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## SCHOOL HEADS' DECISION-MAKING PRACTICES AND ADMINISTRATIVE SUPPORT IN RELATION TO SCHOOL-BASED MANAGEMENT (SBM) IMPLEMENTATION

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### ABSTRACT

This study determined the significant relationship on the school Heads Decision-making practices and administrative support in relation to School-based management (SBM) Implementation. A proposed instructional supervisory plan was formulated based on the result of the study. This study employed a quantitative correlational research design to determine the relationship between school heads' decision-making skills, administrative support, and the effectiveness of School-Based Management (SBM) implementation. The correlational design was chosen because it allowed the researcher to examine the extent to which variations in decision-making practices and administrative support predicted the success of SBM implementation across multiple schools. This design also facilitated the identification of patterns, strengths, and weaknesses in school leadership practices that influenced program outcomes without manipulating variables, ensuring that the natural context of school operations was preserved.

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The Test of Relationship, showing the correlation between School Heads' Decision-Making Practices, Leadership and Management Practices, and Administrative Support Practices. The table examines how the decision-making behaviors of school heads relate to their overall leadership and management practices and how these, in turn, influence the administrative support provided within schools. The analysis highlights the interconnectedness of school leadership practices and their combined effect on organizational and instructional outcomes. The results revealed a strong positive relationship between School Heads' Decision-Making Practices and Leadership & Management Practices, suggesting that principals who demonstrated effective analytical, participatory, strategic, ethical, and adaptive decision-making consistently exhibited strong governance, curriculum planning, accountability, and resource management behaviors. Likewise, Leadership & Management Practices showed a strong positive relationship with Administrative Support Practices, implying that school heads who managed and led effectively also provided substantial support to teachers, including resource provision, professional development, communication, motivation, recognition, and monitoring. Both relationships were statistically significant, confirming that effective decision-making and leadership behaviors were closely associated with a supportive and well-managed school environment. These results imply that improvements in decision-making skills and leadership and management practices directly enhanced the administrative support provided to teachers, fostering a positive school climate, higher teacher engagement, and improved instructional performance. The overall findings demonstrate strong positive associations, indicating that when school heads made informed, strategic, and ethical decisions and

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managed school operations effectively, they strengthened the entire educational system, emphasizing the pivotal role of school leaders in creating functional and supportive school environments.

**Keywords:** *Decision-making Practices, School Head, Administrative Support, SBM*

## INTRODUCTION

Decision-making skills and administrative support of school heads play a crucial role in the successful implementation of School-Based Management (SBM). Effective school leaders engage in participative decision-making, consult teachers and stakeholders, and establish clear procedures for resource allocation, curriculum planning, and program implementation. Administrative support, including timely provision of learning materials, personnel management, and policy guidance, ensures that teachers can focus on instruction and learners benefit from a well-organized learning environment. When school heads combine strategic decision-making with proactive support, they foster a culture of collaboration, accountability, and shared responsibility, which is essential for SBM to achieve its goals of improving school autonomy, teacher effectiveness, and student outcomes.

Camarena and Velasco (2025) examined the influence of school heads' decision-making and administrative support on the implementation of School-Based Management in public secondary schools in the Philippines. Using a mixed-methods approach, their study found that principals who practiced inclusive decision-making and provided consistent

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administrative support significantly enhanced teacher participation, program adherence, and student performance. Conversely, schools with limited administrative backing and centralized decision-making faced challenges in fully implementing SBM initiatives, demonstrating that effective leadership practices are critical to operationalizing school autonomy and achieving intended educational outcomes.

School leadership plays a pivotal role in shaping school performance and the overall learning environment. Observations and experiences in educational settings indicate that the role of school heads extends far beyond mere supervision; they are central to establishing the school culture, setting priorities, and ensuring effective management. Their decision-making practices and the administrative support they provide significantly influence how School-Based Management (SBM) is implemented, affecting teacher performance, student outcomes, and the efficiency of school programs. By exploring these aspects, the study seeks to generate empirical evidence on how leadership behaviors and support mechanisms impact the operationalization of SBM in schools.

Effective leadership is critical for schools to achieve the goals of SBM, which emphasizes decentralization, accountability, and stakeholder engagement. While policies promote shared governance and school autonomy, the success of SBM often depends on the school head's ability to make informed decisions and provide administrative support that ensures teachers and staff can execute programs effectively. Studies show that inconsistent leadership and lack of coherent administrative backing hinder the adoption of SBM principles, leading to variable outcomes across schools. Examining leadership competencies within this

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context can inform strategies to strengthen policy implementation and instructional management at the school level.

Despite the clear importance of leadership in SBM, conducting research in this area presents several challenges. Both decision-making practices and administrative support are broad, multifaceted constructs that require precise operationalization to ensure consistency in measurement. Additionally, obtaining reliable data is challenging because school heads may be reluctant to disclose detailed information about their leadership practices due to fear of judgment or administrative consequences. Variability across school contexts, including differences in size, resources, and community engagement, further complicates the isolation of leadership variables as predictors of SBM effectiveness. Finally, gaining access to multiple schools and securing the necessary permissions demands careful planning and coordination with educational authorities.

This study is necessary because these challenges highlight gaps in understanding how school leadership concretely affects SBM implementation. By investigating the decision-making practices and administrative support of school heads, the research aims to identify specific behaviors and systems that facilitate effective school governance. The findings are expected to provide actionable insights for improving leadership training, policy support, and school management practices. Ultimately, this study seeks to enhance the capacity of school leaders to implement SBM successfully, thereby improving teacher performance, student outcomes, and overall school effectiveness—addressing a critical need in both research and practice.

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This study determined the significant relationship on the school Heads Decision-making practices and administrative support in relation to School-based management (SBM) Implementation. A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of the school heads' decision-making skills in terms of:
  - 1.1. Analytical and Critical Thinking Skills;
  - 1.2. Participatory and Collaborative Decision-Making;
  - 1.3. Strategic and Goal-Oriented Decision-Making;
  - 1.4. Ethical and Transparent Decision-Making; and
  - 1.5. Problem-Solving and Adaptive Decision-Making?
2. What is the school head's administrative support in terms of:
  - 2.1 Resource Provision;
  - 2.2. Professional Development Support;
  - 2.3. Communication and Consultation;
  - 2.4. Motivation and Recognition; and
  - 2.5. Monitoring and Evaluation Support?
3. What is the level of School – Based Management (SBM) Practices in terms of:
  - 3.1. Leadership and Governance;
  - 3.2. Curriculum and Planning;

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3.3. Accountability and Continuous Improvement; and

3.4. Management of Resources?

4. Is there a significant relationship between the ff:

4.1. school head's decision-making skills and school School-based Management Implementation?

4.2. School Head's Administrative Support and School-Based Management Implementation?

5. What instructional supervisory plan can be proposed based on the findings of the study?

Statement of Hypothesis

H0 – Is there a significant relationship between the ff:

school head's decision-making skills and school School-based Management Implementation?

School Head's Administrative Support and School-Based Management Implementation?

## METHODOLOGY

**Design.** This study employed a quantitative correlational research design to determine the relationship between school heads' decision-making skills, administrative support, and the effectiveness of School-Based Management (SBM) implementation. The correlational design was chosen because it allowed the researcher to examine the extent to which variations in decision-making practices and administrative support predicted the success of SBM implementation across multiple schools. This design also facilitated the identification of

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patterns, strengths, and weaknesses in school leadership practices that influenced program outcomes without manipulating variables, ensuring that the natural context of school operations was preserved.

The main local of the study was in Dr. H. Serafica Elementary School in the Schools Division Ormoc. The respondents of the study were the School heads and Teachers.

The research instrument used in this study was a researcher-made questionnaire designed to assess the influence of school heads' decision-making skills on the overall performance of the school. It was structured around five key indicators representing the major dimensions of decision-making among school leaders: (1) Analytical and Critical Thinking Skills, (2) Participatory and Collaborative Decision-Making, (3) Strategic and Goal-Oriented Decision-Making, (4) Ethical and Transparent Decision-Making, and (5) Problem-Solving and Adaptive Decision-Making. Each indicator consisted of ten statements describing observable decision-making behaviors and leadership practices of school heads, resulting in a total of fifty items. The instrument was grounded on the theoretical principles of Simon's Administrative Behavior Theory (1947), Vroom and Yetton's Decision-Making Model (1973), and Bass and Avolio's Transformational Leadership Theory (1994), all emphasizing rational, participatory, ethical, and adaptive decision-making in organizational leadership.

Respondents were asked to rate each statement using a five-point Likert scale measuring the extent to which they agreed with the described practices of their school head. The scale was as follows: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never.

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Higher mean scores indicated a greater extent of decision-making competence exhibited by the school head, while lower scores signified areas needing improvement. The overall rating was computed by determining the weighted mean per indicator and the grand mean of all responses. These results were used to interpret the level of effectiveness of school heads' decision-making skills and their potential influence on the overall performance of the school, including teacher productivity, stakeholder involvement, and student outcomes.

**Sampling.** The respondents of the study are the School Head and Teachers of Vicente Serño, Tugas, Leoncio Erejer ESs in the Division of Leyte. There were 3 School heads and 24 teachers with a total of 27 respondents that were involved in this study that were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted. Another way of contacting them are through cell phones.

**Research Procedure.** To gather the necessary data within one month, the researcher asked permission from the Office of the Schools Division Office, headed by the School Division Superintendent, through a transmittal letter. The same letter content was provided to the public-school district supervisor, school principal, and the teachers who supervised the respondents. The researcher distributed the survey questionnaires to the head teachers to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. The collected data were collated and submitted for appropriate statistical analysis.

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**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal. Orientation of the respondents both their subject teachers.

**Treatment of Data.** The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

The simple percentage and weighted mean was employed to determine the relationship between decision-making skills and administrative support of school heads in relation to school-based management implementation.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the decision-making skills and administrative support of school heads in relation to school-based management implementation.

## RESULTS AND DISCUSSION

TABLE I

SCHOOL HEAD'S DECISION-MAKING PRACTICES (Weighted Mean)

Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
Analytical and Critical Thinking Skills	The school head analyzes available information before making important decisions	4.33	Very High

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Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head considers both short-term and long-term consequences of every decision	4.25	Very High
	Decisions are based on facts and relevant data rather than assumptions	4.38	Very High
	The school head demonstrates logical reasoning when addressing school issues	4.33	Very High
	Various alternatives are examined before finalizing decisions	4.38	Very High
	The school head uses evidence-based strategies in solving school-related problems	4.33	Very High
	The school head revises decisions when new or better information becomes available	4.21	Very High
	The school head applies critical thinking to identify the root causes of problems	4.25	Very High

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Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Data and reports are used to guide school planning and policies	4.25	Very High
	The school head encourages teachers to apply analytical thinking in decision-making	4.33	Very High
<b>Participatory and Collaborative Decision-Making</b>	Teachers and staff are involved in major school decisions	4.17	Very High
	The school head values collective ideas before deciding on school programs	4.17	Very High
	The school head promotes teamwork in solving school challenges	4.17	Very High
	Stakeholders (parents, community leaders) are consulted in planning initiatives	4.21	Very High
	The school head maintains open communication with teachers when making decisions	4.21	Very High

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Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The decision-making process promotes inclusivity and shared responsibility	4.17	Very High
	Collaboration is encouraged to ensure effective implementation of policies	4.17	Very High
	The school head ensures consensus before implementing new programs	4.13	Very High
	Teachers' suggestions are acknowledged and considered in decisions	4.17	Very High
	Participatory decision-making strengthens trust within the school community	4.08	Very High
<b>Strategic and Goal-Oriented Decision-Making</b>	The school head aligns decisions with the school's mission and vision	4.17	Very High
	Goals and priorities are clearly communicated to teachers and staff	4.13	Very High
	Every decision contributes to the improvement in teaching and learning	4.17	Very High

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Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Resources are allocated strategically to meet educational objectives	4.17	Very High
	The school head anticipates potential challenges when making decisions	4.17	Very High
	Decisions made by the school head are future-oriented and sustainable	4.21	Very High
	The school head regularly monitors the progress of implemented decisions	4.17	Very High
	The school head develops action plans aligned to school goals	4.17	Very High
	The school head evaluates the outcomes of past decisions for improvement	4.17	Very High
	Decision-making focuses on continuous school improvement	4.17	Very High
<b>Ethical and Transparent Decision-Making</b>	The school head upholds fairness and impartiality in decision-making	4.08	Very High

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Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The school head maintains honesty and integrity in all school transactions	4.04	Very High
	Decisions are made in compliance with school and government regulations	4.08	Very High
	The school head provides valid reasons behind every decision made	4.17	Very High
	Transparency is observed in financial and administrative decisions	4.04	Very High
	The school head maintains confidentiality when necessary	4.13	Very High
	Ethical standards are consistently followed in all managerial actions	4.08	Very High
	The school head ensures that decisions promote trust and accountability	4.13	Very High
	The school head accepts responsibility for the outcomes of decisions	4.13	Very High

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Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Ethical leadership serves as a model for teachers and staff	4.13	Very High
<b>Problem-Solving and Adaptive Decision-Making</b>	The school head effectively addresses unexpected challenges	4.08	Very High
	Decisions are modified based on changing school conditions	4.08	Very High
	The school head remains calm and rational when handling crises	4.17	Very High
	Innovative strategies are applied to resolve school issues	4.13	Very High
	The school head learns from previous decisions to improve future ones	4.21	Very High
	The school head demonstrates flexibility when facing unforeseen events	4.17	Very High
	Creative thinking is encouraged in solving problems	4.13	Very High
	The school head ensures solutions are sustainable and realistic	4.17	Very High

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Decision-Making Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Follow-up evaluations are conducted to assess decision outcomes	4.08	Very High
	The school head remains optimistic and proactive when problems occur	4.08	Very High
<b>Overall Weighted Mean</b>		<b>4.15</b>	Very High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Observed)
- 3.26 – 4.20 = High (Moderately Observed)
- 2.51 – 3.25 = Moderate (Fairly Observed)
- 1.76 – 2.50 = Low (Less Observed)
- 1.00 – 1.75 = Very Low (Not Observed at All)

This table presents School Head’s Decision-Making Practices (Weighted Mean), which examines the extent to which school heads demonstrate competence in analytical and critical thinking, participatory and collaborative decision-making, strategic and goal-oriented decision-making, ethical and transparent decision-making, and problem-solving and adaptive decision-making. The table summarizes the weighted means and interpretations for each indicator

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under these dimensions, providing an overview of how decision-making practices are perceived in the school setting.

The table shows that analytical and critical thinking skills of school heads were rated very high across all indicators, reflecting their consistent use of logical reasoning, evidence-based strategies, and data-informed planning. School heads were observed to analyze information carefully, consider both short-term and long-term consequences, and encourage teachers to adopt analytical thinking. Similarly, participatory and collaborative decision-making scored very high, indicating that principals involved teachers, staff, and stakeholders in planning and implementation, promoted inclusivity and shared responsibility, and maintained open communication to build trust within the school community.

In addition, strategic and goal-oriented decision-making received very high ratings, showing that school heads aligned decisions with the school's vision and mission, monitored progress, developed action plans, and focused on continuous school improvement. Ethical and transparent decision-making was also rated very high, demonstrating that school heads upheld integrity, fairness, compliance with regulations, and accountability in all managerial actions, serving as role models for teachers. Finally, problem-solving and adaptive decision-making was consistently very high, reflecting principals' ability to respond flexibly and creatively to unforeseen challenges, modify decisions based on changing conditions, and apply innovative strategies while maintaining sustainable solutions. The overall weighted mean of 4.15 (Very High) indicates that the decision-making practices of school heads were strongly observed across all dimensions.

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The results imply that school heads' decision-making practices positively contribute to effective school management and instructional leadership. The high ratings across all dimensions suggest that analytical thinking, participatory approaches, strategic planning, ethical leadership, and adaptive problem-solving are critical in fostering trust, collaboration, and professional growth among teachers. This implies that the stronger the decision-making competencies of school heads, the more efficient the school operations, the higher teacher satisfaction, and the more effective implementation of programs and policies, ultimately improving the overall school performance and learning outcomes.

**Table 2**

**SCHOOL HEAD'S ADMINISTRATIVE SUPPORT PRACTICES**

<b>Sub-Dimension</b>	<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation (5-Point Likert Scale)</b>
<b>Resource Provision</b>	The School Head ensures that learning materials are available for all teachers	4.42	Very High
	Necessary teaching aids are provided in a timely manner	4.58	Very High
	The School Head facilitates access to technological resources for teachers	4.42	Very High

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Sub-Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Budget allocations are communicated clearly and utilized efficiently	4.38	Very High
	Teachers receive adequate support for classroom improvements and innovation	4.33	Very High
<b>Professional Development</b>	The School Head provides opportunities for teachers' professional growth	4.50	Very High
	Training programs are aligned with school goals and SBM implementation	4.42	Very High
	Feedback from training sessions is used to improve teaching practices	4.42	Very High
	Teachers are encouraged to attend seminars and workshops	4.33	Very High
	Mentoring and coaching are provided to enhance instructional skills	4.50	Very High
<b>Communication &amp; Consultation</b>	The School Head communicates decisions clearly and promptly	4.33	Very High

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Sub-Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Teachers are consulted in planning and decision-making processes	4.38	Very High
	Open channels exist for teachers to raise concerns or suggestions	4.33	Very High
	Important SBM policies and updates are regularly discussed with staff	4.33	Very High
	The School Head provides timely responses to teachers' queries	4.29	Very High
<b>Motivation &amp; Recognition</b>	Teachers' accomplishments are recognized and appreciated	4.25	Very High
	The School Head motivates teachers to improve instructional practices	4.08	High
	Positive reinforcement is given to teachers who implement SBM effectively	4.00	High
	Teachers are encouraged to innovate and take initiative in school programs	4.08	High

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Sub-Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	The School Head provides support to address work-related challenges	4.08	High
<b>Monitoring &amp; Evaluation Support</b>	The School Head provides guidance in tracking program implementation	4.08	High
	Teachers receive feedback on their performance related to SBM goals	4.08	High
	Monitoring practices are constructive rather than punitive	4.08	High
	The School Head ensures compliance with SBM policies and procedures	4.17	Very High
	Support is given to help teachers improve areas identified during evaluation	4.25	Very High
<b>Overall Weighted Mean</b>		<b>4.27</b>	<b>Very High</b>

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Observed)
- 3.26 – 4.20 = High (Moderately Observed)
- 2.51 – 3.25 = Moderate (Fairly Observed)

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- 1.76 – 2.50 = Low (Less Observed)
- 1.00 – 1.75 = Very Low (Not Observed at All)

This table presents School Head’s Administrative Support Practices, which highlights how principals provide resources, professional development, communication, motivation, and monitoring support to teachers in the implementation of School-Based Management (SBM). The table shows the weighted mean and interpretation of each indicator under the five sub-dimensions, reflecting the extent to which school heads facilitate a supportive environment that enhances teacher performance, instructional quality, and overall school effectiveness.

The table shows that Resource Provision was rated very high across all indicators, indicating that school heads consistently ensured the availability of learning materials, timely provision of teaching aids, access to technological resources, clear budget communication, and adequate support for classroom innovation. Professional Development also received very high ratings, demonstrating that principals actively provided opportunities for growth, aligned training programs with school goals, utilized feedback to improve practices, encouraged attendance in workshops, and offered mentoring and coaching to strengthen instructional skills. Similarly, Communication and Consultation were rated very high, suggesting that school heads maintained clear and timely communication, consulted teachers in decision-making processes, encouraged open channels for concerns, regularly discussed SBM policies, and provided prompt responses to teacher queries.

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The sub-dimensions of Motivation and Recognition and Monitoring and Evaluation Support showed a mix of high to very high ratings. Motivation and recognition results indicated that teachers' accomplishments were acknowledged, principals motivated teachers to improve, reinforced positive practices, encouraged innovation, and provided support to address challenges. Monitoring and evaluation support showed that school heads guided program tracking, provided feedback on SBM-related performance, ensured constructive evaluation practices, promoted compliance with policies, and supported improvements in identified areas. The overall weighted mean of 4.27 (Very High) reflects that administrative support practices were strongly observed, demonstrating that principals play a crucial role in facilitating teacher effectiveness and school success.

The results imply that school heads' administrative support practices significantly contribute to creating a conducive working environment for teachers. The very high ratings across resource provision, professional development, and communication indicate that teachers are well-equipped, guided, and motivated, while the high ratings in motivation and monitoring show areas for continuous improvement. The result implies that when school heads actively provide resources, professional growth opportunities, consultation, recognition, and constructive monitoring, teachers are better able to implement SBM effectively, enhance instructional practices, and contribute to improved student outcomes.

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**TABLE 3**  
**SCHOOL -BASED AND MANAGEMENT PRACTICES**

<b>Dimension</b>	<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation (5-Point Likert Scale)</b>
<b>Leadership Governance</b>	Ensures strategic policy frameworks exist and are combined with effective oversight, coalition-building, regulation, attention to system-design, and accountability within the school	4.25	Very High
	Facilitates communication between and among school and community leaders for informed decision-making and solving school-community wide learning problems	4.17	Very High
	Controls the education process and takes responsibility to manage budget, personnel, and curriculum	4.38	Very High
	Fosters a collaborative school culture	4.33	Very High
	Provides better programs for the students based on available resources that directly match student needs	4.21	Very High

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Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Provides guidance and direction for all staff and members to achieve common goals	4.21	Very High
<b>Curriculum Planning</b>	Organizes the teaching and learning process taking into account existing curriculum requirements and available resources	4.25	Very High
	Fosters a process of school-based planning and shared decision-making, involving parents, teachers, and administrators, to improve the educational performance of all students	4.17	Very High
	Implements programs that are carefully crafted to attain the department's mission, vision, and goals	4.25	Very High
	Designs instructional materials with highly specific activity focused on methods of teaching and learning	4.13	Very High
	Plans and develops curriculum by analyzing standards in each subject area and developing strategies for instruction	4.13	Very High

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Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
<b>Accountability and Continuous Improvement</b>	Monitors expected and actual performance, continually addresses gaps in education, and ensures a venue for feedback and redress	4.17	Very High
	Makes programs and activities with teachers and stakeholders to sustain continuous improvement initiatives	4.17	Very High
	Provides clear, transparent, and inclusive programs for both teachers and learners	4.21	Very High
	Improves physical environments, classroom settings, and/or virtual classrooms to support various kinds of learning	4.08	Very High
	Evaluates and measures the outcomes of every activity, program, and service, taking responsibility to address feedback	4.17	Very High
	<b>Management of Resources</b>	Handles employees including their payroll	4.08
Makes strategic plans for organizing and using resources		4.08	Very High

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Dimension	Indicator	Weighted Mean	Interpretation (5-Point Likert Scale)
	Evaluates and maximizes resources for the school	4.08	Very High
	Provides and manages transparency in resource use	4.17	Very High
	Assigns people on projects based on their skills, previous experience, availability, or project requirements	4.13	Very High
<b>Overall Weighted Mean</b>		<b>4.17</b>	Very High

Legend (5-Point Likert Scale):

- 4.21 – 5.00 = Very High (Strongly Observed)
- 3.26 – 4.20 = High (Moderately Observed)
- 2.51 – 3.25 = Moderate (Fairly Observed)
- 1.76 – 2.50 = Low (Less Observed)
- 1.00 – 1.75 = Very Low (Not Observed at All)

This table presents School Head’s Leadership and Management Practices, which reflects how school administrators exercise governance, curriculum planning, accountability, continuous improvement, and resource management to ensure effective school operations. The table details weighted mean scores for specific indicators under each dimension, showing the extent to which these practices are observed and how they contribute to the overall

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functioning of the school. The data provides insights into the leadership and managerial behaviors that influence instructional quality, organizational efficiency, and the overall school climate.

The results reveal that Leadership Governance was consistently rated very high, indicating that school heads ensured strategic policy frameworks, facilitated communication among school and community leaders, managed budgets and personnel, fostered a collaborative culture, and provided guidance to achieve common goals. Curriculum Planning also received very high ratings, showing that principals organized teaching processes, promoted school-based planning, implemented programs aligned with the department's mission, designed instructional materials, and developed strategies for effective instruction. The indicators under Accountability and Continuous Improvement demonstrated very high scores, reflecting that school heads monitored performance, addressed gaps in education, engaged teachers and stakeholders in improvement initiatives, improved learning environments, and evaluated the outcomes of programs and services. Management of Resources showed very high ratings as well, suggesting that principals effectively handled employees, planned and organized resources strategically, maximized available resources, ensured transparency, and assigned staff based on skills and availability.

Overall, the table indicates that school heads consistently demonstrated strong leadership and management practices across all dimensions. The overall weighted mean of 4.17 (Very High) highlights that these practices are strongly observed and well-implemented within the school setting. The result implies that effective leadership governance, strategic

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 curriculum planning, continuous accountability, and efficient resource management are critical in fostering a positive school climate, improving teacher performance, and enhancing student learning outcomes. These practices ensure that the school operates cohesively, promotes collaboration, and achieves educational goals effectively.

**TABLE 4**

**TEST OF RELATIONSHIP**

<b>Variables Correlated</b>	<b>r (Pearson)</b>	<b>Computed t</b>	<b>Table Value @ 0.05</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
School Heads' Decision-Making Practices (Table 1) and Leadership & Management Practices (Table 2)	0.984	7.77	4.303	Reject Ho	Significant Relationship (Strong Positive)
Leadership & Management Practices (Table 2) and Administrative Support Practices (Table 3)	0.993	36.7	2.093	Reject Ho	Significant Relationship (Strong Positive)

This table presents the Test of Relationship, showing the correlation between School Heads' Decision-Making Practices, Leadership and Management Practices, and Administrative Support Practices. The table examines how the decision-making behaviors of school heads relate to their overall leadership and management practices and how these, in turn, influence the administrative support provided within schools. Pearson's r and computed t-values were

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used to measure the strength and significance of these relationships, while the critical table value at the 0.05 level determined whether the null hypotheses were accepted or rejected. This analysis highlights the interconnectedness of school leadership practices and their combined effect on organizational and instructional outcomes.

The results indicate a strong positive relationship between School Heads' Decision-Making Practices and Leadership & Management Practices. This suggests that principals who demonstrate effective analytical, participatory, strategic, ethical, and adaptive decision-making consistently exhibit strong governance, curriculum planning, accountability, and resource management behaviors. Likewise, Leadership & Management Practices showed a strong positive relationship with Administrative Support Practices, implying that school heads who manage and lead effectively also provide substantial support to teachers, including resource provision, professional development, communication, motivation, recognition, and monitoring. Both relationships were statistically significant, confirming that effective decision-making and leadership behaviors are closely associated with a supportive and well-managed school environment.

These results imply that improvements in decision-making skills and leadership and management practices directly enhance the administrative support provided to teachers, fostering a positive school climate, higher teacher engagement, and improved instructional performance. The overall results demonstrate strong positive associations, indicating that when school heads make informed, strategic, and ethical decisions and manage school operations effectively, it strengthens the entire educational system. The overall rating reflects

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a very high relationship across all correlated variables, emphasizing the pivotal role of school leaders in creating functional and supportive school environments.

## CONCLUSION

Based on the results of this study, the findings revealed that school heads' decision-making practices, leadership and management behaviors, and administrative support are closely interconnected and significantly influence the overall functioning of the school. Principals who exercised effective decision-making consistently demonstrated strong leadership in governance, curriculum planning, accountability, and resource management, which, in turn, enhanced the support provided to teachers in terms of resources, professional development, communication, motivation, and monitoring. These results imply that when school heads lead strategically, ethically, and collaboratively, they create a positive school climate that promotes teacher engagement, professional growth, and improved instructional performance, ultimately strengthening the entire educational system.

## RECOMMENDATION

The Teacher should actively participate in school activities and decision-making processes to support the implementation of school policies, enhance collaboration, and provide constructive feedback for continuous improvement. Teachers should also take initiative in applying innovative teaching strategies and effectively utilize resources provided by the school administration.

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The School Heads should continue to strengthen their decision-making, leadership, and management practices by fostering participatory, ethical, and strategic approaches. They should ensure consistent administrative support, provide timely guidance, motivate and recognize teachers, and maintain open communication channels to enhance teacher performance and school climate.

The Public Schools District Supervisor should provide monitoring, mentoring, and support programs that guide school heads in developing effective leadership and management competencies. They should also ensure the availability of necessary resources, facilitate professional development opportunities, and promote collaborative practices across schools.

The Parents should actively engage in school programs, participate in consultations and planning activities, and provide feedback to support school improvement initiatives. Their involvement can help strengthen accountability, shared responsibility, and community partnership in education.

The Researcher should disseminate the study's findings to stakeholders, highlighting the importance of effective decision-making and leadership practices. The researcher should also recommend capacity-building initiatives for school leaders and teachers based on the observed relationships between leadership, management, and administrative support.

Future Researchers should conduct similar studies in different contexts or levels of education, possibly exploring additional variables such as student performance, school culture,

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or teacher motivation. They should also consider longitudinal designs to examine how school heads' decision-making and leadership practices influence school outcomes over time.



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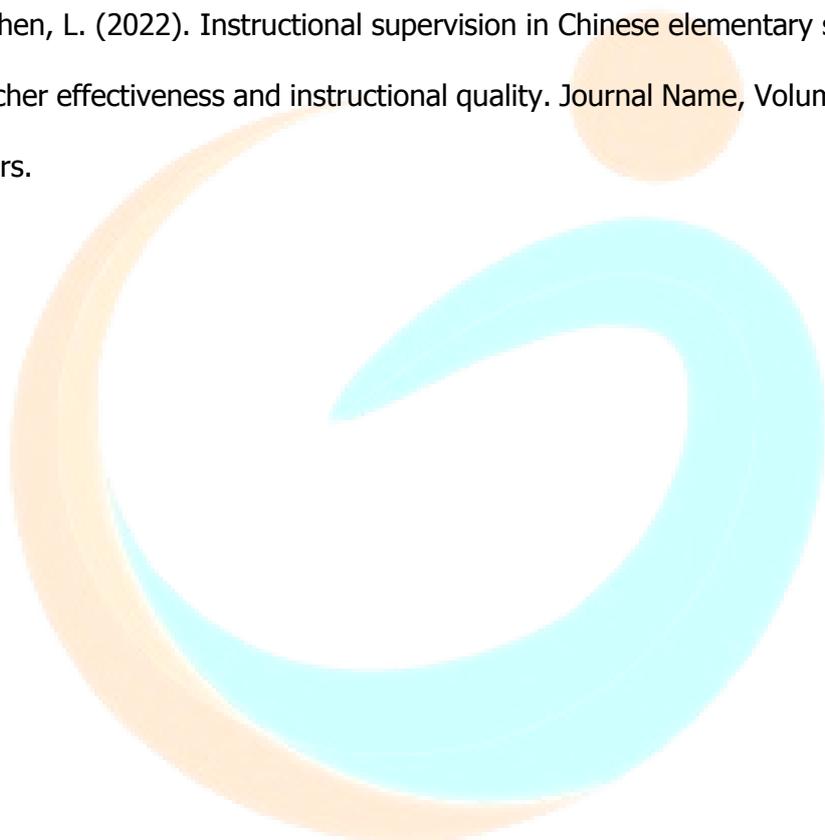
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The author is born on March 07, 1985 at La Fortuna II, Manlawaan Tabango, Leyte, Philippines. She finished her Bachelor's degree in Elementary Education at Palompon Institute of Technology – Tabango Campus. In her high school and college days, she managed to balance her academic and extracurricular and excel in both field. She is passionate in teaching and has a big heart with people especially with kids at the same time managed to supervised and be the leader in a group that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in Administration and Supervision at Western Leyte College of Ormoc City.

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