SLP --> AC	0.6517	0.0425	15.3435	0.0000	0.5679	0.7355
adl	GG --> SSP	0.5109	0.0868	5.8827	0.0000	0.3395	0.6822
tha	AC --> SSP	0.3344	0.0838	3.9901	0.0000	0.1690	0.4997
org	SLP --> SSP (direct)	-0.0054	0.0652	-0.0832	0.9338	-0.134	0.1232
go'	SLP --> AC--> SSP	0.2179	0.0978			0.0531	0.4368
	SLP --> GG--> SSP	0.3811	0.1279			0.1179	0.6223

**Legend:** (SLP) School Leadership Practices, (AC) Administrative Culture, (GG) Good Governance, (SSP) School Sustainable Performance

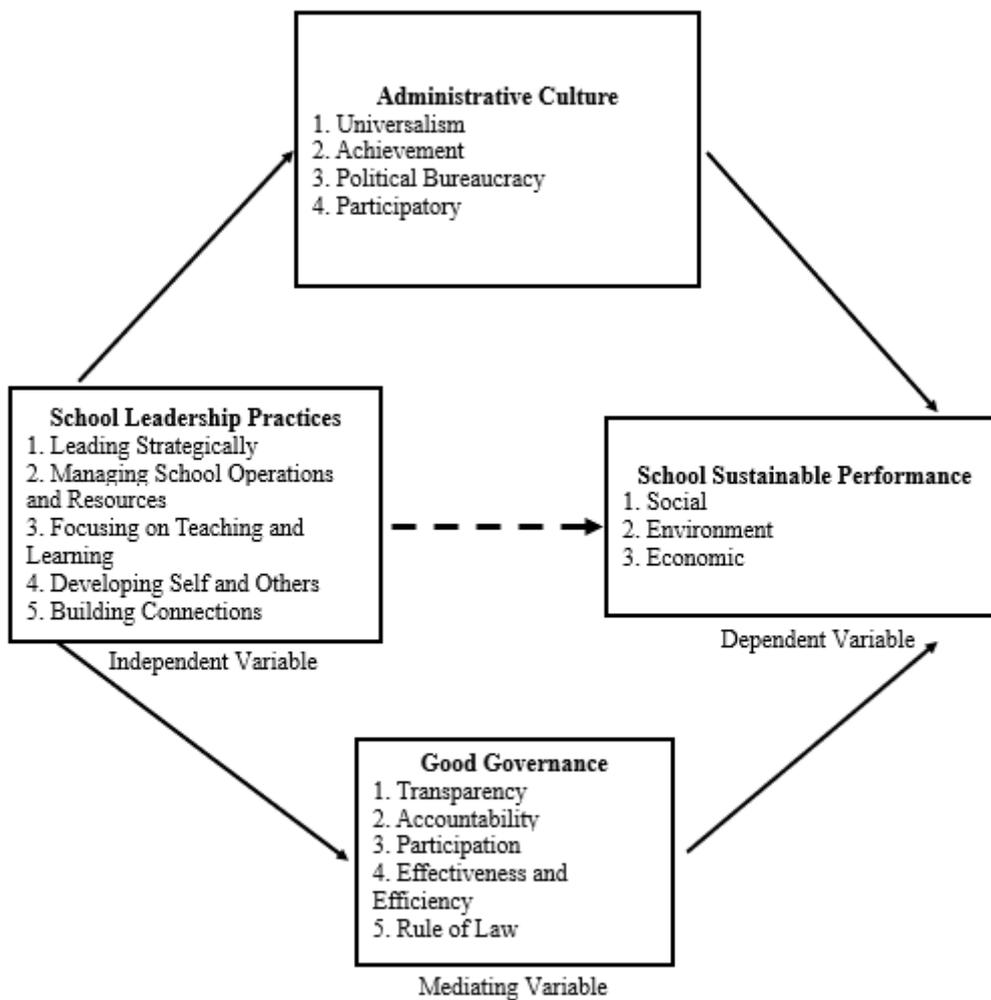
Model 3	Coeff	SE	T	p	LLCI	ULCI
SLP --> GG	0.7459	0.0410	18.1988	0.0000	0.6651	0.8286
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AC --> SSP	0.3344	0.0838	3.9901	0.0000	0.1690	0.4997
SLP --> SSP (direct)	-0.0054	0.0652	-0.0832	0.9338	-0.134	0.1232
SLP --> AC--> SSP	0.2179	0.0978			0.0531	0.4368
SLP --> GG--> SSP	0.3811	0.1279			0.1179	0.6223

**Legend:** (SLP) School Leadership Practices, (AC) Administrative Culture, (GG) Good Governance, (SSP) School Sustainable Performance

Table 27 presents a mediating analysis of administrative culture, good governance, and the relationship between school leadership practices and sustainable performance. Utilizing the MACRO process, it was revealed that introducing good governance and administrative culture to the model does not significantly affect the school's sustainable performance. On the other hand, the results imply that good governance and administrative culture fully mediate the school's sustainable performance.

The study's results justified both direct and indirect effects. The direct effect represents how school leadership practices directly impact the school's sustainable performance, regardless of other factors. Based on the analysis, the direct effect is not significant. This means that when considering only school leadership practices, there is no substantial impact on sustainable performance.

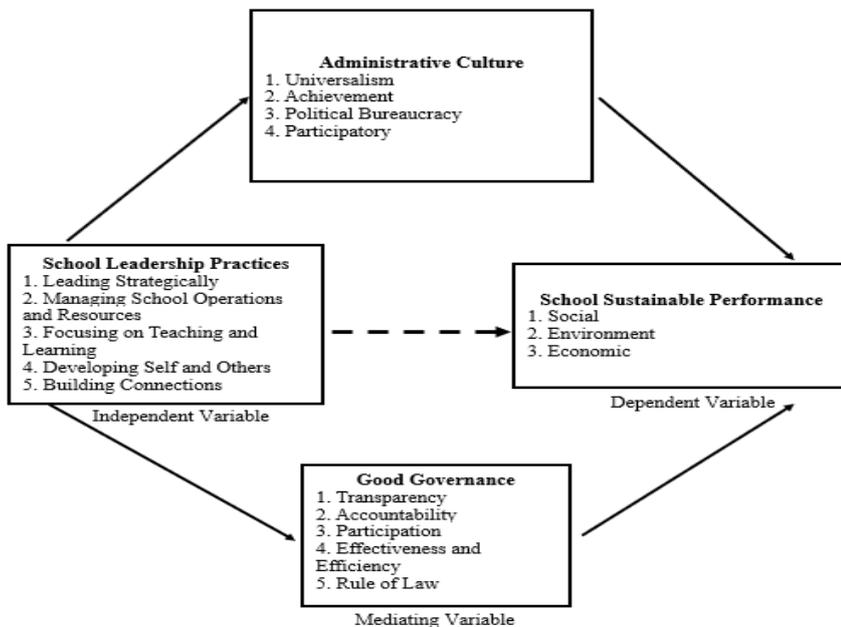
Moreover, focusing on the indirect effect, in this case, good governance and administrative culture acted as mediators, influencing how leadership practices translate into sustainable performance. The results suggest that good governance and administrative culture fully mediate the indirect effect. This implies that the impact of leadership practices on sustainable performance is entirely channeled through these mediating factors. In other words, good governance and administrative culture are crucial in determining how effective leadership practices lead to better school performance.



**Figure 2. The Mediating Role of Administrative Culture and Good Governance Toward School Leadership Practices and School Sustainable Performance (New Model)**

Mediating Variable

105



**Figure 2. The Mediating Role of Administrative Culture and Good Governance Toward School Leadership Practices and School Sustainable Performance (New Model)**

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#### 4. Conclusion

Based on the findings of the study, these conclusions were drawn.

1. School leadership practices are significantly related to administrative culture, good governance and school sustainability performance. Therefore, the hypothesis that school leadership practices do not significantly relate to these is not supported and is therefore rejected.
2. Administrative culture has a significant relationship with school sustainable performance. Therefore, the hypothesis that there is no significant relationship between administrative culture and school sustainable performance is not supported and is rejected.
3. Good governance has a significant relationship with school sustainable performance. Thus, the hypothesis stating that there is no significant relationship between good governance and school sustainable performance is not supported and is therefore rejected.
4. The school leadership practices do not significantly affect the sustainable performance of the school. On the other hand, good governance and administrative culture fully mediate the school leadership practices and the school's sustainable performance as a result of utilizing the MACRO process. Thus, the hypothesis on mediation analysis stating that administrative culture and good governance do not mediate the relationship between school leadership practices and school sustainable performance is not supported and, therefore, rejected.
5. Finally, the study provided evidence that school leadership practices are significantly related to administrative culture, good governance, and school-sustainable performance

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