

Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Proposed Sustainable Learning Hub

Angelica Carla C. Baloro¹; Vyrna R. Salcedo²

¹RN, LPT, Maed, ²LPT EdD

A Master's

Thesis Presented to the

The Faculty of Graduate Program School of Teacher Education

The National Teachers College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

Major in Educational Management

Publication Date: 2025/10/08

How to Cite: Angelica Carla C. Baloro; Vyrna R. Salcedo (2025). Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Proposed Sustainable Learning Hub. *International Journal of Innovative Science and Research Technology*, 10(10), 61-208. <https://doi.org/10.38124/ijisrt/25oct131>

ABSTRACT

This study aimed to examine the leadership and management strategies of school heads in selected private schools and how these strategies influence the development of a sustainable learning hub. Using a mixed-methods research design, both quantitative and qualitative data were gathered from school administrators through survey instruments and open-ended responses. The analysis focused on key domains including transformational and transactional leadership, strategic planning, resource management, and data-driven decision-making.

Findings revealed that school heads are predominantly experienced female professionals with advanced academic qualifications. Transformational and transactional leadership styles were found to be very highly practiced, with strong emphasis on ethical conduct, motivation, and organizational vision. Strategic planning and resource management were also highly rated, though improvements were needed in financial transparency, staff well-being, and stakeholder inclusion.

Data-driven decision-making showed a strong positive correlation with school sustainability ($r = .85$), alongside resource management ($r = .83$) and strategic planning ($r = .65$). Despite these strengths, challenges such as limited funding, infrastructure issues, and teacher shortages persisted—factors largely attributed to systemic barriers. Thematic analysis further identified eight guiding themes for a proposed Sustainable Learning Hub: curriculum integration, community engagement, governance, awareness, innovation, data use, faith-based values, and organizational culture.

The study concludes that effective leadership and management strategies are essential for sustainable private school operations. However, systemic support and collaborative approaches are equally necessary. The proposed Sustainability in a Learning Hub is recommended as a model to support inclusive, strategic, and ethical educational leadership.

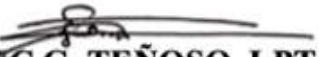
APPROVAL SHEET

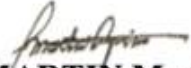
This thesis hereto entitled, **“LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A PROPOSED SUSTAINABLE LEARNING HUB**, prepared and submitted by **ANGELICA CARLA C. BALORO** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT** has been examined and is recommended for acceptance and approval for **ORAL PRESENTATION**.

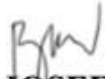

VYRNA R. SALCEDO, LPT, EdD
Adviser

PANEL OF EXAMINERS

Approved by the Committee on Oral Examination


ERIC G. TEÑOSO, LPT, EdD
Panel Chair


PAULO MARTIN M. AQUINO,
LPT, SSYB, CLSSWB, CELEP,
CEMP, MAT-Sci, PhD
Member


PROF. PAOLO JOSEF L. BLANDO,
LPT, MA, Ed.
Member

Accepted and approved in partial fulfillment of the requirements for the degree
MASTER OF ARTS IN EDUCATION major in **EDUCATIONAL MANAGEMENT**

Comprehensive Examination passed on January, 2024.


IMELDA A. EPINO, LPT, EdD
Dean, School of Teacher Education

ACKNOWLEDGEMENT

The researcher wishes to express her heartfelt gratitude to the individuals and institutions whose support, guidance, and encouragement made this thesis a reality.

First and foremost, sincere appreciation is extended to *Dr. Vyrna R. Salcedo*, the researcher's thesis adviser, for her unwavering support, insightful feedback, and meticulous guidance throughout the course of this study. Her dedication, patience, and expertise were instrumental in shaping the direction and quality of this research.

Deep thanks are also extended to the researcher's *colleagues*, whose generous assistance in data collection and constant encouragement played a vital role in the completion of this work.

Gratitude is likewise given to the *selected private schools* and their administrators, for their cooperation, honest responses, and valuable contributions, which served as the foundation of the study's findings and recommendations.

A special and loving acknowledgment is given to the researcher's family—*Jewel, Jordan, and Joel*—for their unconditional love, understanding, prayers, and moral support. Their presence has been a constant source of inspiration and motivation.

Above all, the researcher offers the highest praise and deepest gratitude to *the Lord Almighty* for His boundless grace, wisdom, and strength. His divine guidance illuminated every step of this journey, and it is to Him that this work is ultimately dedicated.

ANGELICA CARLA C. BALORO, RN, LPT

DEDICATION

Be strong and of good courage;

Do not be afraid, nor be dismayed, for the Lord your God is with you wherever you go.

Joshua 1:9

This thesis is lovingly dedicated to the people who have been my constant source of strength, inspiration, and purpose throughout this academic journey.

To my dearest husband, *Joel J. Baloro, Jr.*—thank you for your unwavering love, patience, and encouragement. Your belief in me kept me going even in the most challenging moments.

To my beloved twins, *Angelia Jewel and Ace Jordan Baloro*—you are my greatest motivation. Every page of this work is a testament to my desire to create a better future not only for you but for all learners who deserve a nurturing and sustainable educational environment.

To my family, mentors, and colleagues—your support and guidance have been invaluable. I am deeply grateful for your presence in this journey.

And above all, to *God Almighty*, for the wisdom, strength, and grace that carried me through every step of the way.

This accomplishment is for all of you, with love and gratitude.

ANGELICA CARLA C. BALORO, RN, LPT

TABLE OF CONTENTS

Page	
TITLE PAGE	61
ABSTRACT	62
APPROVAL SHEET	63
ACKNOWLEDGEMENT	64
DEDICATION	65
TABLE OF CONTENTS	66
LIST OF TABLES	67
LIST OF FIGURES	68
CHAPTER ONE THE PROBLEM AND ITS BACKGROUND	69
Introduction	69
Background of the Study	69
Literature Review	70
Theoretical Framework	73
Conceptual Framework	76
Statement of the Problem	77
Hypothesis	77
Significance of the Study	78
Scope and Limitation of the Study	78
Definition of Terms	78
CHAPTER TWO METHODOLOGY	80
Research Design	80
Population and Sampling	80
Respondents of the Study	80
Research Instrument	81
Data Gathering Procedure	82
Ethical Considerations	82
Data Analysis	83
Researcher Bias Mitigation	83
Statistical Treatment of Data	83
CHAPTER THREE PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS	85
Introduction	85
Demographic Profile of the Respondents	85
Leadership and Management Strategies Employed by School Heads in Selected Private Schools	86
School Sustainability in Terms of Operations	90
Challenges of School Heads in Sustainability	91
Significant Relationship Between Leadership Styles, Management Strategies, and Sustainability	92
Sustainable Learning Hub Guide to be proposed based on findings	93
CHAPTER FOUR SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS	97
Summary of the findings	97
Conclusion	98
Recommendations	99
REFERENCES	103
APPENDICES	105
A Letter of Request to the Institution and Respondents	105
B Questionnaire for the Respondents	108
C Letter to Validators	112
D Instrument Validation	113
E Letter for Pilot Testing	179
F Validation of Themes	180
G Work Plan for Thesis Writing	191
H Curriculum Vitae	192
I Ethics Review Form	197

LIST OF TABLES**TABLE**

1	Population and Sample Frame	80
2	Reliability Index	81
3	Demographic Profile of the Respondents	85
4	Transformational Leadership Practices of School Heads	86
5	Transactional Leadership Practices of School Heads	87
6	Strategic Planning Practices of School Heads	87
7	Resource Management Practices of School Heads	88
8	Data-Driven Practices of School Heads	89
9	Principles and Concepts of School Sustainability (Operations) of School Heads	90
10	Challenges related to School Sustainability (Operations) of School Heads	91
11	Spearman's Correlations, Means, and Standard Deviations of Key Variables	92
12	Thematic Analysis of the School Leaders' Recommendations for Sustainable Learning Hub	93
13	Integrated Quantitative and Qualitative Results for the Sustainability of the Learning Hub	95
14	Guide for a Sustainable Learning Hub	101
15	Statistical Tables for Reliability Testing Transformational Leadership	203
16	Statistical Table for Correlations	207

LIST OF FIGURES

FIGURE		Page
1	Transformational Leadership Theory	73
2	Transactional Leadership Theory	74
3	The Transactional and Transformational Model	75
4	Research Paradigm	76
5	Guide for a Sustainable Learning Hub	100
6	Thematic Analysis on Recommendations	208

CHAPTER ONE THE PROBLEM AND ITS BACKGROUND

➤ *Introduction*

Education forms the bedrock of societal advancement, shaping the future by nurturing the youth. In this study, the leadership and management styles employed by school heads are pivotal to the success and sustainability of educational institutions, particularly in private schools where expectations and standards are generally higher. This research examines the different leadership approaches and management styles of school heads to understand how these strategies can contribute to the development of a sustainable learning hub that serves learners of all age groups.

This study concentrates on identifying the leadership and management strategies that contribute to the success and sustainability of private schools. By examining a selection of private schools, the research aims to uncover the key factors that influence effective school leadership and management. It will offer a comprehensive analysis of how these strategies affect educational outcomes, teacher performance, and student achievement, specifically for toddlers, preschoolers, elementary, high school students, and those with special needs.

In recent years, the concept of a learning hub has gained prominence as a transformative model for enhancing educational experiences. A learning hub is envisioned as a dynamic, inclusive, and adaptable environment designed to support a wide range of learning activities. These hubs are not merely physical spaces but serve as collaborative ecosystems that encourage interdisciplinary engagement, creativity, and holistic student development.

Aligned with UNESCO's vision of Education for Sustainable Development (ESD), modern learning hubs are increasingly integrating sustainability principles into their design, operation, and pedagogy. These hubs aspire to be models of economic, social, and environmental sustainability by implementing long-term strategies that ensure resource efficiency, community engagement, and curriculum innovation. Such spaces prioritize equity, resilience, and shared responsibility, empowering students and educators alike to co-create sustainable futures. Through participatory design and localized implementation, learning hubs are redefining how education systems can respond to the global sustainability agenda.

This research will investigate how insights from the leadership and management strategies of school heads can impact the institutionalization of a sustainable learning hub tailored to the needs of young learners across all educational stages while significantly improving the students' engagement and learning outcomes through supportive and stimulating environments (Cleveland & Fisher, 2022).

Effective school leadership is essential for fostering a supportive learning environment. School heads shape the vision, culture, and emotional climate of schools, directly influencing student motivation and teacher engagement. Recent studies emphasize transformational leadership which inspires, supports, and empowers staff as a key driver of school improvement and sustainable practices. Wilson Heenan et al. (2024) show that such leadership fosters collaboration and equity, enhancing both performance and well-being. Similarly, Sumampong (2024) and Hamzah et al. (2023) found that transformational leaders create positive school climates that support sustained educational success.

Educational management strategies are vital for the efficient and effective functioning of schools. Modern school leaders must implement strategic planning, optimize resource allocation, and use data-driven decision-making to improve outcomes. Recent studies stress the importance of integrating management with instructional leadership to enhance teacher performance and student achievement. According to Sianipar & Putri (2024), effective school management links operational efficiency with sustainable educational goals. McNamara et al. (2024) also emphasize that school heads who combine data use, staff development, and shared leadership practices achieve stronger academic results and school climate.

Ultimately, this study aims to enrich the knowledge base on educational leadership and management by offering practical recommendations for private schools. The proposed sustainability in a learning hub will act as a model for enhancing educational offerings and creating a sustainable environment that supports growth and development for students from early childhood through high school. This initiative aspires to usher in a new era of educational excellence in private schools by bridging the gap between theory and practice. The implications of this study are significant, providing insights into how leadership and management can be leveraged to foster innovative learning environments and sustainable educational practices (Fullan, 2020; Robinson, 2019).

➤ *Background of the Study*

Recent trends in educational leadership and management highlight the significance of data-driven decision-making, personalized learning, and community involvement. School leaders are increasingly utilizing technology to improve learning experiences and optimize administrative tasks. Furthermore, there is a rising emphasis on inclusive education, ensuring that all students, regardless of their backgrounds or abilities, receive quality education (Ainscow, 2020).

Sustainability in educational leadership today extends beyond environmental concerns to encompass a holistic, future-focused approach that ensures the enduring success, equity, and adaptability of educational institutions. It involves embedding sustainable

practices within leadership strategies, school policies, and daily operations to support long-term goals. This includes integrating environmental sustainability into both the school infrastructure and curriculum, cultivating a growth mindset among educators and learners, and prioritizing well-being, innovation, and community engagement. Sustainable leadership also emphasizes ethical decision-making, collaborative leadership, and systemic capacity-building to navigate continuous change and uncertainty. As educational systems face increasingly complex global challenges, sustainable leadership becomes essential for fostering resilient, inclusive, and forward-thinking learning environments (Hargreaves & Fink, 2006; Fullan, 2020).

Therefore, this study aims to thoroughly explore the leadership and management strategies used by school heads in selected private schools. By analyzing these strategies, the research seeks to develop a sustainable learning hub that fosters the holistic development of students, from toddlers to high school, including those with special needs. The findings will provide valuable insights for school leaders, policymakers, and educators focused on improving the quality and sustainability of educational practices.

Leadership and management are two different concepts that a school head should possess to be effective in the organization. Leadership as a management function is mostly influencing people to work on the attainment of the organizational goal while management delves into how the school head plans, directs, and manages its resources including the human resources inside the organization. In this way, managers' leadership strategies determine how successful a business is in reaching its goals and objectives.

Leadership strategy encompasses a spectrum of approaches, which range from authoritarian and transactional to participative and transformational. While certain leadership strategies may be more prevalent in specific cultural or institutional contexts, the effectiveness of leadership practices ultimately depends on their alignment with the needs and aspirations of the school community.

One of the leadership strategies in practice is transformational leadership, which involves inspiring and motivating others to achieve shared goals by clearly articulating the organizational vision and mission, encouraging innovation, and empowering stakeholders. Another is transactional leadership in which leaders make use of rewards and incentives to motivate followers and ensure compliance with established rules and expectations.

Leadership style and management practices play a significant role in the educational landscape, offering diverse educational philosophies, curricula, and learning environments to students worldwide. Within these private school settings, school heads assume leadership responsibilities that are essential for organizational effectiveness, teacher morale, and student success. Understanding the different leadership styles and practices of school heads in private schools is critical for promoting excellence and innovation in education. The unique characteristics of private schools have also been recognized. Private schools often operate within unique contexts characterized by diverse missions, values, and stakeholder expectations. Unlike public schools, private schools have greater autonomy in decision-making, resource allocation, and curriculum development.

In 2022, the Department of Education issued DepEd Order No. 9 s. 2022 creating the Private Education Office (PEO) at the DepEd Central Office (CO) to give support to private education institutions. This office was established to take the lead on any private education-related issues brought before the Central Office. Its main responsibility is to support the Secretary in making sure that the Department of Education fulfills its mandate over private education at all levels of governance as specified by Republic Act 9155. By appropriate interventions, such as the creation of frameworks and strategic directions on the complementary roles of public and private institutions in the basic education system, the PEO is expected to spearhead the institutionalization of public-private complementarity across all governance levels under the terms of this order.

Leadership styles and management strategies of school heads in selected private schools highlight the importance and value of effective leadership in promoting educational excellence, organizational success, and student achievement within private school settings. Assessing the leadership strategies in private schools can contribute to the advancement of educational leadership theory and practice. By examining empirical evidence and best practices, this can identify effective leadership strategies that can be applied in diverse educational contexts. This knowledge can inform the development of policies, programs, and interventions aimed at improving school leadership.

➤ Literature Review

This literature review aims to provide a comprehensive understanding of the existing research on leadership and management strategies in education, the concept and benefits in a sustainable learning hub, and the specific needs of different students per age group.

- *Demographic Profile of Respondents*

The demographic characteristics of school leaders play a significant role in shaping their leadership and management strategies, which ultimately influence school performance and the sustainability of educational initiatives.

- *Age*

Age is often associated with leadership maturity, decision-making approaches, and openness to innovation. According to recent studies, older school leaders tend to rely on experience and long-standing practices, while younger leaders may exhibit a

higher propensity toward adopting new technologies and progressive management approaches (Sule & Amali, 2021). Age diversity among leaders can enrich the strategic direction of schools, contributing to the development of a balanced and sustainable learning environment.

- *Sex*

Gender continues to influence leadership style and effectiveness. Recent literature indicates that female leaders often emphasize transformational leadership traits such as collaboration, empathy, and instructional support, while male leaders may lean toward transactional or authoritative models (Chakraborty & Subramaniam, 2020). However, both sexes are capable of exercising effective leadership when contextualized within inclusive and equitable school systems. Understanding gender dynamics in leadership contributes to the design of inclusive learning hubs that reflect diverse leadership experiences.

- *Civil Status*

Although not always central in leadership research, civil status can affect work-life balance and leadership engagement. Married school leaders, for instance, may experience different time management constraints or support systems compared to their single counterparts (Adegbite et al., 2022). These differences may influence their availability, resilience, and professional focus which are all relevant to sustaining long-term school development.

- *Designation*

A school head's position whether administrator, principal, coordinator, or academic head often determines the scope of their responsibilities and authority. Research has shown that higher-level designations typically come with broader decision-making power and strategic influence (Rahman et al., 2021). Analyzing leadership practices based on designation allows for a nuanced understanding of how institutional roles impact the implementation of sustainable management strategies.

- *Length of Service*

The number of years in service significantly contributes to leadership effectiveness. Veteran school heads tend to exhibit greater confidence, strategic foresight, and institutional knowledge, while newer leaders may bring fresh perspectives and adaptive practices (Ali & Nawaz, 2021). A balance of experience and innovation is key in establishing sustainable learning hubs that are both grounded and forward-looking.

- *Highest Educational Attainment*

Educational qualifications directly impact a leader's ability to implement research-based practices and adapt to emerging educational demands. Studies show that school heads with postgraduate or doctoral degrees often demonstrate higher levels of instructional leadership, data-driven decision-making, and systemic thinking (Bautista et al., 2020). This reinforces the importance of advanced training in leading sustainable and inclusive learning environments.

➤ *Leadership in Education*

- *Transformational Leadership*

Transformational leadership is widely regarded as one of the most effective leadership styles in educational settings. It involves inspiring and motivating staff and students to achieve their highest potential and fostering an environment of collaboration and innovation. Research by Northouse (2021) indicates that transformational leadership positively impacts student achievement and school culture by promoting professional development and teacher efficacy. Leaders who adopt this style focus on building strong relationships, encouraging intellectual stimulation, and providing individualized support to staff and students. Recent studies continue to affirm these benefits; for example, Leithwood and Sun (2023) emphasize that transformational leadership fosters trust, shared vision, and teacher commitment, which are critical to sustaining school improvement and student success.

- *Transactional Leadership*

Transactional leadership, marked by its emphasis on supervision, organization, and performance, is also a crucial style in educational environments. Transactional leaders enforce compliance through a system of rewards and penalties. This leadership style is especially effective in maintaining routine and managing short-term tasks. Research by Bass (2020) shows that transactional leadership can successfully achieve specific organizational goals and ensure operational efficiency. However, it may not be as effective in promoting innovation and long-term development compared to transformational leadership (Kuhnert & Lewis, 2020).

➤ *Management Strategies in Education*

- *Strategic Planning*

Effective school management begins with strategic planning. This includes setting long-term goals, allocating resources, and guiding actions to align with the institution's mission. Al-Zboon and Hasan (2022) note that it helps leaders address challenges, optimize resources, and promote continuous improvement. Martin and Coleman (2023) add that strategic planning supports evidence-based policies and strengthens institutional resilience through unified stakeholder efforts.

- *Resource Management*

Efficient resource management is crucial for the sustainability of educational institutions. This includes financial management, human resources, and physical infrastructure. Studies by Odden and Archibald (2021) highlight the importance of resource allocation in achieving high levels of student performance. Effective resource management ensures that schools can provide high-quality education while maintaining financial stability. It involves budgeting, staffing, and maintaining facilities to support teaching and learning (Grubb & Allen, 2021).

- *Data-Driven Decision Making*

Data-driven decision-making involves collecting and analyzing data on various aspects of school performance to inform policy and practice. Schildkamp et al. (2022) emphasize that data-driven approaches can lead to improved student outcomes by enabling schools to identify areas of need and implement targeted interventions. This approach supports evidence-based practices and continuous improvement by providing insights into student progress, instructional effectiveness, and resource utilization. Recent findings by Marsh and Farrell (2023) further underscore the importance of cultivating data literacy among educators and school leaders to effectively interpret and apply data in ways that enhance instructional quality and student learning.

- *Learning Hub*

The success of a Learning Hub depends on the leadership and management strategies of school heads. Effective leaders promote collaboration, innovation, and technology integration—key elements of a Learning Hub. Through strategic planning, resource allocation, and professional development, school heads create flexible, student-centered environments that support active and personalized learning. As noted by Cleveland and Fisher (2022), these strategies help enhance engagement and improve learning outcomes.

- *Design Principles*

The design of learning hubs is critical to their effectiveness. Effective learning hubs incorporate elements such as flexible furniture, access to technology, and spaces for both individual and group work. Fisher (2021) suggests that well-designed learning hubs can cater to various learning styles and needs, promoting a more inclusive and supportive learning environment. These spaces should be adaptable to different teaching methods and activities, facilitating a seamless transition between collaborative projects and focused study (JISC, 2020).

➤ *Educational Needs of Different Age Groups*

- *Toddlers and Preschool Students*

For toddlers and preschool students, early childhood education focuses on developing foundational skills through play-based and experiential learning. Research by Heckman (2021) highlights the importance of high-quality early childhood education in promoting cognitive and social development. Learning hubs for toddlers and preschoolers should provide safe, nurturing, and stimulating environments that encourage exploration and learning. These spaces should support sensory activities, motor skills development, and social interaction, fostering a love for learning from an early age (Shonkoff & Phillips, 2020). According to Copple and Bredekamp (2020), environments that are rich in stimuli and provide opportunities for interactive play significantly enhance early childhood learning outcomes.

- *Elementary Students*

Elementary education aims to build on the foundational skills acquired in early childhood. Key areas of focus include literacy, numeracy, and social skills. According to Tomlinson (2021), differentiated instruction is essential at this stage to meet the diverse needs of students. Learning hubs for elementary students should offer a variety of learning activities and resources that cater to different learning styles and abilities. These spaces should promote curiosity, creativity, and critical thinking, providing opportunities for hands-on learning and collaborative projects (Pianta et al., 2021).

- *High School Students*

High school education prepares students for higher education and future careers. It focuses on advanced knowledge and skills, critical thinking, and independent learning. Learning hubs for high school students should provide opportunities for collaboration, research, and the development of higher-order thinking skills. Research by Conley (2021) emphasizes the importance of college and career readiness programs in high schools. These spaces should support in-depth study, project-based learning, and access to advanced technology and resources that facilitate academic and personal growth (Symonds et al., 2021).

- *Inclusive Learning for Students with Special Needs*

Creating inclusive learning environments that cater to students with special needs is essential for promoting equity in education. Inclusive learning hubs should be designed to accommodate various disabilities, providing accessible facilities and resources. According to Florian and Spratt (2020), inclusive education practices benefit all students by fostering a culture of

acceptance and diversity. These hubs should incorporate assistive technologies, adaptable learning materials, and specialized support services to ensure that students with special needs can fully participate in all learning activities (Ainscow, 2020).

This literature review highlights the critical role of leadership and management in the success and sustainability of private schools. It underscores the importance of transformational, instructional, distributed, and transactional leadership styles, as well as strategic planning, resource management, and data-driven decision-making. Additionally, the review explores the concept of learning hubs and their benefits in enhancing student engagement and learning outcomes. By addressing the specific educational needs of toddlers, preschool, elementary, high school, and those students with special needs, this study aims to provide valuable insights for the development of a sustainable learning hub model in private schools.

➤ Theoretical Framework

This framework provides a structured foundation for understanding how effective leadership and management strategies can support the development of a sustainable learning hub that caters to diverse student populations.

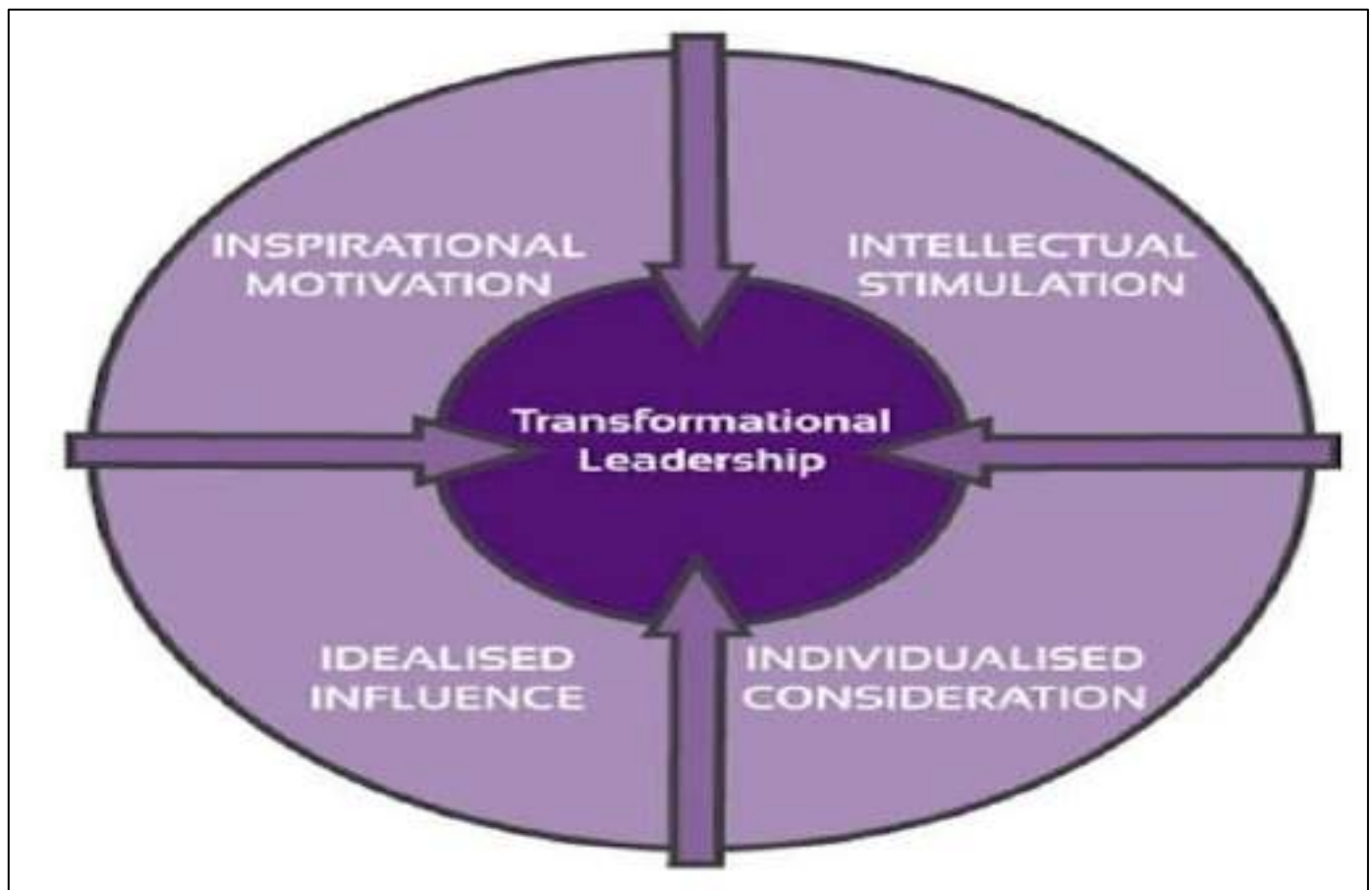


Fig 1 Transformational Leadership Theory

Transformational leadership is a style of leadership that drives change in individuals and social systems. At its best, it fosters meaningful and positive growth in followers, ultimately aiming to nurture them into becoming leaders themselves. It boosts the motivation, morale, and performance of followers through several mechanisms. There are four main components: (1) Idealized Influence (Charisma), (2) Inspirational Motivation, (3) Intellectual Stimulation, and (4) Individualized Consideration.

In idealized influence, leaders serve as role models, gaining the trust, respect, and admiration of their followers. They exhibit high standards of ethical and moral behavior and can be relied upon to make the right decisions. Leaders with idealized influence communicate a vision that resonates with followers, inspiring them to follow willingly.

Conversely, leaders with inspirational motivation set high expectations and encourage followers to commit to a shared vision. They use symbols, emotional appeals, and persuasive language to inspire passion and motivation. These leaders help followers recognize the meaning and value in their work, boosting their motivation and commitment.

However, transformational leaders who focus on intellectual stimulation encourage innovation and creativity by questioning assumptions, rethinking problems, and approaching old situations in novel ways. They promote critical thinking and problem-

solving, creating an environment where followers feel safe to take risks. These leaders challenge the status quo and motivate followers to explore new ideas and approaches.

In contrast, leaders with individualized consideration provide personalized support and attention to followers, recognizing their unique needs, strengths, and goals. They act as mentors or coaches, offering opportunities for both professional and personal development. This aspect involves active listening and fostering a supportive atmosphere where followers feel valued and understood.

Transformational leadership has been widely researched and is associated with a range of positive outcomes. Followers of transformational leaders often exhibit higher levels of performance, satisfaction, and organizational commitment. This is attributed to the enhanced motivation and morale transformational leaders foster (Northouse, 2021). Recent studies emphasize that transformational leadership is strongly linked to innovation, adaptability, and change management—qualities essential in today's dynamic educational and organizational environments (Nguyen et al., 2022). It promotes a culture of continuous development and leadership succession, ensuring that team members are empowered to grow and take on leadership roles themselves (Leithwood & Sun, 2023). Moreover, transformational leaders shape and reinforce organizational culture by aligning it with shared values and vision, fostering inclusive, collaborative, and high-performing environments (Martin et al., 2022).

In the context of education, transformational leadership plays a crucial role in enhancing student achievement by creating environments that support high-quality teaching and learning. Leaders who motivate and support teachers help improve instructional practices and student outcomes (Ng, Ho, & Tam, 2022). Additionally, transformational leaders support continuous professional development, encouraging teachers to innovate and improve, resulting in more effective and dynamic educational environments (Leithwood & Sun, 2023). A positive school climate shaped by transformational leadership contributes to greater teacher satisfaction and reduced turnover (Shao et al., 2021).

Furthermore, transformational leadership is vital in fostering inclusive educational environments where all learners, including those with diverse learning needs, feel valued and supported. Transformational leaders actively promote equity, access, and inclusive practices, ensuring quality education for all students (Shields & Hesbol, 2020). Therefore, transformational leadership stands as a powerful and sustainable leadership model for driving meaningful and lasting change in educational institutions and learning hubs.

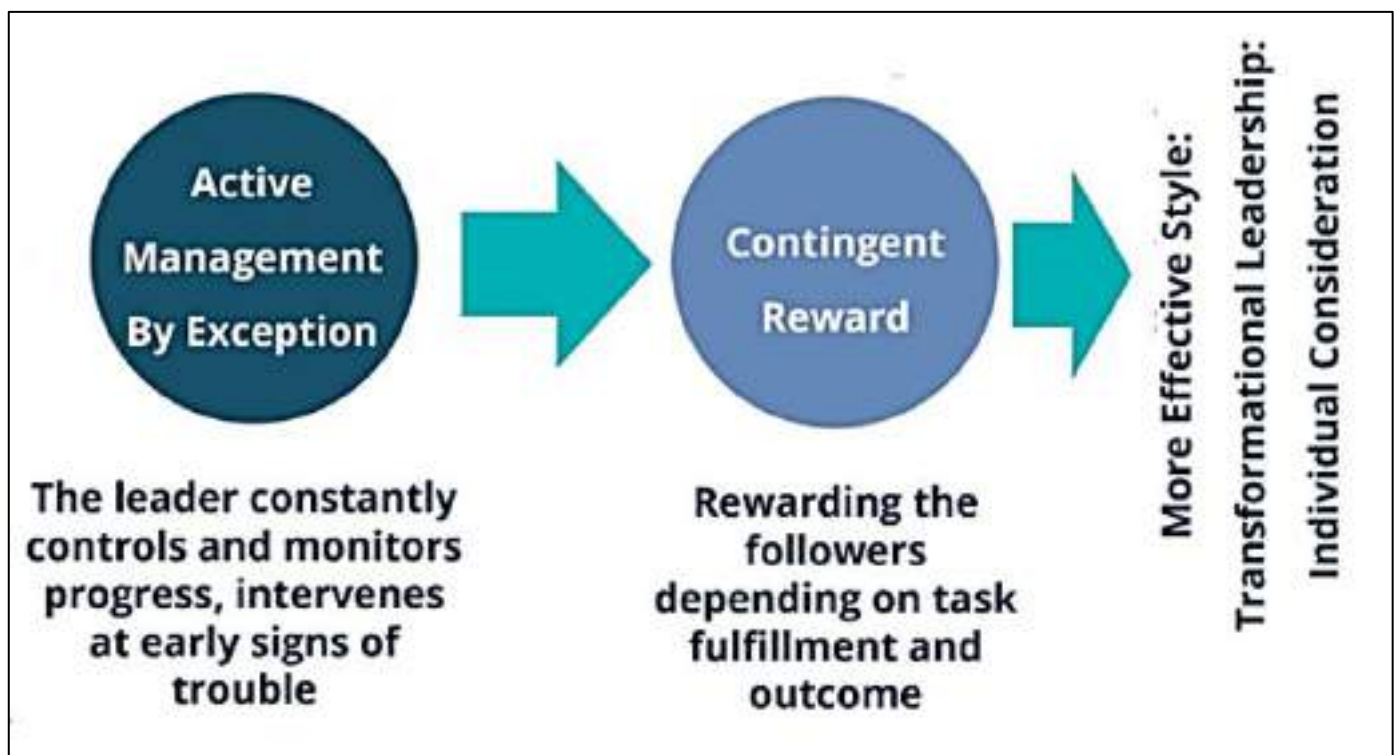


Fig 2 Transactional Leadership Theory

Transactional leadership (or transactional management) is a type of leadership style that emphasizes the sharing of knowledge, assets, labor, and skills between managers and employees. This type of management prioritizes external motivation and personal interests over other means of achieving an objective. It achieves short-term goals by implementing a system of incentives and sanctions.

Transactional leadership is seen as an exchange where the leader clearly communicates what is expected from followers, including the actions needed to achieve specific goals, and offers rewards and benefits in return for meeting those targets. According to Basar (2020), and based on Burns' theory, transactional leaders gain compliance and effectiveness by explaining tasks and the associated rewards, thereby establishing transactional relationships with their followers. This means that a transactional leader's interest in their followers is based on an exchange: employees are rewarded for fulfilling agreed-upon services.

Effective transactional leaders recognize the unique needs of their subordinates and negotiate on their behalf to secure the necessary "price" for achieving goals. Subordinates expect appropriate compensation from their leader in return.

The two main characteristics of transactional leadership are contingent rewards and management-by-exception. Contingent rewards are given in recognition of exceptional performance and hard work, such as bonuses, merits, or recognition. Leaders set standards and provide these rewards to subordinates who meet their expectations.

In contrast, management-by-exception maintains the status quo and intervenes only when necessary to improve performance or address shortcomings. Leaders respond to performance issues either after tasks are completed and problems become significant (passive management) or proactively by regularly assessing subordinates to anticipate and correct issues before they become serious (active management).

Transactional leaders prefer to operate within the existing organizational structure and culture rather than initiating change. They emphasize practical actions and collaborate with subordinates to establish concrete success metrics, directing attention to external motivators to influence behavior at work.

In the context of school leadership, transactional leadership theory can provide valuable insights into how leaders interact with faculty, staff, and students to achieve organizational goals. School heads employing transactional leadership in private schools are likely to set specific academic and behavioral expectations for both faculty and students. This aspect of transactional leadership can be explored to understand how school heads communicate and enforce these expectations, influencing the overall climate and culture of the school. Typically, private schools establish norms through their handbooks, and violations of these norms result in certain consequences or punishments. The researcher considers the Transformational and Transactional Model as framework of the study as shown in Figure 3.



Fig 3 The Transactional and Transformational Model

The integration of transformational and transactional leadership models can significantly enhance the effectiveness and sustainability of a learning hub for toddlers, preschool, elementary, high school, and students with special needs. Each leadership style brings unique strengths that can address different aspects of managing and leading an educational institution.

In the evolving landscape of education, transformational leadership is increasingly recognized for its role in driving meaningful and sustainable change. It centers on articulating a clear, inspiring vision that aligns with the values and goals of the school community. Transformational leaders build strong relationships, foster professional collaboration, and empower educators to innovate and adapt to new challenges, such as digital integration and inclusive teaching practices (Nguyen et al., 2021; Li et al., 2022). They prioritize personalized professional development, reflective practice, and emotional intelligence to support teacher growth and student well-being, creating environments that are both high-performing and inclusive.

Meanwhile, transactional leadership continues to serve as a crucial counterpart by ensuring that daily operations run smoothly through well-defined structures, measurable goals, and accountability mechanisms. This leadership style provides the stability and consistency needed for routine management, especially in complex settings like multi-level or inclusive learning hubs (Al-Husseini & Elbeltagi, 2021). Transactional leaders maintain order, manage resources effectively, and ensure that expectations are clearly communicated and met.

Integrating transformational and transactional leadership offers a comprehensive and adaptive framework that balances visionary innovation with operational stability. This hybrid approach is particularly effective in sustaining learning hubs, as it fosters inclusive, learner-centered environments responsive to the diverse developmental needs of early childhood through secondary education, including learners with special educational needs, within an evolving educational landscape.

➤ Conceptual Framework

This study uses the Input-Process-Output (IPO) model to examine leadership and management strategies of school heads in private schools, aiming to develop a sustainable learning hub. The IPO model links inputs, processes, and outputs. Soriano et al. (2022) note its effectiveness in connecting resources to results, while Ramirez and Santos (2023) emphasize its role in assessing how leadership influences school performance and innovation. This model provides a clear framework for improving educational leadership, as shown in Figure 4.

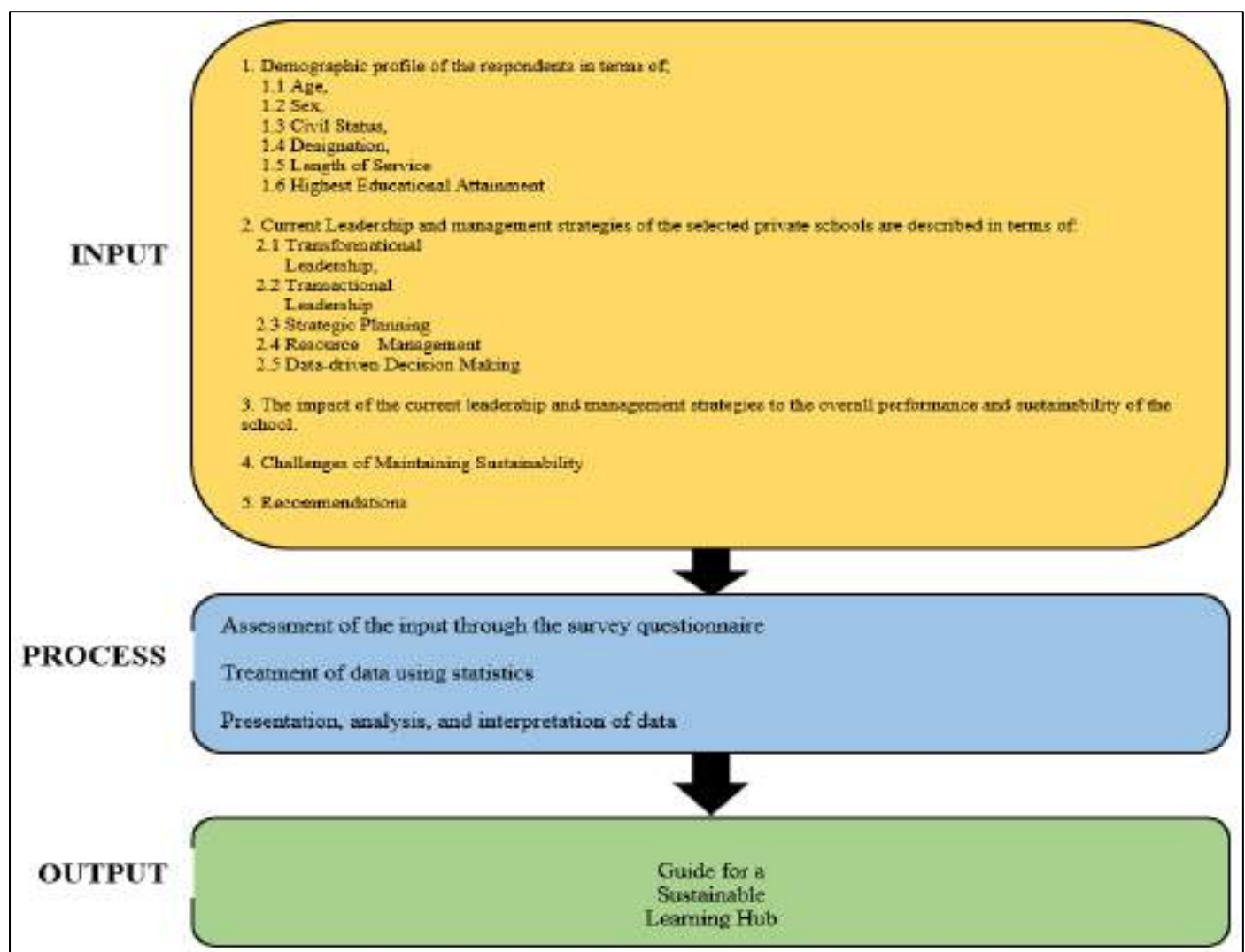


Fig 4 Research Paradigm

The INPUT BOX includes the respondents' age, sex, marital status, highest level of education attained, and number of years as a head of school. It will also explore the current leadership and management strategies of the selected private schools, the impact of the current leadership and management strategies on the overall performance and sustainability of the school, and the challenges encountered in maintaining sustainability. Finally, the best practices and recommendations to support the guide for a sustainable learning hub.

The PROCESS BOX includes the following steps to collect data: assessment of the input through a survey questionnaire, treatment of data using statistics, and presentation, analysis, and interpretation of data.

Finally, the OUTPUT BOX outlines the guide for a sustainable learning hub which is designed to create a dynamic, efficient, and inclusive learning environment. This hub will feature both physical and virtual elements, offering formal and informal opportunities for learners—from toddlers to high school students, including those with special needs—to collaborate with peers, teachers, and experts in their field.

➤ *Statement of the Problem*

The effectiveness of leadership and management strategies employed by school heads is critical to the success and sustainability of educational institutions. This is very particular in private schools where expectations and standards are often higher. Despite the crucial role that school leadership and management play, there is a lack of comprehensive research on how these strategies can be specifically tailored to support diverse student populations, including toddlers, preschool, elementary, high school, and students with special needs.

The primary problem this study seeks to address is the gap in understanding and implementing effective leadership and management strategies that can foster a sustainable and inclusive learning environment. This proposed sustainability in a learning hub should cater to the diverse educational needs of all students, ensuring equity, access, and high-quality education.

This study aims to assess the leadership and management strategies of selected private schools, which will serve as a base reference for a guide in a proposed sustainable Learning Hub.

• *What is the Demographic Profile of the Respondents in Terms of;*

- ✓ Age,
- ✓ Sex,
- ✓ Civil Status,
- ✓ Position/Designation, and
- ✓ Length of service
- ✓ Highest Educational Attainment

• *What is/are the Current Leadership and Management Strategies Employed by School Heads in Selected Private Schools?*

- ✓ Transformational leadership,
- ✓ Transactional leadership
- ✓ Strategic Planning
- ✓ Resource Management
- ✓ Data-Driven Decision-Making

- What is the level of sustainability of the selected private schools?
- What are the challenges in maintaining sustainability in a school?
- Is there a significant relationship between the leadership and management strategies of the respondents when grouped according to their profile?
- Is there a significant relationship between the leadership and management strategies and the challenges encountered by the respondents?
- Based on the findings, what guide for a sustainable Learning Hub can be proposed?

➤ *Hypothesis*

At the 5% level of significance, the following null hypotheses were tested:

- There is no significant relationship between the leadership and management strategies of school heads and their demographic profile, including age, sex, civil status, position/designation, length of service, and highest educational attainment.
- There is no significant relationship between the leadership and management strategies employed and the challenges encountered in sustaining school operations.

➤ *Significance of the Study*

The researcher believes that this study is significant, beneficial, and valuable to the following stakeholders:

Private Schools. The findings of the study will be significant since this may provide insights and an overview of enhancing their services offered to the clientele. Leading towards efficient and effective delivery educational services which will also fosters a supportive, inclusive, and respectful environment where students, teachers, and staff feel valued and motivated to excel.

Principals. The outcome of the study will serve as a tool for encouraging greater levels of collaboration and partnership in support of learners' academic success. School principals may assess their leadership style to see if it is still effective within the context and modify if necessary.

Teachers. The partnership between administrators and teachers is a combined effort to promote organizational and academic success. The study may provide private school teachers with insights on their meaningful teaching experiences in which will strengthen their retention in the private school institution.

Learners. The results will be beneficial for them to improve their academic performance, and enhance their personal development and over-all well-being. Learners will also feel valued, respected, and safe in the institution through the school head's leadership style.

Parents. This can strengthen their positive relationship with the private school institution which can even further encourage unity, solidarity, and teamwork as they work cooperatively to realize the school's vision, mission, and goals.

Future Researchers. The findings can motivate other researchers to carry out more in-depth research on leadership styles in private schools which would lead to sustainability and efficiency of services offered.

➤ *Scope and Limitations of the Study*

This study will determine and assess the leadership and management strategies specifically in transformational leadership, transactional leadership, strategic planning, resource management, and data-driven decision-making of school heads and administrative staff in ten (10) selected private schools in Taguig City. It is limited to thirty (30) respondents from these schools. The goal is to examine the relationship between these strategies and the respondents' profiles, identifying factors that contribute to their success as school administrators and the sustainability of their institutions. Responses from surveys and interviews will be used to develop a guide for a proposed sustainable learning hub.

➤ *Definition of Terms*

The following concepts are defined operationally for the purpose of clarity and a better understanding of the study:

- **Age.** This refers to the number of years the school heads or administrative staff have lived, which may influence their leadership and management approaches.
- **Civil Status.** This refers to the marital condition of the school heads or administrative staff (e.g., single, married, separated, or widowed), which may impact their leadership and management practices.
- **Challenges.** This refers to the specific difficulties, obstacles, or barriers that leaders may face when implementing or practicing a particular leadership style within their organization or team.
- **Data-Driven Decision-Making.** This refers to the use of data on school performance, student outcomes, and other key metrics by school leaders to guide planning, policy, and improvement efforts.
- **Designation.** This refers to the official role or job title held by the school heads or administrative staff, which may influence their leadership and management responsibilities and strategies.
- **Highest educational attainment.** This is the highest level of education completed by the respondent.
- **Learning Hub.** An innovative, flexible learning space that fosters collaboration and active learning. Its success is influenced by the school head's leadership and management strategies, which support technology use, resource planning, and student engagement.
- **Leadership.** This refers to the practical application and implementation of leadership concepts, theories, and practices in real-world contexts. It involves the day-to-day actions, behaviors, and decisions of leaders.
- **Leadership Style.** This refers to a clear and specific description of the observable behaviors, characteristics, and actions that a leader consistently demonstrates in their interactions with followers.
- **Length of service.** This is the number of years the school heads or staff have worked in their current role, affecting their leadership experience.
- **Level of Sustainability.** This refers to the degree to which a school's systems and practices can be maintained over time while ensuring quality, equity, and adaptability.
- **Moderately Experienced.** This refers to individuals who have acquired a reasonable degree of knowledge and practical exposure in a specific field or role, typically through several years of practice.

- Private Schools. This refers to educational institutions that are privately funded and operated, typically by non-governmental organizations, religious institutions, for-profit entities, or individual stakeholders.
- Resource Management. This refers on how school leaders allocate and utilize resources efficiently to support school operations and goals.
- Sex. This refers to the biological classification of the school heads or administrative staff as male or female, which may influence their leadership and management styles.
- Strategic Planning. This is the process school leaders use to set goals, allocate resources, and guide actions to achieve educational objectives.
- Sustainability of a Private School. This refers to the private school's ability to operate effectively and remain viable long-term by maintaining academic quality, financial stability, and responsiveness to change.
- Transactional Leadership. This leadership style involves an exchange of rewards and punishments between leaders and followers to accomplish specific goals or objectives.
- Transformational Leadership. This leadership style is defined by leaders' ability to inspire, motivate, and empower followers to reach higher levels of performance and personal growth.

CHAPTER TWO METHODOLOGY

This chapter outlines the research design and procedures, the population and sampling techniques, the respondents, the data collection instruments, and the statistical tools employed in the study.

➤ *Research Design*

This research adopts a convergent mixed-methods design, combining both quantitative and qualitative data collection techniques to provide a comprehensive understanding of the leadership and management strategies of school heads to create a guide for a proposed sustainable learning hub. A survey questionnaire was used to collect data from school heads and administrative staff from selected private schools. The quantitative data gathered focus on identifying best practices and innovative strategies that can be implemented in the proposed sustainable learning hub. The qualitative data will supplement the survey findings, offering deeper insights into the leadership practices and operational strategies within these institutions.

To ensure methodological rigor, the research process integrates ethical and legal considerations at every stage of data collection, analysis, and storage (Creswell & Creswell, 2018). The instruments and data collection tools are designed to minimize bias, ensuring that they fairly and objectively measure the intended constructs (Fraenkel, Wallen, & Hyun, 2019). Participants are selected purposefully to maintain the validity of the findings (Fraenkel, Wallen, & Hyun, 2019). Detailed protocols for data recording, including interview and observational guidelines, ensure consistency across the data collection process (Yin, 2018). Potential risks during data collection are anticipated and addressed through specific strategies designed to mitigate them (Babbie, 2020). Furthermore, the research tools used have been validated by experts, with supporting evidence provided to confirm their reliability (Babbie, 2020). Reliability testing, including metrics such as Cronbach's alpha, is applied to ensure the consistency and dependability of the instruments (Nunnally & Bernstein, 1994). This approach aligns with recent trends in educational research, emphasizing a holistic examination of leadership practices (Yin, 2018; Creswell & Creswell, 2018).

➤ *Population and Sampling*

The research sampling technique that will be used to take samples is purposive sampling. Arikunto (2020) defines purposive sampling as the method of choosing a sample by choosing a topic based on a particular objective rather than on the level or location. This a kind of non-probability sampling is ideal when a particular cultural topic needs to be researched with specific knowledge and experience related to the topic. When selecting participants for the study, the researcher will use his or her discretion.

Schools will be selected based on the following criteria: (1) recognition status by the Department of Education; (2) operation for at least five years; and (3) willingness to participate and provide access to leadership and management documents. Participants are the school heads and administrative staffs who will be chosen based on their leadership roles or direct involvement in institutional management. To ensure diversity, schools from different private school within Taguig City and representing a range of school sizes demographics will be included.

Table 1 Population and Sample Frame

Schools	Population	Sample	
		F	Percent
School A	3	3	10%
School B	3	3	10%
School C	3	3	10%
School D	3	3	10%
School E	3	3	10%
School F	3	3	10%
School G	3	3	10%
School H	3	3	10%
School I	3	3	10%
School J	3	3	10%
TOTAL	30	30	100%

Table 1 displays the entire population and sample frame utilized in this study, comprising respondents from selected private schools. It delineates that there are a total of 30 respondents within the population, from which a sample of thirty (30) respondents has been drawn for the research.

➤ *Respondents of the Study*

The study will be conducted in selected private schools located in Taguig City and aims to examine the leadership and management strategies employed by school heads and administrative personnel, as well as the challenges they face during the academic year 2024–2025. The target respondents will include a total of thirty (30) school heads and administrative staff, with three

(3) respondents selected from each of the ten (10) participating sectarian and non-sectarian private schools with a student population exceeding five hundred (500), ranging from preschool to high school levels.

➤ Research Instrument

The instrument used for data collection in this study is a researcher-made questionnaire. The questionnaire is designed to be simple, easy to understand, and contain the appropriate questions that were able to gain the collection of the designed data for the study. There are six parts to this instrument. *Part One* is the informed consent and the data privacy. This section informs participants about the study's purpose, study procedures and expectations, protection for vulnerable populations, potential risks and mitigation measures, potential risks and mitigation measures and outcomes, potential benefits, compensation, scientific validity and researcher competency, conflict of interest and deception, withdrawal and participation of rights, data access, storage, retention and disposal and the participant's rights. *Part Two* is the demographic profile of the respondents. *Part Three* is the leadership and management strategies of the selected private schools, which were described in terms of Transformational Leadership, Transactional Leadership, Strategic Planning, Resource Management, and Data-Driven Decision Making. *Part Four* determines the basic principles and concepts of school sustainability in terms of school operations. *Part Five* determines the challenges encountered in maintaining the school's sustainability. *Part Six* determines the best practices and recommendations for institutionalizing a sustainable learning hub.

The validation process for the research instrument in this thesis was made to ensure its reliability and validity in accurately measuring the constructs under study. Initially, the instrument was aligned with the study's objectives and theoretical framework to define its purpose and relevance. Face validation was conducted by consulting experts who assessed the clarity, relevance, and appropriateness of each item, ensuring that the tool appeared to measure what it intended to. Content validation followed, where subject matter experts evaluated whether the instrument comprehensively covered all aspects of the construct, and their feedback was acknowledged through the revisions made in the content, such as modifying questions, adjusting the sequence of items, and clarifying ambiguities to improve the instrument's accuracy and alignment with the research objectives.

Pilot testing was then carried out with a small sample representative of the study population to identify potential issues with the tool's wording, instructions, or usability, allowing for necessary refinements. Reliability testing was conducted through internal reliability using Cronbach's alpha. Internal reliability is a key psychometric property of research instruments, ensuring they consistently measure the constructs they are designed to assess. It examines how well the items within a scale work together to represent the intended concept. Cronbach's alpha, a widely used measure of internal reliability, calculates the average inter-item correlation to assess the scale's consistency. Higher values indicate stronger reliability, typically categorized as excellent (≥ 0.9), good (0.8–0.9), acceptable (0.7–0.8), and questionable (< 0.7). A high Cronbach's alpha suggests that the items are cohesive and well-aligned, while lower values may signal issues such as redundancy or poor alignment, highlighting areas for refinement to improve the instrument's quality and effectiveness.

Table 2 Reliability Index

Constructs	Number of Items	Reliability Index	Interpretation
Transformational Leadership	10	0.90	Excellent
Transactional Leadership	10	0.86	Excellent
Management Strategies	10	0.97	Excellent
Resource Management	10	0.96	Excellent
Data-Driven Decision Making	10	0.94	Excellent
Basic Principles and Concepts of Sustainability (Operations)	10	0.95	Excellent
Challenges of Maintaining School Sustainability	10	0.92	Excellent

Legend: Excellent (≥ 0.9), Good (0.8–0.9), Acceptable (0.7–0.8), and Questionable (< 0.7)

The findings reveal that all constructs exhibit excellent internal reliability, with Cronbach's alpha values ranging from 0.86 to 0.97. "Management Strategies" achieved the highest reliability ($\alpha = 0.97$), indicating robust consistency among its items. Similarly, "Resource Management" ($\alpha = 0.96$) and "Data-Driven Decision Making" ($\alpha = 0.94$) also demonstrated strong reliability. The lowest reliability was noted for "Transactional Leadership" ($\alpha = 0.86$), which remains comfortably within the excellent range. In summary, the instrument effectively measures the targeted constructs with high internal consistency. The data supports the retention of all items, as they significantly contribute to the tool's overall reliability hence, no modifications are necessary.

➤ Interview Protocol

The qualitative component includes a structured interview protocol. Questions are aligned with the themes of the survey to elicit detailed responses about leadership practices and sustainability strategies. Each interview was recorded (with consent), transcribed, and analyzed using thematic analysis. A pilot interview was conducted to refine question clarity and flow.

➤ *Document Analysis*

Document analysis was done to review institutional plans, reports, and policy documents using a standardized checklist. This is to mitigate selection bias. Documents were drawn from multiple sources within each school and analyzed by two independent coders. Inter-coder agreement was measured to ensure reliability.

➤ *Data Gathering Procedure*

The data-gathering procedure for this study involves a systematic approach to collecting both quantitative and qualitative data. This comprehensive approach ensures the collection of reliable and valid data from the selected respondents. The first step in the preparation phase involves developing research instruments. A structured questionnaire was designed and validated for school leaders such as the school directress/director, school president, principal, and school administrator to assess the current leadership and management strategies in their respective institutions.

Next, ethical approvals will be obtained by submitting the research proposal and instruments to relevant ethical review boards. It is crucial to obtain informed consent from all participants, ensuring they are fully aware of the study's purpose, procedures, and their right to withdraw at any time.

In the final step of the preparation phase, participants will be identified and selected. Private schools representing a diverse range of student populations will be selected. School heads and administrative staff will be selected to participate in the study.

The data collection phase begins with the administration of the survey questionnaire. Structured questionnaires will be distributed to school heads and administrative staff via email or physical copies. Participants will be given one week to complete the survey questionnaire, and follow-ups will be conducted to ensure a high response rate.

Simultaneously, document analysis will be conducted. Relevant documents, including school policies, strategic plans, and performance reports, will be gathered. These documents will be reviewed using the document review checklists, and content analysis will be performed to quantify the presence and implementation of specific leadership and management strategies.

Following this, interviews will be scheduled with selected school heads and administrative staff. Structured interviews will be conducted to allow participants to share their experiences and insights in-depth. Interviews will be recorded (with consent) and transcribed for analysis.

➤ *Ethical Considerations*

This research adheres to strict ethical standards to ensure the safety, dignity, and rights of all participants. The study has obtained ethical clearance from the appropriate institutional review board. Participation in this research is voluntary, and all participants will be provided with detailed information regarding the purpose, procedures, and their rights through an informed consent process.

- *Informed Consent.*

Participants will be fully informed of the study's objectives, their role, and the time commitment required. They will be asked to complete a survey or participate in an interview, each taking approximately 20–30 minutes. Participation can occur at a convenient time and location for the respondent, including online platforms. Informed consent includes explicit statements regarding the right to skip any question, withdraw at any time without penalty, and request data removal before the conclusion of the study.

- *Data Privacy and Confidentiality.*

All personal and institutional information collected will be kept strictly confidential. Data will be anonymized during analysis to ensure that no individual can be identified. Only the researcher and research adviser will have access to raw data, which will be stored securely using encrypted digital storage and locked physical files. Data will be retained for five years in accordance with institutional policies, after which it will be securely disposed of (digitally wiped and physically shredded).

- *Protections for Vulnerable Populations.*

In cases where participants are considered vulnerable (e.g., individuals with disabilities), additional safeguards will be implemented. These include obtaining guardian consent where necessary, ensuring appropriate accommodations for accessibility, and verifying participants' capacity to provide informed consent.

- *Risk Mitigation.*

While minimal risks are anticipated, potential psychological or emotional discomfort from reflective questions will be addressed by allowing participants to skip questions or withdraw freely. Legal and reputational risks are minimal, as the study does not explore sensitive or controversial topics.

- *Benefits.*

Participants may gain insights into their leadership approaches and contribute to educational improvements and policy development. A summary of the research findings will be made available to participants upon request.

- *Compensation and Conflict of Interest.*

No financial compensation will be provided. There are no conflicts of interest in this study, and no deceptive practices are involved. Should any aspects require temporary non-disclosure, a debriefing will follow participation.

- *Scientific Validity and Researcher Competency.*

The research employs a scientifically valid and rigorous methodology. The researcher is competent and well-qualified, adhering to all ethical, legal, and academic standards.

- *Participant Rights.*

Participants are afforded full autonomy and protection under the ethical framework governing this study. They reserve the right to withdraw from the research at any stage without incurring any form of penalty or prejudice. Furthermore, participants are entitled to access the information they have provided and request rectifications should inaccuracies be identified. In the event of any amendments to data management procedures or privacy policies, participants will be duly informed to ensure transparency and sustained trust. The confidentiality, integrity, and security of all participant data shall be maintained rigorously throughout the research process, in adherence to established ethical and institutional standards.

These measures affirm the researcher's commitment to uphold the highest ethical standards and protect participants throughout the research process.

➤ *Data Analysis*

In analyzing the gathered information in this study, quantitative data will be analyzed using descriptive statistics to calculate means, standard deviations, and frequencies for survey responses. Inferential statistics, such as correlation analysis and regression analysis, will be conducted to identify patterns and relationships between leadership strategies and school performance.

Qualitative data from interviews will be analyzed using thematic analysis to identify recurring themes and patterns. Content analysis will be performed on the documents reviewed to quantify the prevalence of specific themes.

Data integration will involve triangulation, combining quantitative and qualitative data to cross-validate findings. Comparative analysis will be conducted to compare findings from different data sources, identifying areas of convergence and divergence.

➤ *Researcher Bias Mitigation*

To minimize researcher bias, reflexive journaling will be maintained throughout the data collection and analysis phases, enabling the researcher to remain critically aware of personal assumptions and preconceptions. Two coders will be engaged in the thematic analysis process to enhance reliability and reduce subjective interpretation. Peer debriefing sessions will be conducted to challenge emerging insights and ensure the credibility of findings. Furthermore, methodological triangulation will be employed by integrating quantitative data (survey responses), qualitative interview data, and document analysis. This approach allows for cross-validation of findings from different methods, thereby enhancing the robustness of the study. Discrepancies between data sources will be examined through comparative analysis and resolved through collaborative discussions with peer reviewers or research mentors to ensure balanced interpretation and analytical rigor.

➤ *Statistical Treatment of Data*

The following statistical tools were employed in the analysis of the data gathered:

- *Frequency Distribution and Percentage*

The percentage and frequency distribution will be utilized to create the respondents' profiles.

✓ *Formula:*

$$P = \frac{f}{N} \times 100$$

✓ *Where:*

P= Percentage

f= frequency of responses

N= number of respondents

Weighted Mean (Wm)

The weighted mean will be used to determine the leadership styles and management strategies of the selected private schools can be described in terms of transformational leadership, transactional leadership, distributed leadership, instructional leadership, resource management, strategic planning, and problems encountered by the respondents.

✓ *Formula:*

$$W_m = \frac{\sum fx}{N}$$

✓ *Where:*

W_m = Weighted mean

$\sum fx$ = summation of the product of the weight given to each response

n = number of respondents

s^2 = variance of sample 2

CHAPTER THREE PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

➤ Interpretation

This chapter presents the results of the study titled “Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Proposed Sustainable Learning Hub.” The findings are arranged based on the specific problems stated in Chapter I. Data were collected through a validated survey questionnaire, supported by qualitative responses and document analysis. Descriptive statistics, such as frequency, percentage, and weighted mean, were used to describe the data, while inferential statistics determined significant relationships between variables. Thematic analysis was also conducted to enrich the interpretation with qualitative insights.

➤ Demographic Profile of the Respondents

The demographic profile of respondents was measured using Part II of the researcher-made questionnaire. They self-reported age, sex, civil status, position, length of service, and highest educational attainment. These variables help understand how leadership and management strategies vary by background. Descriptive statistics, specifically frequency counts and percentages, summarised each demographic variable, providing a clear overview of categorical data and highlighting dominant characteristics. The results identified the most and least frequent responses in each category, helping to describe the typical profile of school leaders in selected private schools.

Table 3 Demographic Profile of the Respondents

Demographic Variable	Category	Frequency	Percentage
Age	21–30 yrs. old	3	10.00%
	31–40 yrs. old	4	13.33%
	41–50 yrs. old	8	26.67%
	51 yrs. old and above	15	50.00%
Sex	Female	25	83.33%
	Male	5	16.67%
Civil Status	Married	20	66.67%
	Single	8	26.67%
	Widow/Widower	2	6.67%
Length of Service	1–5 Years	4	13.33%
	6–10 Years	4	13.33%
	11–15 Years	6	20.00%
	16–20 Years	7	23.33%
	21–25 Years	2	6.67%
	26 Years and above	7	23.33%
Educational Attainment	College Graduate	6	20.00%
	With Masters Units	2	6.67%
	Masteral Graduate	11	36.67%
	With Doctoral Units	4	13.33%
	Doctoral Graduate	7	23.33%

The findings reveal that most respondents (50%) are aged 51 and above, indicating that senior professionals predominantly hold leadership in selected private schools. A notable 83.33% of respondents are female, with 66.67% being married, highlighting significant female representation in educational leadership among experienced individuals. Nearly half (46.66%) have served over 16 years, while a similar percentage holds a master’s degree (36.67%) or a doctoral degree (23.33%), reflecting high academic and professional preparedness. Cross-tabulated data show that married female school heads aged 51 and above dominate, particularly those with doctoral qualifications and over 20 years of service, suggesting leaders who are both academically grounded and institutionally embedded. Although some younger leaders (aged 21–30) are emerging, they are underrepresented and typically have less than 10 years of service.

This demographic structure indicates a leadership workforce poised to enhance development, mentoring, and sustainable learning in schools, which often relies on the stable leadership of senior, married, highly educated female school heads. Their extensive experience, strong academic background, and deep institutional commitment foster excellence in educational leadership, collaboration, and mentoring (Ratsuanjit & Wannakum, 2024; Agyekum, 2024). This values-driven leadership positively affects school culture and sustainability (Filho et al., 2020). However, it faces challenges like resistance to innovation, limited generational diversity, and burnout risks. Resistance often arises from entrenched practices and psychological reluctance, but proactive change-readiness strategies, such as stakeholder education and collaboration, can help (Bagrationi & Gordienko, 2024). Addressing diversity in succession planning requires deliberate efforts to nominate diverse candidates (Virick & Greer, 2012). Burnout can be alleviated through distributed leadership models and ongoing support (Stokes & Rockinson-Szapkiw, 2014). Effective succession planning focused on talent development, mentoring, and strategic alignment ensures leadership continuity and prepares future-ready leaders.

(Bratko, 2024; Nurinaya & Marhumi, 2025). Integrating these solutions enhances adaptability and resilience while leveraging the existing leadership strengths.

➤ *Leadership and Management Strategies Employed by School Heads in Selected Private Schools*

The leadership and management strategies of school heads in selected private schools were measured using a researcher-made instrument based on established theoretical models. Leadership strategies drew on Transformational Leadership Theory (Bass & Riggio, 2006; Burns, 1978) and Transactional Leadership Theory (Bass, 1985), focusing on ethical influence, vision-building, motivation, performance monitoring, and reinforcement. Management strategies relied on principles from strategic planning (Bryson, 2018), resource management (Odden & Archibald, 2021), and data-driven decision-making (Schildkamp et al., 2022), emphasizing planning, resource allocation, and data use in operations. Each construct was operationalised with ten behaviour-based statements rated on a 5-point Likert scale. Responses were analysed using weighted mean scores to identify dominant leadership and management practices, guided by adjectival descriptors indicating the extent of application.

• *Leadership Strategies*

To determine school heads' application of leadership strategies, the study used a researcher-made instrument based on Transformational and Transactional Leadership Theories (Burns, 1978; Bass & Avolio, 2004). Each construct included ten behavior-based items detailing specific leadership actions. Respondents rated application extent on a 5-point Likert scale: 5 – Highly Applied, 4 – Applied, 3 – Moderately Applied, 2 – Rarely Practiced, and 1 – Not Practiced.

Table 4 Transformational Leadership Practices of School Heads

Statement	Mean	SD	Interpretation
1. Lead with integrity to earn trust and foster mutual respect.	5.00	0.00	Very Highly Applied
2. Demonstrate ethical behavior and professionalism in all actions.	4.97	0.18	Very Highly Applied
3. Share a clear, compelling vision for the future to guide the team.	4.90	0.31	Very Highly Applied
4. Encourage the team to achieve excellence and maintain enthusiasm.	4.80	0.41	Very Highly Applied
5. Challenge the status quo and support creativity and new ideas.	4.77	0.43	Very Highly Applied
6. Create an environment that values honest dialogue and feedback.	4.80	0.41	Very Highly Applied
7. Provide opportunities for learning, development, and personal success.	4.80	0.41	Very Highly Applied
8. Delegate effectively and trust the team to take responsibility.	4.70	0.47	Very Highly Applied
9. Recognize and reward achievements to reinforce contributions.	4.70	0.47	Very Highly Applied
10. Prioritize the well-being and individual needs of team members.	4.80	0.41	Very Highly Applied
Overall Mean	4.82	0.20	Very Highly Applied

Legend: 4.20–5.00 = Very Highly Applied; 3.40–4.19 = Highly Applied; 2.60–3.39 Moderately Applied; 1.80–2.59 = Rarely Applied; 1.00–1.79 = Not Applied

The findings reveal that transformational leadership is highly applied among school heads in selected private schools, with a mean of ($M = 4.82$, $SD = 0.20$). Strengths scores above the mean include “lead with integrity to earn trust and foster mutual respect” ($M = 5.00$, $SD = 0.00$), “demonstrate ethical behavior and professionalism in all actions” ($M = 4.97$, $SD = 0.18$), and “share a clear, compelling vision for the future to guide the team” ($M = 4.90$, $SD = 0.31$). These results suggest that school heads uphold a strong ethical foundation, inspire trust, and communicate a clear vision, core transformational leadership attributes.

Indicators that scored slightly below the mean, while still in the “Very Highly Applied” range, are areas for enrichment. These include “encourage the team to achieve excellence and maintain enthusiasm” ($M = 4.80$, $SD = 0.41$), “create an environment that values honest dialogue and feedback” ($M = 4.80$, $SD = 0.41$), “provide opportunities for learning, development, and personal success” ($M = 4.80$, $SD = 0.41$), “prioritize the well-being and individual needs of team members” ($M = 4.80$, $SD = 0.41$), “challenge the status quo and support creativity and new ideas” ($M = 4.77$, $SD = 0.43$), “delegate effectively and trust the team” ($M = 4.70$, $SD = 0.47$), and “recognize and reward achievements to reinforce positive contributions” ($M = 4.70$, $SD = 0.47$). Though still strong, these areas may benefit from greater focus to further empower teams, foster innovation, and build systems of recognition, which are critical elements in sustaining a high-performing and adaptive school culture.

Transformational leadership fosters ethical behavior, shared vision, and individualized support in education traits seen in high-performing private schools (Hu, 2024; Romadhona & Mursyidah, 2024). However, studies show it may struggle with innovation, delegation, and recognition (Hsiao, Chang, & Tu, 2011; Fitrian, 2025). Hsiao et al. (2011) found that innovation thrives when transformational leadership pairs with a supportive culture and learning opportunities. Fitrian (2025) noted that vocational school teachers need structured strategies and ongoing support to enhance creativity. Kuhnert (1994) and Nicholls (1993) stressed that true empowerment involves leaders delegating responsibilities effectively and guiding development. Romadhona and Mursyidah (2024) also highlighted the need for recognition systems to sustain motivation and foster excellence. Targeted leadership training on innovation, delegation, and recognition can enhance transformational leadership implementation. This aids in developing a leadership model that promotes ethical, visionary leadership while equipping school heads to delegate, inspire innovation, and recognize achievements, thereby nurturing a sustainable high-performing environment.

Table 5 Transactional Leadership Practices of School Heads

Statement	Mean	SD	Interpretation
1. Establish specific performance goals and communicate them effectively.	4.53	0.57	Very Highly Applied
2. Acknowledge and celebrate achievements to motivate the team.	4.80	0.41	Very Highly Applied
3. Use positive feedback to encourage desired behaviors.	4.83	0.38	Very Highly Applied
4. Regularly assess progress to ensure alignment with goals.	4.43	0.50	Very Highly Applied
5. Intervene promptly when problems arise to minimize impact.	4.73	0.45	Very Highly Applied
6. Focus on constructive guidance to address mistakes and improve performance.	4.77	0.43	Very Highly Applied
7. Apply when necessary to uphold standards and accountability.	4.60	0.50	Very Highly Applied
8. Allow employees to work autonomously with minimal supervision.	4.40	0.62	Very Highly Applied
9. Maintain a focus on efficiency while achieving organizational goals.	4.53	0.51	Very Highly Applied
10. Ensure adherence to established guidelines for consistency and fairness.	4.77	0.43	Very Highly Applied
Overall Mean	4.64	0.32	Very Highly Applied

Legend: 4.20–5.00 = Very Highly Applied; 3.40–4.19 = Highly Applied; 2.60–3.39 Moderately Applied; 1.80–2.59 = Rarely Applied; 1.00–1.79 = Not Applied

The results indicate that transactional leadership strategies are very highly applied among school heads in selected private schools, with a weighted mean of ($M = 4.64$, $SD = 0.32$), showing a strong focus on structure, accountability, and performance reinforcement. The top-rated indicators, viewed as strengths, include “use positive feedback to encourage desired behaviors” ($M = 4.83$, $SD = 0.38$), “acknowledge and celebrate achievements to motivate the team” ($M = 4.80$, $SD = 0.41$), “focus on constructive guidance to address mistakes” ($M = 4.77$, $SD = 0.43$), “ensure adherence to guidelines for consistency” ($M = 4.77$, $SD = 0.43$), and “intervene promptly when problems arise” ($M = 4.73$, $SD = 0.45$), reflecting robust performance-based leadership practices. Conversely, items slightly below the overall mean like “apply when necessary to uphold standards” ($M = 4.60$, $SD = 0.50$), “establish performance goals and communicate them” ($M = 4.53$, $SD = 0.57$), “maintain efficiency while achieving goals” ($M = 4.53$, $SD = 0.51$), “regularly assess progress for goal alignment” ($M = 4.43$, $SD = 0.50$), and “allow employees to work autonomously” ($M = 4.40$, $SD = 0.62$) are highly practiced but may need enrichment to enhance autonomy, efficiency, and performance alignment.

Both transformational and transactional leadership styles were highly applied by school heads in selected private schools, with transformational leadership slightly higher ($M = 4.82$, $SD = 0.20$) than transactional leadership ($M = 4.64$, $SD = 0.32$). Transformational leadership received stronger ratings for integrity, ethical conduct, shared vision, and team empowerment traits aligned with visionary and people-centred leadership. While transactional leadership remained evident, it focused on performance monitoring and adherence to standards, with slightly lower ratings on autonomy and goal tracking indicating room for improvement. This contrast shows that school heads favor transformational practices that promote collaboration and growth, supported by transactional systems for structure and accountability. These findings considerably influence the study’s outcome: the proposed sustainable learning hub can be based on transformational leadership to foster innovation and an inclusive culture while integrating transactional elements for operational efficiency and accountability.

• Management Strategies

The study examined management strategies used by school heads via a researcher-developed tool based on established school leadership principles. It focused on three areas: strategic planning, resource management, and data-driven decisions, each assessed with ten behaviour-based indicators. Respondents rated items on a 5-point Likert scale: 5 – Highly Practiced, 4 – Moderately Practiced, 3 – Practiced, 2 – Rarely Practiced, and 1 – Not Practiced. Weighted mean scores determined each strategy's practice frequency, summarizing observed management behaviours. This method captured ordinal data and highlighted standard practices.

Table 6 Strategic Planning Practices of School Heads

Statement	Mean	SD	Interpretation
1. Create a clear and compelling vision and mission that reflect the school community’s values and aspirations.	4.83	0.46	Very Highly Practiced
2. Align the vision and mission with the long-term goals of the school and its stakeholders.	4.73	0.52	Very Highly Practiced
3. Share the vision and mission regularly with teachers, staff, students, parents, and the broader community.	4.63	0.61	Very Highly Practiced
4. Define responsibilities for each initiative and ensure everyone understands their roles.	4.73	0.52	Very Highly Practiced
5. Engage a diverse group, including teachers, staff, students, parents, and community members, in the strategic planning process.	4.53	0.57	Very Highly Practiced
6. Treat strategic planning as an evolving process rather than a one-time event.	4.70	0.47	Very Highly Practiced
7. Revisit and refine the strategic plan to align with the school’s changing needs.	4.70	0.47	Very Highly Practiced
8. Ensure the strategic plan is flexible and responsive to emerging opportunities and challenges.	4.70	0.53	Very Highly Practiced

9. Empower staff to take initiative and responsibility for strategic efforts.	4.67	0.55	Very Highly Practiced
10. Commit to innovation and ongoing progress to achieve the school's goals.	4.73	0.52	Very Highly Practiced
Overall Mean	4.70	0.39	Very Highly Practiced

Legend: 4.20–5.00 = Very Highly Practiced; 3.40–4.19 = Highly Practiced; 2.60–3.39 = Moderately Practiced; 1.80–2.59 = Rarely Practiced; 1.00–1.79 = Not Practiced

The results indicate that strategic planning is extensively practiced by school leaders in selected private schools, with an overall mean of ($M = 4.70$, $SD = 0.39$). The strengths, defined as those scoring at or above the overall mean, include: “create a clear and compelling vision and mission that reflect the school community's values and aspirations” ($M = 4.83$, $SD = 0.46$); “align the vision and mission with the long-term goals of the school and its stakeholders” ($M = 4.73$, $SD = 0.52$); “define responsibilities for each initiative and ensure everyone understands their roles” ($M = 4.73$, $SD = 0.52$); “commit to innovation and ongoing progress to achieve the school's goals” ($M = 4.73$, $SD = 0.52$); “treat strategic planning as an evolving process” ($M = 4.70$, $SD = 0.47$); “revisit and refine the strategic plan” ($M = 4.70$, $SD = 0.47$); and “ensure flexibility and responsiveness to emerging opportunities” ($M = 4.70$, $SD = 0.53$). These results highlight a robust, future-oriented planning culture among school leaders.

Conversely, areas scoring slightly below the overall mean include: “empower staff to take initiative and responsibility for strategic efforts” ($M = 4.67$, $SD = 0.55$); “share the vision and mission regularly with stakeholders” ($M = 4.63$, $SD = 0.61$); and “engage a diverse group in the strategic planning process” ($M = 4.53$, $SD = 0.57$). Although these findings remain within the “Very Highly Practiced” range, they suggest opportunities to enhance inclusiveness, communication, and distributed leadership in planning.

Private schools implement strategic planning effectively, evidenced by high scores in vision alignment and adaptability. However, literature reveals mixed outcomes. Murugi and Mugwe (2023) assert that involving diverse stakeholders enhances strategic planning effectiveness, emphasizing the importance of clarity in vision. In contrast, Mbugua and Rarieya (2014) argue that many schools lack true collaboration, often resulting in passive participation and fragmented outcomes. This is seen in areas like “engaging a diverse group” and “empowering staff,” indicating a need to shift from tokenistic inclusion to authentic co-creation. Ruth (2014) critiques many school strategic plans for being generic and jargon-heavy, functioning as to-do lists rather than clear roadmaps. While foundational strategic planning exists, improvements in communication, inclusivity, and distributed leadership are essential. Schools should adopt leadership strategies emphasizing shared governance and participatory planning. Empowering staff through defined roles enhances ownership and accountability. Embedding the mission in school culture and engaging stakeholders fosters trust. Providing training in strategic thinking and continuous feedback keeps planning relevant and collaborative. These actions can transform strategic planning into a dynamic, inclusive process that drives sustainable school improvement.

The findings suggest that school heads can effectively lead the development of a sustainable learning hub due to their strong strategic planning. Their focus on vision alignment, innovation, and adaptability lays a strong foundation for long-term initiatives. However, to make the learning hub inclusive and collaboratively managed, school leaders must better involve a wider range of stakeholders, communicate strategic goals regularly, and empower staff in decision-making. Strengthening these areas will reinforce shared ownership and ensure the hub adapts to the school's evolving needs and community context.

Table 7 Resource Management Practices of School Heads

Statement	Mean	SD	Interpretation
1. Conduct a thorough needs assessment to identify the financial requirements of the school.	4.50	0.68	Very Highly Practiced
2. Develop a detailed budget that aligns with the school's strategic goals.	4.47	0.73	Very Highly Practiced
3. Develop clear financial policies and procedures and ensure staff adherence.	4.37	0.72	Highly Practiced
4. Implement a system for regular financial monitoring and reporting.	4.33	0.80	Highly Practiced
5. Provide transparent financial reports to stakeholders.	3.97	1.22	Highly Practiced
6. Develop a strategic recruitment plan to attract highly qualified candidates.	4.27	0.87	Highly Practiced
7. Offer ongoing professional development opportunities.	4.47	0.68	Very Highly Practiced
8. Conduct regular performance evaluations to provide constructive feedback.	4.53	0.63	Very Highly Practiced
9. Promote a healthy work-life balance through flexible policies and wellness programs.	4.33	0.66	Highly Practiced
10. Foster a collaborative and inclusive school culture where all staff members feel valued and empowered to contribute.	4.70	0.53	Very Highly Practiced
Overall Mean	4.39	0.55	Very Highly Practiced

Legend: 4.20–5.00 = Very Highly Practiced; 3.40–4.19 = Highly Practiced; 2.60–3.39 = Moderately Practiced; 1.80–2.59 = Rarely Practiced; 1.00–1.79 = Not Practiced

The findings show that school heads in selected private schools very highly practice resource management ($M = 4.39$, $SD = 0.55$). Strengths include items with scores at or above this mean: “foster a collaborative and inclusive school culture” ($M = 4.70$, $SD = 0.53$), “conduct regular performance evaluations” ($M = 4.53$, $SD = 0.63$), “thorough needs assessment” ($M = 4.50$, $SD = 0.68$), “ongoing professional development” ($M = 4.47$, $SD = 0.68$), and “detailed budget aligning with strategic goals” ($M = 4.47$, $SD = 0.73$). These results highlight a strong focus on staff empowerment and planning. Areas needing improvement, scoring below the mean, include “develop clear financial policies” ($M = 4.37$, $SD = 0.72$), “regular financial monitoring” ($M = 4.33$, $SD = 0.80$), “promote work-life balance” ($M = 4.33$, $SD = 0.66$), “strategic recruitment plan” ($M = 4.27$, $SD = 0.87$), and “transparent financial reports” ($M = 3.97$, $SD = 1.22$). While all indicators are in the “Highly Practiced” to “Very Highly Practiced” range, these lower scores indicate a need for improved accountability, transparency, and staff well-being initiatives to strengthen school resource management.

Several studies highlight effective resource management in schools, aligning with the study’s findings, particularly in fostering an inclusive culture, conducting needs assessments, and budgeting with strategic goals. Gaspar et al. (2022) found that transparency and accountability are vital for financial management, revealing that budgeting and asset oversight often lag among school heads. They emphasized continuous training and stakeholder engagement to enhance transparency and minimize fund misuse (Gaspar et al., 2022). Similarly, Yasin and Mokhtar (2022) noted that many principals lack skills in financial planning and stressed the need for capacity-building programs to foster responsible budgeting and transparent reporting (Yasin & Mokhtar, 2022). To boost staff empowerment and resource alignment, Bird (2011) proposed a transparent budget-building framework integrating stakeholder involvement and clarity in school priorities, supporting the strengths in collaboration and alignment (Bird, 2011). Finally, Fabrao and Pacadaljen (2024) created a fiscal management model indicating that strong leadership, especially in communication and monitoring, improves fund allocation and performance evaluation, reflecting the high-performance scores in the findings (Fabrao & Pacadaljen, 2024).

The findings on resource management show that school leaders are employing key strategies like needs-based budgeting, staff development, and fostering a collaborative culture, which are essential for a sustainable learning environment. These practices indicate a readiness to support initiatives requiring shared ownership, aligned resource allocation, and ongoing staff development. However, lower scores in transparent financial reporting, strategic recruitment, and work-life balance highlight areas needing improvement to ensure the hub’s long-term viability. Addressing these shortcomings can establish the learning hub as a well-managed system that enhances accountability, prioritizes staff well-being, and responds to the needs of private schools.

Table 8 Data-Driven Practices of School Heads

Statement	Mean	SD	Interpretation
1. Ensure that textbooks, technology, and facilities are utilized effectively.	4.60	0.62	Very Highly Practiced
2. Continuously evaluate resource needs and redistribute them as required.	4.53	0.68	Very Highly Practiced
3. Develop and follow a schedule for regular inspections, cleaning, and repairs of school facilities and equipment.	4.33	0.76	Highly Practiced
4. Address maintenance concerns quickly to minimize disruptions.	4.50	0.73	Very Highly Practiced
5. Use platforms like learning management systems and data management tools to enhance operational efficiency.	4.37	0.81	Highly Practiced
6. Establish clear channels to provide timely updates on transportation and other logistical matters.	4.27	0.74	Highly Practiced
7. Create and routinely update school policies to align with current regulations and best practices.	4.50	0.63	Very Highly Practiced
8. Ensure all staff are informed about and comply with established policies.	4.70	0.53	Very Highly Practiced
9. Invest in technology and strategies that optimize school operations.	4.40	0.72	Highly Practiced
10. Monitor and adapt resource allocation to meet the evolving needs of the school.	4.40	0.77	Highly Practiced
Overall Mean	4.46	0.57	Very Highly Practiced

Legend: 4.20–5.00 = Very Highly Practiced; 3.40–4.19 = Highly Practiced; 2.60–3.39 = Moderately Practiced; 1.80–2.59 = Rarely Practiced; 1.00–1.79 = Not Practiced

The findings indicate that data-driven decision-making is very highly practiced by school heads in selected private schools, with a mean of ($M = 4.46$, $SD = 0.57$). Strengths include “ensure all staff are informed about and comply with established policies” ($M = 4.70$, $SD = 0.53$), “utilize textbooks, technology, and facilities effectively” ($M = 4.60$, $SD = 0.62$), “evaluate resource needs and redistribute as required” ($M = 4.53$, $SD = 0.68$), “address maintenance concerns quickly” ($M = 4.50$, $SD = 0.73$), and “update school policies to align with regulations and best practices” ($M = 4.50$, $SD = 0.63$). These findings reflect school heads’ strong ability in systems thinking, policy compliance, and operational oversight. Areas that scored slightly below the mean and may require improvement include “develop and follow a schedule for inspections, cleaning, and repairs” ($M = 4.33$, $SD = 0.76$), “use learning management systems and data tools” ($M = 4.37$, $SD = 0.81$), “establish clear communication channels” ($M = 4.27$, $SD = 0.74$), “invest in technology to optimize operations” ($M = 4.40$, $SD = 0.72$), and “monitor and adapt resource allocation” ($M = 4.40$, $SD =$

0.77). These areas suggest the need for enhanced implementation of digital systems, proactive resource adaptation, and more transparent communication to support data-informed and efficient school operations.

Increased reliance on data-driven decision-making (DDDM) in schools aligns with global accountability, efficiency, and evidence-based leadership trends. Park and Datnow (2009) note that school systems implementing DDDM foster continuous improvement by empowering staff to use data meaningfully. This supports the findings on policy compliance and systems thinking (Park & Datnow, 2009). Goldring and Berends (2009) stress that effective leaders use performance data not only for compliance but also to guide instruction, allocate resources, and plan improvements, reflecting strengths in the study, like policy updating and resource monitoring. However, challenges remain. Thorn (2002) found that many schools struggle with data access and interpretation, especially when data systems are fragmented or overly centralized, aligning with lower scores in the study for using LMS and digital tools (Thorn, 2002). Faiezah and Razak (2023) propose a model for developing DDDM competencies in leaders through structured training and usability testing, addressing skill gaps (Shamsuddin & Razak, 2023). Isaacs (2021) cautions against uncritical data usage, asserting that ethical frameworks are essential to avoid misinterpretation or decisions that undermine equity or teacher agency (Isaacs, 2021).

The results indicate that school heads strongly practice data-driven decision-making in policy compliance, resource monitoring, and operational oversight, showing readiness to lead a sustainable learning hub. These strengths reflect a culture of using data for planning and managing school operations effectively. However, lower ratings in digital platforms, communication systems, and resource allocation highlight areas needing further development. These findings suggest that while foundational practices exist, the sustainable learning hub must enhance digital integration, streamline operations, and build staff capacity to interpret and act on data. This will support efficient management and responsive, inclusive decision-making in private schools.

➤ *School Sustainability in Terms of Operations*

School sustainability was assessed using ten behaviour-based statements in a researcher-made instrument, focusing on financial management, programme responsiveness, environmental practices, infrastructure upkeep, stakeholder engagement, and leadership. Respondents rated each item on a 5-point Likert scale from 1 (Not Practiced) to 5 (Highly Practiced), allowing evaluation of school heads' operational sustainability practices. Weighted mean scores summarised application extent, with adjectival descriptors guiding result interpretation.

Table 9 Principles and Concepts of School Sustainability (Operations) of School Heads

Statement	Mean	SD	Interpretation
1. ensure a balanced budget, avoid deficits, and diversify income sources.	4.33	0.80	Very Highly Practiced
2. develop long-term financial strategies to support the school's future.	4.33	0.80	Very Highly Practiced
3. implement cost-saving measures, minimize waste, and maximize resource efficiency.	4.40	0.77	Highly Practiced
4. conduct preventive maintenance and maintain buildings to avoid major repairs and extend their lifespan.	4.33	0.66	Very Highly Practiced
5. adopt energy-saving measures to lower consumption and expenses.	4.27	0.74	Highly Practiced
6. offer programs that address students' needs and adapt them to changing circumstances.	4.40	0.72	Highly Practiced
7. regularly assess and improve programs to ensure they meet objectives.	4.67	0.55	Very Highly Practiced
8. build and maintain connections with parents, the community, and external organizations to support student success.	4.63	0.56	Very Highly Practiced
9. prioritize professional growth opportunities and foster a positive school culture to enhance staff retention.	4.50	0.73	Highly Practiced
10. ensure strong leadership that guides the school's direction and promotes its mission.	4.77	0.50	Highly Practiced
Overall	4.46	0.52	Very Highly Practiced

Legend: 4.20–5.00 = Very Highly Practiced; 3.40–4.19 = Highly Practiced; 2.60–3.39 = Moderately Practiced; 1.80–2.59 = Rarely Practiced; 1.00–1.79 = Not Practiced

The results show school sustainability operations are highly practiced by school heads, with an overall mean of ($M = 4.46$, $SD = 0.52$). Items scoring at or above the mean include “ensure strong leadership that guides the school's direction and promotes its mission” ($M = 4.77$, $SD = 0.50$), “regularly assess and improve programs” ($M = 4.67$, $SD = 0.55$), “build connections with parents, the community, and external organizations” ($M = 4.63$, $SD = 0.56$), and “prioritize professional growth and positive school culture” ($M = 4.50$, $SD = 0.73$). These strengths show that school heads promote visionary leadership, program relevance, stakeholder engagement, and staff development as sustainability pillars. Items slightly below the mean include “ensure a balanced budget” ($M = 4.33$, $SD = 0.80$), “develop long-term financial strategies” ($M = 4.33$, $SD = 0.80$), “conduct preventive maintenance” ($M = 4.33$, $SD = 0.66$), “adopt energy-saving measures” ($M = 4.27$, $SD = 0.74$), and “offer programs responsive to students' evolving needs”

($M = 4.40$, $SD = 0.72$). These findings suggest opportunities to strengthen environmental responsibility, infrastructure planning, and financial resilience.

The findings show high operational sustainability among school heads in leadership, stakeholder engagement, and program evaluation, supported by recent literature. Galorio and Bauyt (2024) found resilient school leadership, backed by strategic financial management and stakeholder partnerships, crucial for sustaining operations, even in resource-constrained environments. Similarly, Kelvin (2024) emphasized that visionary and ethical leadership, aligned with long-term goals and strong stakeholder collaboration, fosters sustainability and mission-driven growth. These findings reflect high indicators in leadership and community engagement in this study. However, challenges in long-term financial planning, infrastructure maintenance, and environmental initiatives echo barriers noted by Kensler, Nguyen, and Wang (2011), who stated limited resources hinder leaders from implementing green practices. Brink and Singh (2024) stress embedding financial resilience, infrastructure investment, and continuous improvement in operational planning to support sustainable institutions. Furthermore, Awodiji, Uleanya, and Naicker (2023) highlight ongoing leadership development and SDG-aligned strategies to prepare leaders for sustainability in a post-digital educational context. Collectively, these studies underscore that while foundational practices are strong, a greater emphasis on financial strategy, environmental responsibility, and digital-era leadership is needed for long-term sustainability.

➤ *Challenges of School Heads in Sustainability*

The study identified challenges faced by school heads by having them rate ten key indicators related to financial, infrastructural, instructional, enrolment, behavioral, technological, and stakeholder issues. Respondents rated the impact of each issue on their schools using a 5-point Likert scale, where 1 meant Strongly Disagree and 5 meant Strongly Agree. The researcher computed weighted mean scores to capture the overall level of agreement for each item and standard deviations to measure response consistency across the group.

Table 10 Challenges Related to School Sustainability (Operations) of School Heads

Statement	Mean	SD	Interpretation
1. Financial resources are limited, impacting operational costs like salaries, utilities, and maintenance.	4.07	1.01	Highly Experienced
2. School buildings and facilities are deteriorating, requiring significant repairs or renovations.	3.80	1.06	Highly Experienced
3. Recruiting and retaining qualified teachers is difficult, affecting educational quality.	3.73	1.11	Highly Experienced
4. Enrollment is growing rapidly, straining resources and facilities.	3.73	1.08	Highly Experienced
5. Student enrollment is decreasing, leading to budget cuts and program closures.	3.13	1.14	Moderately Experienced
6. Parental involvement in school activities is low, hindering community engagement.	3.27	1.17	Moderately Experienced
7. Student transfers and dropouts occur frequently, disrupting continuity.	3.00	1.29	Moderately Experienced
8. Disruptive student behavior is a problem, negatively affecting the learning environment.	3.37	1.33	Moderately Experienced
9. Technology infrastructure is inadequate, limiting access to digital resources.	3.60	1.19	Highly Experienced
10. Opportunities for staff professional development are insufficient, affecting growth and performance.	3.33	1.18	Moderately Experienced
Overall Mean	3.50	0.91	Moderately Experienced

Legend: 4.421–5.00 = Strongly Experienced; 3.41–4.20 = Highly Experienced; 2.61–3.40 = Moderately Experienced; 1.81–2.60 = Less Experienced; 1.00–1.80 = Not Experienced

The results reveal that school heads moderately face sustainability challenges, with an overall mean of ($M = 3.50$, $SD = 0.91$). Significant problems, indicated by mean scores above average, include “financial resources are limited, impacting operational costs like salaries, utilities, and maintenance” ($M = 4.07$, $SD = 1.01$), “school buildings and facilities are deteriorating, requiring significant repairs or renovations” ($M = 3.80$, $SD = 1.06$), “recruiting and retaining qualified teachers is difficult, affecting educational quality” ($M = 3.73$, $SD = 1.11$), “enrollment is growing rapidly, straining resources and facilities” ($M = 3.73$, $SD = 1.08$), and “technology infrastructure is inadequate, limiting access to digital resources” ($M = 3.60$, $SD = 1.19$). These challenges indicate financial, infrastructure, and staffing issues that could severely impact school operations if unaddressed.

Conversely, challenges scoring below the mean, thus less pressing yet relevant, include “student enrollment is decreasing, leading to budget cuts and program closures” ($M = 3.13$, $SD = 1.14$), “parental involvement in school activities is low, hindering community engagement” ($M = 3.27$, $SD = 1.17$), “student transfers and dropouts occur frequently, disrupting continuity” ($M = 3.00$, $SD = 1.29$), “disruptive student behavior is a problem, negatively affecting the learning environment” ($M = 3.37$, $SD = 1.33$), and “opportunities for staff professional development are insufficient, affecting growth and performance” ($M = 3.33$, $SD = 1.18$). While less urgent, these issues still impact long-term sustainability and must be proactively addressed to foster a supportive school environment.

School heads face sustainability challenges like financial limitations, facility deterioration, teacher shortages, and inadequate technology. Shadreck (2012) notes that poor funding and low teacher retention severely affect rural education quality in under-resourced areas. Clark, Wertzberger, and Darvishinia (2023) report that U.S. rural schools struggle with underfunded technology and retaining qualified teachers, echoing issues in private schools. Mangundu, Makwara, and Thaba-Nkadimene (2025) found South African schools face barriers to ICT integration due to skill gaps, theft, and budget constraints, similar to the focus of the study on technology resources and maintenance. Galorio and Bauyot (2024) emphasize that resilient school leadership involves infrastructure planning, stakeholder engagement, and financial strategies for sustainability. These studies suggest that overcoming sustainability challenges demands integrated approaches, including infrastructure investment, strategic teacher recruitment, and enhanced digital access.

➤ *Significant Relationship Between Leadership Styles, Management Strategies, and Sustainability*

This study explored the important connections between leadership styles, management strategies, and the sustainability of selected private schools. Understanding these relationships is crucial for grasping how effective leadership and organizational practices affect educational institutions' long-term viability and adaptability. Due to the violation of normality assumptions, indicated by the Shapiro-Wilk test ($p < .01$), and the appearance of non-linear trends in the scatterplots, the study utilized Spearman's rank-order correlation (ρ) as a suitable non-parametric alternative to Pearson's r . This technique is excellent for ordinal or non-normally distributed data and identifies the strength and direction of monotonic relationships. The interpretations were based on both p-values and correlation coefficients: a p-value under .05 was deemed statistically significant, and correlation strength was classified as weak ($\rho < .30$), moderate ($.30 \leq \rho < .50$), or strong ($\rho \geq .50$). Positive values suggest that as one variable increases, so does the other, while negative values indicate an inverse relationship. These results serve as a foundation for synchronizing leadership and management strategies with school sustainability-focused improvement initiatives.

Table 11 Spearman's Correlations, Means, and Standard Deviations of Key Variables

Variable	M	SD	1	2	3	4	5	6	7
1. Transformational	4.82	0.20	—						
2. Transactional	4.64	0.32	.53**	—					
3. Strategic Planning	4.70	0.39	.41*	.83**	—				
4. Resource Management	4.39	0.55	.61**	.74**	.65**	—			
5. Data-Driven Decision Making	4.46	0.57	.46*	.56**	.49**	.88**	—		
6. School Sustainability (Operations)	4.46	0.52	.43*	.68**	.65**	.83**	.85**	—	
7. Sustainability Challenges	3.50	0.91	0.31	0.22	0.24	0.21	0.26	0.20	—

Legend: ** $p = .01$, * $p = .05$

Per descriptive data, the School Sustainability in Operations practice is highly prevalent ($M = 4.46$, $SD = 0.52$), showing that most school leaders in the study believe that their school exhibits consistent operational performance. It shows a robust positive correlation with Data-Driven Decision Making ($r = .85$, $p < .001$), Resource Management ($r = .83$, $p < .001$), Strategic Planning ($r = .65$, $p < .001$), and Transactional Leadership ($r = .68$, $p < .001$). This suggests that enhancements in these areas lead to a rise in sustainability. There is also a moderate positive correlation with Transformational Leadership ($r = .43$, $p = .020$), indicating that inspirational and values-based leadership significantly fosters sustainable operations. Conversely, the connection with Sustainability Challenges is weak and not statistically significant ($r = .20$, $p = .290$), suggesting that while operational practices are commendable, they might not directly address larger systemic issues. These results indicate a close relationship between internal leadership, management practices, and sustainability, emphasizing that strengthening these domains is crucial for achieving Sustainable Learning Hubs.

Current literature highlights strong positive correlations between school sustainability and internal leadership practices like data-driven decision-making, resource management, and strategic planning. Mahabub, Hossain, and Snigdha (2025) found that integrating data analytics and strategic leadership enhances operational performance and long-term sustainability, especially when leaders cultivate adaptive learning cultures and promote evidence-based practices. Coleman and Dickerson (2017) noted that school leaders who use technology in decision-making and planning align operations with strategic goals, reinforcing the links with data-driven practices. Abbasi et al. (2025) validated transactional leadership's role in sustaining change, ensuring performance consistency and accountability during transitions, which reflects its correlation in the study. Lastly, Ndiritu, Gichimu, and Ndiritu (2018) showed that transformational leadership boosts teacher engagement with digital systems and ongoing improvement, aligning with the meaningful correlation between transformational leadership and sustainability. Together, these studies demonstrate that effective operational sustainability in schools arises not from a lack of challenges but from strong internal leadership that fosters structure, innovation, and systems thinking.

This study reveals a crucial insight: school leaders demonstrate strong management and leadership qualities, yet Sustainability Challenges such as limited financial resources, deteriorating infrastructure, fluctuating enrollment, and low parental engagement remain challenging for leaders. Rated moderately ($M = 3.50$, $SD = 0.91$), these challenges show weak, statistically non-significant correlations with factors like Transformational Leadership ($r = .31$), Transactional Leadership ($r = .22$), Strategic Planning ($r = .24$),

Resource Management ($r = .21$), Data-Driven Decision Making ($r = .26$), and School Sustainability in Operations ($r = .20$). While internal systems function effectively, indicated by high leadership and strategic practice application, they do not directly correlate with addressing operational challenges. It's important to note that correlation does not imply causation; the observed associations denote trends rather than definitive dynamics. The weak correlations imply that Sustainability Challenges may stem from broader systemic elements outside school leaders' control. To create Effective Sustainable Learning Hubs, schools must align internal capabilities with external support systems, including infrastructure investments, community collaborations, and policy reforms to address the root issues of ongoing sustainability challenges.

Previous research indicates these challenges often stem from structural limitations beyond school administrators' control. For instance, Mwananyama and Song (2023) noted that teacher recruitment issues and facility limitations are linked to national funding and policy contexts rather than school-level decisions. Similarly, Mangundu, Makwara, and Thaba-Nkadimene (2025) found that technology and infrastructure challenges persist due to broader economic constraints, independent of leadership competency. Shadreck (2012) noted that even highly capable leaders struggle against systemic resource scarcity and infrastructure decay. These studies suggest that enhancing sustainability requires strong internal leadership and coordinated external support, such as policy interventions, funding, and community partnerships, to address root causes and create sustainable educational environments.

➤ *Sustainable Learning Hub Guide to be Proposed Based on Findings*

Braun and Clarke's (2006) six-phase thematic analysis protocol was used to understand private school leaders' recommendations of sustainable learning hubs. This approach involved immersing ourselves in the data, developing initial codes, grouping similar concepts, refining themes, and ultimately producing a final synthesis. Our analysis identified eight interconnected themes that illustrate various strategies and priorities suggested by the respondents: "Curriculum and Environmental Integration," "Stakeholder and Community Engagement," "Governance and Strategic Focus," "Awareness and Stakeholder Engagement," "Innovation and Capacity Building," "Data-Driven Sustainability," "Faith-Driven Sustainability," and "Organisational Culture and Recognition".

Table 12 Thematic Analysis of the School Leaders' Recommendations for Sustainable Learning Hub

Theme	Representative Codes	Sample Statements (with Respondents)
Curriculum and Environmental Integration	Curriculum integration, Environmental education, Green technology, Waste management, Student involvement	R3: "I recommend that other schools integrate sustainability into their curriculum..." R12: "Start with small, consistent actions like waste segregation and energy conservation..." R14: "Make sustainability a core part of the curriculum, use energy-efficient technologies..."
Stakeholder and Community Engagement	School collaboration, Community partnership, Stakeholder engagement, Cross-sector collaboration	R4: "Collaborate by fostering partnerships with local organizations and other schools..." R11: "Collaboration with other schools." R29: "Admin and teachers collaboration of programs or activities with parents..."
Governance and Strategic Focus	Goal alignment, Strategic review, Participatory governance, Incentive schemes, Values-based education	R8: "Keep their focus on the goal." R18: "Regular review of school plans." R23: "Ask suggestions from stakeholders... regular monitoring... offer quality Catholic education."
Awareness and Stakeholder Engagement	Awareness campaign, Stakeholder engagement, Local environmental awareness	R9: "Build awareness among students, teachers, and parents..." R10: "Same as the above." R27: "Awareness to its own environment."
Innovation and Capacity Building	Technology integration, Staff development, Innovation, Infrastructure improvement	R1: "Invest in technology & personnel, improve services & be creative in school management." R20: "Prioritize improvement of teachers' and facilities..." R22: "Be consistent, be responsible and be always open to innovation."
Data-Driven Sustainability	Benchmarking, Data-driven planning, Best practice sharing	R2: "They have to benchmark and decide based on data." R24: "Benchmark with other sustainable schools." R26: "Learn from best practices..."
Faith-Driven Sustainability	Faith-based sustainability, Environmental education, Community outreach	R25: "Begin their sustainability efforts by rooting them in our shared faith... Laudato Si'... prayerful reflection..."
Organisational Culture and Recognition	Recognition, Consistency, Motivation strategy, Accountability	R7: "Acknowledge and celebrate achievements in sustainability." R22: "Be consistent, to be responsible and be always open on innovation."

- *“Curriculum and Environmental Integration”*

A recurring recommendation was to embed sustainability in students' academic experience. Drawing from codes such as *curriculum integration*, *environmental education*, *student involvement*, and *green technology*, school leaders encouraged making sustainability a core educational concern. They suggested that classroom-based environmental topics, eco-projects, and practical lessons on conservation would cultivate environmental literacy and long-term behavioural change. As R3 stated, *“I recommend that other schools integrate sustainability into their curriculum by offering courses on environmental stewardship and sustainable practices...”* Similarly, R12 shared, *“Start with small, consistent actions like waste segregation and energy conservation, involve students in eco-projects, integrate sustainability into lessons, and engage the community...”*

- *“Stakeholder and Community Engagement”*

Collaboration emerged as a central theme, highlighted by codes such as school partnership, community collaboration, and inter-sector coordination. School leaders advised engaging with parents, neighboring schools, organizations, and local communities to enhance sustainability initiatives and cultivate shared accountability. R4 conveyed this sentiment, stating, *“We could collaborate by fostering partnerships with local organizations and other schools who are open to these initiatives.”* In a similar vein, R29 emphasized this collective effort by saying, *“Admin and teachers collaborating on programs or activities with parents can yield positive results.”*

- *“Governance and Strategic Focus”*

This theme underscored the significance of leadership, planning, and institutional coherence in sustainability initiatives. Drawing from codes like strategic planning, goal alignment, monitoring, and participatory governance, participants advised schools to establish clear objectives, regularly assess institutional frameworks, and prioritize sustainability in policy. R8 stressed, *“Keep their focus on the goal,”* while R18 recommended, *“Regular review of school plans.”* Additionally, R23 presented a comprehensive strategy by saying, *“Always seek suggestions from stakeholders. Implement regular monitoring of activities and budget. Continuous training for teachers and staff is encouraged. Provide quality Catholic education.”*

- *“Awareness and Stakeholder Engagement”*

Codes such as awareness campaigns, environmental consciousness, and stakeholder education highlighted the belief that change begins with education. School leaders advocated for ongoing efforts to raise awareness and engage students, teachers, and parents about sustainability, both inside and outside the classroom. R9 suggested, *“Start by building awareness among students, teachers, and parents about the importance of sustainability through regular campaigns, seminars, and classroom integration,”* while R27 simply remarked, *“Awareness of one's environment.”*

- *“Innovation and Capacity Building”*

This theme emphasized schools' need to invest in technological integration, staff training, and infrastructure improvements. Leaders noted that innovation within school operations and services and professional development enhance an institution's capacity for sustaining change. R1 recommended, *“Invest in technology & personnel, enhance services & innovate in school management,”* while R20 added, *“Focus on improving teachers and facilities. Ensure transparency in all school finances.”* These observations indicated a desire to align sustainability goals with internal capabilities.

- *“Data-Driven Sustainability”*

Multiple school leaders highlighted the significance of utilizing data and benchmarks to inform decision-making. Based on codes like benchmarking, data-driven planning, and sharing best practices, this theme underscores the importance of learning from others and basing actions on evidence. R2 stated, *“They need to benchmark and plan their decisions based on data.”* Similarly, R26 advised, *“Learn from best practices that have been successfully implemented by other schools.”*

- *“Faith-Driven Sustainability”*

One respondent connected sustainability to Catholic spirituality and ecological responsibility. This theme demonstrated how sustainability can align with religious values through codes such as faith-based education, *Laudato Si'*, and moral stewardship. R25 offered a detailed suggestion: *“I recommend that other schools initiate their sustainability efforts by anchoring them in our shared faith—acknowledging that caring for the environment is part of our moral and spiritual duty as stewards of God's creation... Encourage prayerful reflection on environmental issues during school assemblies or liturgical celebrations to enhance this spiritual connection.”*

- *“Organisational Culture and Recognition”*

Finally, respondents contended that sustainability must become embedded in the school's culture. Codes such as recognition, motivation, consistency, and accountability implied that values and internal practices strengthen commitment. R7 proposed, *“Acknowledge and celebrate sustainability achievements. Recognizing the efforts of students, staff, and community members can motivate ongoing engagement,”* while R22 stressed, *“To be consistent, responsible, and always open to innovation.”*

The thematic analysis of open-ended responses provides a comprehensive perspective on sustainability, including teaching practices, community collaboration, leadership strategies, cultural norms, and ethical responsibilities. These insights reaffirm that sustainable development in schools is not a uniform framework but a dynamic process influenced by curriculum, context, culture, and commitment. The themes presented here offer practical, experience-based recommendations that can guide the development of contextually relevant Sustainable Learning Hubs in the Philippine private education sector.

The findings strongly support designing a Sustainable Learning Hub. Integrating quantitative data with qualitative insights identified strengths in leadership among school heads and highlighted operational gaps, sustainability challenges, and opportunities for structured programming. This synthesis emphasizes the need for a hub anchored in ethical leadership that addresses learner diversity, community engagement, and institutional sustainability. The following interpretations, organized by each problem statement, show how the data inform the hub's conceptualization for neurotypical and neurodivergent learners using differentiated, faith-based, and community-oriented approaches.

Table 13 Integrated Quantitative and Qualitative Results for the Sustainability of the Learning Hub

Statement of the Problem	Quantitative – Strengths	Quantitative – Areas for Enrichment	Qualitative Data	Implications for the Sustainable Learning Hub
Demographic Profile	Experienced, highly educated school heads (majority are Masteral/Doctoral holders, >11 years in service)	Underrepresentation of younger or less experienced staff	Participants reflect diverse private school contexts	Training modules should be adaptable across varying school sizes and staff experience levels
Leadership Style	“Lead with integrity...” (M = 5.00); “Demonstrate ethical behavior...” (M = 4.97); “Use positive feedback...” (M = 4.83)	Delegation and rewards (M = 4.70), challenging the status quo (M = 4.77)	Themes: “Curriculum and Environmental Integration,” “Stakeholder and Community Engagement”	Leadership training should reinforce distributed, ethical, and motivational styles to inspire collective action toward sustainability
Management Strategies	Strong in planning, budgeting, and professional development (e.g., “Regular performance evaluation” M = 4.53)	Financial monitoring (M = 4.33), LMS/data platform usage (M = 4.37), logistical updates (M = 4.27)	Themes: “Governance and Strategic Focus,” “Data-Driven Sustainability”	Integrate strategic planning and DDDM workshops to align school operations with long-term sustainability goals
Sustainability Operations	“Ensure policy compliance” (M = 4.70); “Engage stakeholders” (M = 4.63)	Preventive maintenance (M = 4.33), energy conservation details (M = 4.27)	Themes: “Faith-Driven Sustainability,” “Environmental Curriculum Integration”	Embed sustainability into policy compliance, curriculum, and faith-based values to ensure relevance and local resonance
Sustainability Challenges	Awareness of financial, infrastructure, and staffing limitations	“Student transfers” (M = 3.00), “Enrollment decline” (M = 3.13), “Low parental involvement” (M = 3.27)	Themes: “Awareness and Stakeholder Engagement,” “Governance”	Hubs should include enrolment management support, parent engagement, and local solutions to dropout prevention
Relationship of Leadership Style, Management Strategies, Sustainability Operations, and Sustainability Challenges	Strong correlations between leadership, management, and operations ($r = .60-.80$); DDDM predicts operations success ($\beta = .60$, $p < .01$)	No significant correlation between leadership/management and sustainability challenges	Integrated themes reinforce alignment of leadership, operations, and shared responsibility	The Learning Hub must model integrative leadership–management systems but treat sustainability challenges as locally embedded issues needing tailored intervention

Demographic data show that most respondents are experienced, highly educated, with many holding Master's or Doctoral degrees and over 11 years of service. This provides a strong foundation of professional maturity and sector knowledge, enhancing the credibility of leadership and management practices. However, the lack of early-career educators indicates a need for developmental opportunities across the teaching continuum. Given the diverse school settings of respondents, the Sustainable Learning Hub must offer adaptable training and programming for both seasoned and emerging leaders, including scaffolding programs that support differentiated instruction, inclusive education, and institutional planning.

School heads exhibited high transformational leadership, especially in ethical conduct, integrity, and motivational feedback. These behaviors are essential for fostering cultures that value shared responsibility and inclusive growth. However, lower creativity, delegation, and recognition scores indicate a need to enhance leadership capacity in innovation and governance. Thematic analysis supports these findings, emphasizing environmental integration and community engagement in leadership. The hub should strengthen inclusive leadership practices through professional development in shared visioning, team empowerment, and stakeholder collaboration, especially for leading neurodivergent-inclusive initiatives.

The study found strengths in planning, professional development, and budgeting, while technical operations like financial tracking and digital platforms need more support. Qualitative themes such as "Governance and Strategic Focus" and "Data-Driven Sustainability" highlight effective systems thinking in promoting school-level sustainability. Insights suggest the Sustainable Learning Hub should provide training in strategic planning and monitoring, emphasizing data-informed interventions. Modules on inclusive scheduling, differentiated budgeting, and responsive resource management are particularly relevant for diverse learning environments.

Findings show strong policy compliance and stakeholder engagement in sustainability. However, school heads noted weaknesses in preventive maintenance and energy conservation planning. Qualitative themes revealed integrating faith values and environmental education into school culture. These findings support creating a learning hub that fosters sustainable operations and inclusive environments, physically accessible, socially safe spaces aligned with the school's mission and values. The hub should help schools translate environmental and faith-based goals into daily routines benefiting all learners, especially those with unique learning profiles.

Moderate sustainability barriers like declining enrolment, frequent student transfers, and low parental engagement were not significantly linked to leadership or management style, highlighting their contextual nature. Themes like "Awareness and Stakeholder Engagement" and "Governance" emphasize the need for community collaboration and localized responses. Thus, the Sustainable Learning Hub should provide tools and frameworks to assist schools in developing tailored solutions such as enrolment retention strategies, inclusive parent engagement activities, and dropout prevention plans that address their specific challenges and learner populations.

Strong correlations existed between leadership, management, and school operations, with Data-Driven Decision-Making as a key predictor of sustainability practices. However, sustainability challenges suggest that leadership and management cannot resolve complex, external issues alone. This underscores the need for integrated leadership–management–operations alignment while allowing for flexible community interventions. Such a model enables schools to enhance internal capacities and respond effectively to systemic and socio-cultural factors affecting learner success and institutional sustainability.

The study's findings guide the development of an inclusive, strategic, and community-responsive Sustainable Learning Hub. It should focus on values-based leadership while being adaptable to diverse sustainability challenges. Importantly, it must offer structured programming for both neurotypical and neurodivergent learners. Through this integrative approach, the hub can help schools implement sustainability in an educationally sound, socially just manner, addressing the realities of Philippine private education.

CHAPTER FOUR SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

➤ *Summary of the Findings*

This chapter presents an in-depth narrative analysis and interpretation of the results obtained from the study titled "Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Proposed Sustainable Learning Hub." The findings, drawn from both quantitative and qualitative data, are organized according to the specific problems identified in Chapter I. The integration of descriptive statistics, inferential correlations, and thematic content analysis provides a rich and nuanced picture of the prevailing leadership and management dynamics in private schools and their implications for sustainability.

The respondents of the study were mainly composed of school heads from selected private schools. Demographic analysis revealed that the majority of the respondents were female, comprising 83.33% of the sample, with most aged 51 years and above (50%). The professional experience of these leaders was significant, with nearly half of them having served in their positions for more than 16 years. A large proportion also held postgraduate qualifications, with 36.67% having completed a master's degree and 23.33% possessing doctoral degrees. This demographic composition points to a highly experienced and academically prepared leadership workforce. However, the underrepresentation of younger leaders suggests potential gaps in succession planning and emphasizes the importance of developing mentorship and training opportunities for early-career educators. The prevalence of female leadership also reflects gender trends in the education sector, particularly within the private school context (Agyekum, 2024).

In terms of leadership strategies, the study found that transformational leadership practices were very highly applied, with an overall mean score of 4.82. School heads demonstrated strong adherence to transformational values such as leading with integrity, demonstrating ethical behavior, and articulating a compelling vision for their institutions. These qualities are essential for fostering trust, collaboration, and a shared sense of purpose within the school community (Bass & Riggio, 2006; Hu, 2024). Despite these strengths, some aspects of transformational leadership, including encouraging innovation, delegating authority, and recognizing staff contributions, were slightly less emphasized. This indicates the need for further development in areas that promote creativity, empowerment, and motivation among staff members (Hsiao, Chang, & Tu, 2011; Fitrian, 2025).

Transactional leadership strategies were also found to be very highly practiced, with an overall mean of 4.64. Key practices included the use of positive feedback, celebrating team achievements, and maintaining standards through constructive correction. However, elements such as promoting staff autonomy and consistently aligning performance goals with institutional objectives received slightly lower scores. These findings suggest that while school heads are effective in providing structure and accountability, there may be room to balance this with greater flexibility and empowerment to optimize team performance (Bass, 1985; Abbasi et al., 2025).

Management strategies were assessed across three main domains: strategic planning, resource management, and data-driven decision-making. Strategic planning emerged as a core strength, with an overall mean score of 4.70. School leaders excelled in crafting and aligning vision and mission statements with long-term goals, as well as regularly reviewing and updating their plans to respond to emerging challenges. Nonetheless, the involvement of a diverse range of stakeholders in the planning process and the consistent communication of the school's strategic direction were noted as areas requiring greater emphasis. These findings underscore the importance of inclusive and participatory governance in achieving sustainable educational outcomes (Murugi & Mugwe, 2023).

Resource management was similarly rated very highly, with an overall mean of 4.39. The strengths included fostering a collaborative school culture, conducting regular staff performance evaluations, and investing in professional development opportunities. However, aspects such as financial transparency, strategic recruitment planning, and promoting work-life balance were less developed. These gaps indicate a need to enhance institutional accountability and staff support mechanisms to ensure resource alignment with organizational goals (Gaspar et al., 2022; Yasin & Mokhtar, 2022).

In the domain of data-driven decision-making, school heads demonstrated a strong commitment to using data to guide policy compliance, optimize resource utilization, and maintain operational efficiency. With an overall mean of 4.46, the results reflect a high level of competence in using data for informed decision-making (Schildkamp et al., 2022). Nevertheless, the adoption of learning management systems, enhancement of communication infrastructure, and strategic adaptation of digital tools remain areas that require further investment and capacity building (Park & Datnow, 2009; Shamsuddin & Razak, 2023).

The operational sustainability of schools, as assessed in this study, also received a very high rating ($M = 4.46$). School heads reported strong performance in areas such as visionary leadership, stakeholder engagement, and program responsiveness. However, limitations were noted in the domains of infrastructure maintenance, energy efficiency, and long-term financial planning. These issues highlight the importance of integrating environmental and fiscal sustainability into the core operational strategies of private schools (Galaro & Bauyot, 2024; Brink & Singh, 2024).

Despite the overall positive performance in leadership and management domains, the study identified several significant challenges that impact sustainability. The most pressing of these were limited financial resources, deteriorating school infrastructure,

challenges in recruiting and retaining qualified teachers, and inadequate technological infrastructure. These challenges were moderately experienced overall ($M = 3.50$), yet they underscore systemic barriers that often fall outside the direct control of school leaders. Addressing these issues will require coordinated efforts at the policy, institutional, and community levels (Shadreck, 2012; Mangundu, Makwara, & Thaba-Nkadamene, 2025).

Correlational analysis using Spearman's rank-order method revealed strong positive relationships between school sustainability and leadership or management variables. Specifically, data-driven decision-making ($r = .85$), resource management ($r = .83$), and strategic planning ($r = .65$) were significantly correlated with sustainability outcomes. Transactional and transformational leadership also exhibited positive correlations ($r = .68$ and $r = .43$, respectively). These findings affirm that effective internal practices substantially contribute to sustainable school operations (Mahabub, Hossain, & Snigdha, 2025; Coleman & Dickerson, 2017). In contrast, the weak correlation between these practices and sustainability challenges ($r \approx .20$) suggests that the latter are influenced more by external systemic factors than by internal management capabilities (Mwananyama & Song, 2023).

The qualitative component of the study, derived from thematic analysis of open-ended responses, identified eight interconnected themes that offer valuable insights for the development of a Sustainable Learning Hub. These themes include: Curriculum and Environmental Integration, Stakeholder and Community Engagement, Governance and Strategic Focus, Awareness and Stakeholder Engagement, Innovation and Capacity Building, Data-Driven Sustainability, Faith-Driven Sustainability, and Organizational Culture and Recognition. These themes reflect a holistic approach to sustainability that encompasses instructional design, leadership practice, community collaboration, and spiritual values.

➤ Conclusion

This study explored the leadership and management strategies of school heads in selected private schools and examined their implications for developing a sustainable learning hub. Drawing from both quantitative and qualitative data, the findings revealed critical insights into the demographics, practices, challenges, and correlations that influence sustainable school leadership and management.

The demographic profile of the respondents indicated a mature, highly experienced, and academically accomplished group of school leaders, predominantly female and aged 51 and above. This reflects the depth of professional capacity within private educational leadership but also signals the need for strategic succession planning to prepare and mentor younger professionals for future leadership roles (Virick & Greer, 2012; Agyekum, 2024).

Leadership strategies employed by school heads leaned strongly toward transformational and transactional models. Transformational leadership was found to be dominant, emphasizing integrity, ethics, and visionary thinking—traits essential for building trust and inspiring educational communities (Bass & Riggio, 2006; Hu, 2024). Transactional leadership was also prevalent, reinforcing standards, recognition, and feedback as mechanisms for operational discipline (Bass, 1985; Abbasi et al., 2025). Nevertheless, areas such as innovation, delegation, and empowerment were less emphasized, suggesting the need for a more balanced approach that integrates both structure and autonomy (Fitrian, 2025).

Management strategies were largely effective, particularly in strategic planning, resource management, and data-driven decision-making. The strategic alignment of vision and goals with institutional missions was well-practiced, although stakeholder involvement remained limited (Murugi & Mugwe, 2023). In resource management, school heads prioritized professional development and performance evaluations but lagged in transparency, recruitment planning, and wellness initiatives (Gaspar et al., 2022; Yasin & Mokhtar, 2022). Data-driven decision-making was highly valued, yet gaps in technological infrastructure and digital competence presented limitations (Park & Datnow, 2009; Shamsuddin & Razak, 2023).

The study confirmed that private schools are operationally sustainable, largely due to effective leadership and management. However, concerns around long-term infrastructure maintenance, energy efficiency, and financial planning point to areas for structural improvement (Brink & Singh, 2024). More critically, systemic challenges—such as limited funding, deteriorating facilities, teacher shortages, and technological deficits—emerged as significant constraints to sustainability. These issues lie beyond the immediate control of school heads and require multi-level interventions involving policymakers, stakeholders, and the broader community (Shadreck, 2012; Mangundu et al., 2025).

Statistical analysis underscored the significant relationships between school sustainability and internal leadership and management variables. Notably, data-driven decision-making, resource management, and strategic planning showed the strongest correlations with sustainability outcomes. However, the weak correlation between these internal practices and systemic challenges suggests that while school leaders can influence operations, external support remains vital for addressing broader institutional risks (Mahabub et al., 2025; Mwananyama & Song, 2023).

Lastly, the qualitative data enriched the study by identifying eight essential themes for developing Sustainability in a Learning Hub. These themes—ranging from curriculum integration to faith-based values and data use—provide a holistic framework for a

responsive, inclusive, and resilient hub. They highlight the need for a model that supports neurodiverse learners, promotes participatory governance, encourages innovation, and aligns with both educational and community goals.

In conclusion, this study affirms that leadership and management practices are central to the sustainability of private schools. School heads are demonstrating effective, ethical, and strategic approaches to institutional governance. However, their efforts must be supported by systemic reform, resource investment, and the creation of a collaborative learning ecosystem. The proposed Sustainability in a Learning Hub represents a timely and evidence-based response to these needs—anchored in transformational leadership, data-informed practice, and inclusive, future-forward educational values.

➤ *Recommendations*

Based on the conclusions drawn from the findings of this study, the following recommendations are proposed to strengthen the leadership and management strategies of school heads in private schools and to guide the establishment of a sustainable learning hub:

- *Develop and Institutionalize Succession Planning Programs*

The findings show that school leadership is dominated by mature, experienced professionals aged 51 and above, highlighting strong expertise but also a potential vulnerability and leadership gap in the future. This supports that educational institutions should design and implement structured mentorship and leadership development programs aimed at younger educators. This will ensure a steady pipeline of capable school leaders and address the underrepresentation of emerging professionals in leadership roles.

- *Strengthen Transformational Leadership Practices through Professional Development*

While transformational leadership is widely practiced, there remains a need to enhance specific competencies such as delegation, innovation, and staff recognition. Capacity-building programs focusing on creative leadership, empowerment, and team motivation should be integrated into ongoing training for school heads.

- *Balance Transactional and Transformational Approaches*

School leaders are encouraged to integrate the strengths of both leadership styles by combining structure and accountability with flexibility and autonomy. Leadership seminars and in-service training should emphasize adaptive leadership models that cater to both performance management and humanistic school culture.

- *Enhance Stakeholder Engagement in Strategic Planning*

To promote participatory governance, school administrators should actively involve parents, teachers, learners, and community representatives in the strategic planning process. This participatory approach fosters collective ownership and aligns school goals with broader educational and social priorities.

- *Improve Financial Transparency and Resource Allocation*

Given the relatively lower ratings on financial management, schools should adopt open budgeting processes and clearly communicate resource use to stakeholders. Implementing financial audits and using digital tools for tracking expenses can enhance accountability and trust.

- *Advance Work-Life Balance and Teacher Well-Being*

Human resource policies must address teacher wellness by promoting reasonable workloads, supportive supervision, and psychological safety. Schools should integrate wellness programs, flexible scheduling options, and recognition systems to retain and motivate staff.

- *Invest in ICT Infrastructure and Data Literacy*

To sustain data-driven decision-making, private schools should invest in learning management systems (LMS), cloud-based communication tools, and analytics software. Equally important is the need to build the digital competencies of school leaders and staff to effectively utilize these technologies.

- *Institutionalize Preventive Maintenance and Green Practices*

Long-term sustainability requires strategic infrastructure planning. Schools should implement preventive maintenance schedules, energy-saving programs, and green initiatives. These steps will reduce operational costs and promote environmental responsibility.

- *Forge Multi-Sector Partnerships to Address Systemic Challenges*

Recognizing that issues like funding limitations and teacher shortages are systemic, school leaders should build partnerships with government agencies, NGOs, alumni, and the private sector to mobilize resources and advocate for policy support.

- *Implement the Proposed Sustainable Learning Hub*

The eight themes identified in the study—curriculum integration, community engagement, governance, awareness, innovation, data use, faith-based values, and organizational culture—should guide the design of the proposed Sustainability in a Learning Hub. This hub should serve as a center for capacity building, policy dialogue, innovation sharing, and inclusive education, adaptable to both neurotypical and neurodivergent learners.

➤ *Future Research*

Further studies are recommended to explore the impact of digital transformation on school leadership, the sustainability of public-private education partnerships, and the lived experiences of early-career school leaders. Longitudinal research may also be conducted to evaluate the long-term effectiveness of the proposed sustainable learning hub.

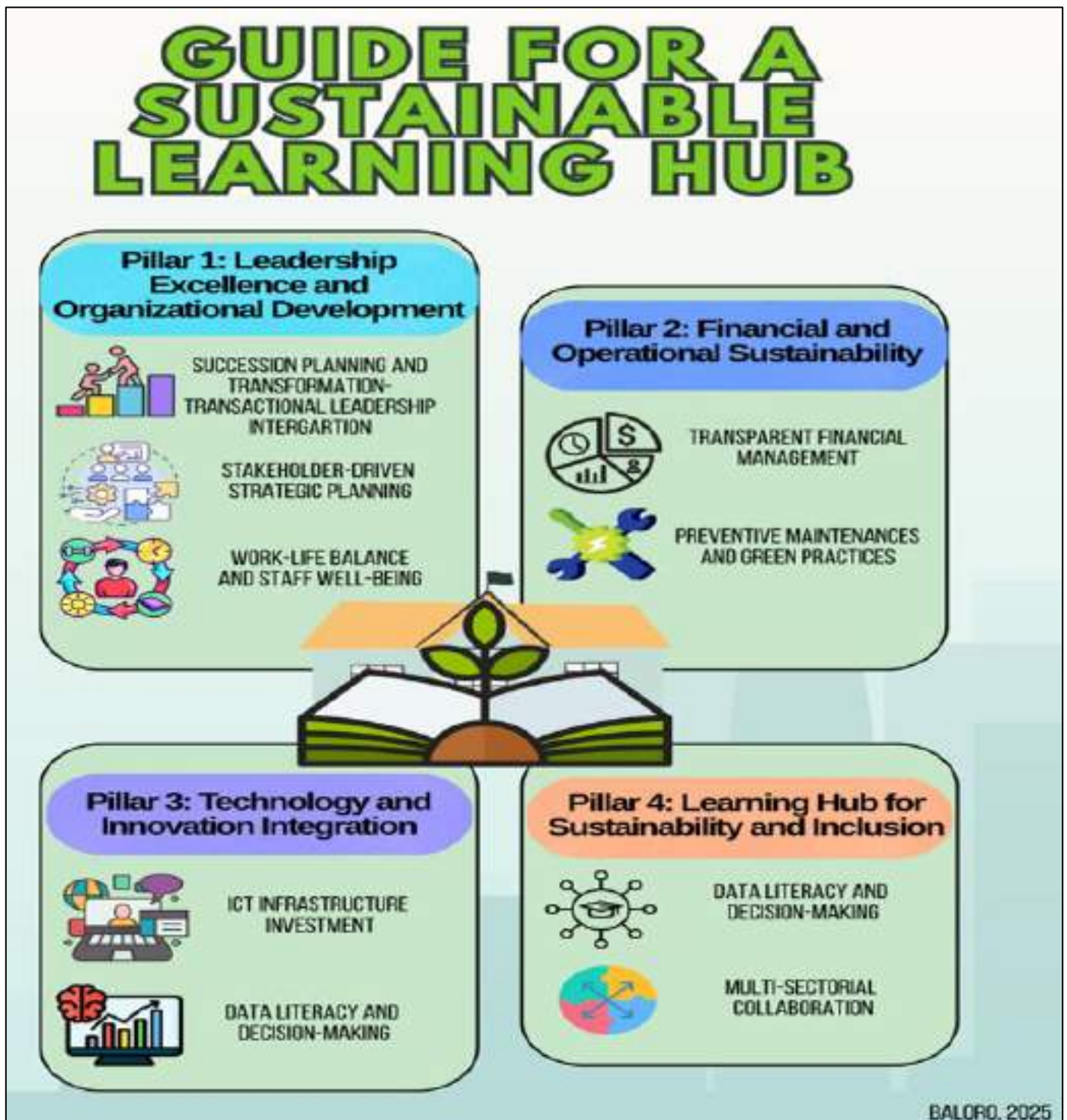


Fig 5 Guide for a Sustainable Learning Hub

Table 14 Guide for a Sustainable Learning Hub

PILLAR	OBJECTIVE	STRATEGIC AREA	KEY ACTIONS
Pillar 1: Leadership Excellence and Organizational Development	Build a resilient and future-ready leadership structure in private schools.	Succession Planning & Mentorship	- Institutionalize leadership pipelines and mentorship - Target underrepresented and early-career professionals
		Transformational & Transactional Leadership Integration	Strengthen innovation, delegation, and recognition skills Combine structure with flexibility via adaptive leadership
		Stakeholder-Driven Strategic Planning	- Involve parents, learners, teachers, and community in decision-making - Promote transparency and shared vision
		Work-Life Balance & Staff Well-being	Implement teacher wellness and psychological safety policies Offer recognition systems and flexible schedules
Pillar 2: Financial and Operational Sustainability	Ensure transparent, accountable, and efficient use of school resources.	Transparent Financial Management	- Adopt open budgeting and stakeholder communication - Conduct audits and use digital tools for tracking
		Preventive Maintenance & Green Practices	Implement eco-friendly infrastructure (e.g., solar panels) - Schedule regular maintenance to lower operational costs
Pillar 3: Technology and Innovation Integration	Promote digital transformation and data-informed decision-making.	ICT Infrastructure Investment	- Use LMS, cloud tools, and analytics - Train leaders and staff in digital literacy and cybersecurity
		Data Literacy and Decision-Making	- Apply data-driven leadership and tracking - Use evidence-based planning and evaluation methods
Pillar 4: Learning Hub for Sustainability and Inclusion	Establish the hub as a center for inclusive, values-based, and future-oriented education.	Design and Implement the Sustainable Learning Hub	- Embed 8 themes: Curriculum, Community, Governance, Awareness, Innovation, Data, Values, Culture - Include neurotypical and neurodivergent learners - Serve as platform for policy dialogue and innovation
		Multi-Sectoral Collaboration	Partner with government, NGOs, alumni, private sector Build alliances to address funding and workforce gaps

This comprehensive guide outlines a strategic roadmap for private schools seeking to build resilient, innovative, and inclusive educational environments. It is grounded on four interconnected pillars that guide leadership, sustainability, technology integration, and inclusive education—each contributing to the long-term vision of creating future-ready learning institutions.

- Leadership Excellence and Organizational Development**

To ensure the sustainability and responsiveness of private educational institutions, *Pillar 1* focuses on building a resilient and future-ready leadership structure. Central to this is the implementation of Succession Planning and Mentorship, where schools are encouraged to institutionalize leadership pipelines and actively mentor underrepresented and early-career professionals. Emphasis is also placed on Transformational and Transactional Leadership Integration, aiming to strengthen innovation, delegation, and recognition skills among school leaders while balancing structure with adaptability through an adaptive leadership approach.

Further, Stakeholder-Driven Strategic Planning is emphasized by encouraging active participation from parents, learners, teachers, and community members in the school's planning processes. This promotes transparency, builds trust, and nurtures a shared vision. Recognizing the importance of well-being in achieving excellence, schools are also guided to focus on Work-Life Balance and Staff Well-being by instituting wellness policies, recognition systems, and flexible work arrangements that enhance teacher morale and reduce burnout.

- *Financial and Operational Sustainability*

Under *Pillar 2*, the framework advocates for the efficient and accountable use of school resources. Transparent Financial Management is a priority, calling for open budgeting practices, regular stakeholder updates, and the use of digital tools for real-time financial tracking and audits. To ensure long-term cost-efficiency and environmental responsibility, schools are encouraged to adopt Preventive Maintenance and Green Practices. This includes investing in eco-friendly infrastructure such as solar panels and maintaining proactive maintenance schedules to reduce operational disruptions and expenses.

- *Technology and Innovation Integration*

The third pillar underscores the need for digital transformation to strengthen teaching, learning, and administrative processes. ICT Infrastructure Investment involves integrating learning management systems (LMS), cloud-based tools, and data analytics into school operations. To support this, school leaders and staff must be equipped with digital literacy and cybersecurity skills. Additionally, Data Literacy and Decision-Making is a crucial strategic area, promoting the use of data-informed leadership and evidence-based planning. This enables schools to make more accurate evaluations and align their initiatives with measurable outcomes.

- *Learning Hub for Sustainability and Inclusion*

Finally, *Pillar 4* envisions the school as a dynamic Learning Hub for Sustainability and Inclusion, serving as a model for inclusive, values-based, and future-oriented education. This involves the design and implementation of a Sustainable Learning Hub guided by eight key themes: Curriculum, Community, Governance, Awareness, Innovation, Data, Values, and Culture. The hub is designed to support both neurotypical and neurodivergent learners, ensuring equity in access and participation. Furthermore, it provides a platform for ongoing policy dialogue, professional learning, and educational innovation.

To support its mission, this pillar also encourages Multi-Sectoral Collaboration, calling on schools to form partnerships with government agencies, non-government organizations, alumni, and the private sector. These collaborations aim to address gaps in funding, policy development, and human resource needs, fostering a stronger ecosystem of support for inclusive and sustainable education.

REFERENCES

- [1]. Abbasi, S., Kiran, S., Akhtar, K., & Mahnaz, W. (2025). Transactional leadership and change sustainability: Evaluating principals' long-term impact on school development. *Indus Journal of Social Sciences*, 3(1). <https://doi.org/10.59075/ijss.v3i1.751>
- [2]. Adegbite, A., Bello, Y., & Usman, A. (2022). *Work-life balance and leadership engagement in schools*. Journal of Educational Research and Development.
- [3]. Agyekum, A. G. K. (2024). Examining the lived experiences and identity construct of selected headmistresses of senior high schools in the Kumasi metropolis: A mixed method study. *Texila International Journal of Academic Research*, 11(3). <https://doi.org/10.21522/TIJAR.2014.11.03.Art004>
- [4]. Al-Husseini, S., & Elbeltagi, I. (2021). *Transactional vs transformational leadership for effective school management: A comparative study*. Management in Education.
- [5]. Ali, M., & Nawaz, A. (2021). *Impact of leadership experience on school management effectiveness*. Journal of Educational Leadership and Policy Studies.
- [6]. Alwali, Joather, and Wafaa Alwali. "The relationship between emotional intelligence, transformational leadership, and performance: A test of the mediating role of job satisfaction." *Leadership & Organization Development Journal* 43.6 (2022): 928-952.
- [7]. Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- [8]. Bakti, Rizal, and Sri Hartono. "The influence of transformational leadership and work discipline on the work performance of education service employees." *Multicultural Education* 8.01 (2022): 109-125.
- [9]. Bagrationi, K., & Gordienko, O. (2024). Dynamics of organisational change: Resistance, readiness, and the road ahead. *European Conference on Innovation and Entrepreneurship*, 19(1), 81–88. <https://doi.org/10.34190/ecie.19.1.2785>
- [10]. Bakker, Arnold B., et al. "Daily transformational leadership: A source of inspiration for follower performance?." *European Management Journal* 41.5 (2023): 700-708.
- [11]. Bautista, M. A., Reyes, E. L., & Santos, R. C. (2020). *Educational attainment and leadership competency among private school administrators*. Philippine Journal of Education and Leadership.
- [12]. Berkovich, Izhak, and Ori Eyal. "Transformational leadership, transactional leadership, and moral reasoning." *Leadership and Policy in Schools* 20.2 (2021): 131-148.
- [13]. Blanchard, Ken, and Renee Broadwell. *Servant leadership in action: How you can achieve great relationships and results*. Berrett-Koehler Publishers, Inc., 2021.
- [14]. Bratko, M. (2024). Talent-management as an innovative strategy of corporate training and development of personnel of an educational organization. *Pedagogical Education: Theory and Practice. Psychology. Pedagogy*, (4), 11. <https://doi.org/10.28925/2311-2409.2024.411>
- [15]. Canavesi, Alice, and Eliana Minelli. "Servant leadership: A systematic literature review and network analysis." *Employee responsibilities and rights journal* (2021): 1-23.
- [16]. Chakraborty, S., & Subramaniam, A. (2020). *Gender and leadership styles: Insights in the educational sector*. Educational Administration Quarterly.
- [17]. Clark, S., Wertzberger, E., & Darvishinia, N. (2023). Rethinking rural educational contexts as sites for teacher education to innovate teaching and learning. *Education and New Developments 2023 – Volume 2*. <https://doi.org/10.36315/2023v2end035>
- [18]. Deng, Connie, et al. "Transformational leadership effectiveness: an evidence-based primer." *Human Resource Development International* 26.5 (2023): 627-641.
- [19]. Dutta, Sumedha, and Puja Khatri. "Servant leadership and positive organizational behaviour: The road ahead to reduce employees' turnover intentions." *On the Horizon* 25.1 (2019): 60-82.
- [20]. Fabrao, M. C. C., & Pacadaljen, L. M. (2024). A reflection of financial stewardship in schools through fiscalizing behaviors of school heads in Samar, Philippines. *Environment and Social Psychology*, 9(10). <https://doi.org/10.59429/esp.v9i10.3165>
- [21]. Fiedler, Fred E. "A contingency model of leadership effectiveness." *Advances in experimental social psychology*. Vol. 1. Academic Press, 2019 149-190.
- [22]. Filho, W. L., Eustachio, J. H. P. P., Caldana, A. C. F., Will, M., Lange Salvia, A., Rampasso, I. S., Anholon, R., Platje, J., & Kovaleva, M. (2020). Sustainability leadership in higher education institutions: An overview of challenges. *Sustainability*, 12(9), 3761. <https://doi.org/10.3390/su12093761>
- [23]. Fitrian, F. (2025). The dynamic of transformational leadership: Diving into voices of vocational school principals. *Asian Journal of Engineering, Social and Health*. <https://doi.org/10.46799/ajesh.v4i1.526>
- [24]. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- [25]. Galorio, I. J. N., & Bauyot, M. M. (2024). Cultivating resilience: Multiple case study of school heads' leadership in integrated senior high schools. *Asian Journal of Education and Social Studies*, 50(6). <https://doi.org/10.9734/ajess/2024/v50i61420>
- [26]. Gaspar, M. R., Gabriel, J. P., Manuel, M. B., Ladrillo, D. S., Gabriel, E. R., & Gabriel, A. G. (2022). Transparency and accountability of managing school financial resources. *Journal of Public Administration and Governance*, 12(2). <https://doi.org/10.5296/jpag.v12i2.20146>
- [27]. Hu, Y. (2024). Influence of school administrators' transformational leadership on the innovation ability of university teachers. *Journal of Education and Educational Research*, 7(2), 79–89. <https://doi.org/10.54097/bmt8jx37>

- [28]. Khan, Natalie. "Adaptive or transactional leadership in current higher education: A brief comparison." *International Review of Research in Open and Distributed Learning* 18.3 (2020): 178-183.
- [29]. Kloutsiniotis, Panagiotis V., et al. "Transformational Leadership, HRM practices and burnout during the COVID-19 pandemic: The role of personal stress, anxiety, and workplace loneliness." *International Journal of Hospitality Management* 102 (2022): 103177.
- [30]. Li, C., Hallinger, P., & Ko, J. (2022). *Leadership for learning and teacher professional development: A meta-analysis*. International Journal of Educational Management.
- [31]. Lyubikh, Zhanna, et al. "Shared transformational leadership and safety behaviours of employees, leaders, and teams: A multilevel investigation." *Journal of Occupational and Organizational Psychology* 95.2 (2022): 431-458.
- [32]. Mahabub, S., Hossain, M. R., & Snigdha, E. Z. (2025). Data-driven decision-making and strategic leadership: AI-powered business operations for competitive advantage and sustainable growth. *Journal of Computer Science and Technology Studies*, 7(1). <https://doi.org/10.32996/jcsts.2025.7.1.24>
- [33]. Mangundu, J., Makwara, C., & Thaba-Nkadimene, K. (2025). Barriers to sustainable integration of ICT in Pietermaritzburg public secondary schools. *International Journal of Research in Business and Social Science*, 14(2). <https://doi.org/10.20525/ijrbs.v14i2.3856>
- [34]. Mehmood, Muhammad Shahid, et al. "Entrepreneurial leadership: The key to develop creativity in organizations." *Leadership & Organization Development Journal* 42.3 (2021): 434-452.
- [35]. Murugi, R. M., & Mugwe, M. (2023). Stakeholders' involvement and school leadership for effective implementation of strategic planning. *Journal of Research Innovation and Implications in Education*. <https://doi.org/10.59765/fa59zan3>
- [36]. Mwananyama, E., & Song, H. (2023). Teachers' retention and recruitment in rural areas in Tanzania and China. *Asian Journal of Education and Social Studies*, 49(4). <https://doi.org/10.9734/ajess/2023/v49i41221>
- [37]. Nguyen, T. H., Nguyen, M. H., & Nguyen, N. T. (2021). *Transformational leadership and innovation in education: A systematic review*. Educational Management Administration & Leadership.
- [38]. Nurinaya, N., & Marhumi, S. (2025). Leadership strategy evaluation and succession planning in preparing the company's future leaders. *Advances in Human Resource Management Research*, 3(1). <https://doi.org/10.60079/ahrmr.v3i1.405>
- [39]. Puceanu, Alexandrina Maria, et al. "Entrepreneurial leadership and sustainable development—a systematic literature review." *Sustainability* 13.21 (2021): 11695.
- [40]. Rahman, M. H., et al. (2021). *Positional leadership roles and their influence on school outcomes*. Journal of School Leadership and Management.
- [41]. Ratsuanjit, T., & Wannakum, W. (2024). Academic leadership of educational institution administrators under the jurisdiction of Udon Thani Primary Educational Service Office Area 2. *Interdisciplinary Academic and Research Journal*, 4(5), 1105–1126. <https://doi.org/10.60027/iarj.2024.276976>
- [42]. Romadhona, F., & Mursyidah, L. (2024). Transformational leadership in Muhammadiyah association for community growth. *Indonesian Journal of Cultural and Community Development*. <https://doi.org/10.21070/ijccd.v15i3.1100>
- [43]. Stock, George, et al. "Putting leader (follower) behavior back into transformational leadership: A theoretical and empirical course correction." *The Leadership Quarterly* (2022): 101632.
- [44]. Scuotto, Veronica, et al. "An alternative way to predict knowledge hiding: The lens of transformational leadership." *Journal of Business Research* 140 (2022): 76-84.
- [45]. Suharyanto, Ary, and Rizky Dwi Lestari. "The fall and rise of the contingency theory of leadership." *Iapa Proceedings Conference*. 2020.
- [46]. Sule, M., & Amali, O. (2021). *The influence of demographic variables on leadership styles in educational institutions*. International Journal of Educational Management.
- [47]. Virick, M., & Greer, C. R. (2012). Gender diversity in leadership succession: Preparing for the future. *Human Resource Management*, 51(4), 575–600. <https://doi.org/10.1002/hrm.21487>
- [48]. Yasin, H., & Mokhtar, M. (2022). Practices of accountability and transparency in financial management among secondary school principals. *International Journal of Academic Research in Business and Social Sciences*, 12(9). <https://doi.org/10.6007/ijarbss/v12-i9/14803>

APPENDICES

Appendix A. Letter of Request to the Institution and Respondents

❖ *Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Proposed*

SUSTAINABLE LEARNING HUB

Dear _____,

Greetings of peace, love, joy, and solidarity!

I am Angelica Carla C. Baloro, an officer in charge of the preschool department at Army's Angels Integrated School, Inc. Currently, I am pursuing my Master of Arts in Education major in Educational Management at the National Teachers College. As part of my academic requirements, I am conducting a thesis entitled: "Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Proposed Sustainable Learning Hub."

This research aims to explore and document effective leadership and management strategies employed by school heads and how these practices contribute to the sustainability of private school systems.

You have been thoughtfully selected as a vital contributor to this study due to your expertise and experience. Your participation and insights through a survey questionnaire will greatly enrich the findings of this research. Please be assured that all your responses will be handled with the highest level of confidentiality and used solely for academic purposes. The results will be presented collectively, ensuring that no individual participant or institution will be identified.

I sincerely hope for your cooperation in this endeavor, as your contribution will significantly enhance the understanding of effective leadership and management strategies in private schools. Your participation in this study is completely voluntary. You are free to decline or withdraw at any time without any consequences. Should you have any questions or require further clarification, please do not hesitate to contact me at aceeebaloro@gmail.com or 09190851841.

By signing below, you indicate that you have read and understood the details of this study and consent to participate willingly.

Thank you very much for your time, effort, and valuable input in this research.

Sincerely,

Angelica Carla C. Baloro, RN, LPT

Officer in Charge of the Preschool Department

Army's Angels Integrated School, Inc.

09190851841

❖ *Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Proposed Sustainable Learning Hub*

➤ *Informed Consent*

• *Purpose of the Study*

The purpose of this study is to explore the leadership and management strategies of school heads in selected private schools. The findings will help develop a sustainable learning hub model to enhance educational management practices.

• *Study Procedures & Expectations*

Participants will be asked to:

- ✓ Complete a survey or participate in an interview about their leadership and management experiences.
- ✓ Allocate approximately 20-30 minutes to complete the questionnaire and/or interview.
- ✓ Engage in the study at a mutually agreed-upon location or online platform.
- ✓ Review and verify responses, if necessary, for accuracy.

• *Protections for Vulnerable Populations*

If I belong to a vulnerable population (e.g., minors, individuals with disabilities), I understand that additional protections will be in place to safeguard my rights and well-being, such as obtaining guardian consent and ensuring accessibility accommodations.

• *Potential Risks and Mitigation Measures*

- ✓ Psychological/Emotional Risks: Some questions may provoke self-reflection, leading to emotional discomfort. Participants may skip questions or withdraw at any time.
- ✓ Confidentiality Risks: All data will be anonymized to minimize privacy concerns.
- ✓ Legal/Social Risks: The study does not involve topics that could create legal or reputational risks.

• *Potential Benefits*

- ✓ Participants may gain self-reflection insights into their leadership approaches.
- ✓ The study may contribute to educational advancements and improved management practices in private schools.
- ✓ The research findings may support policy development in educational institutions.

• *Compensation*

Participation in this study is voluntary, and there is no financial compensation. However, participants will receive a summary of the research findings upon request.

• *Scientific Validity and Researcher Competency*

This research follows a scientifically sound methodology appropriate for the research question. The researcher conducting this study is qualified and competent, ensuring that ethical guidelines and best research practices are upheld.

• *Conflict of Interest and Deception*

There are no conflicts of interest in this study. No deceptive practices are involved; however, if any aspects of the research require temporary non-disclosure, a debriefing will be conducted after participation.

• *Withdrawal & Participant Rights:*

Participation in this study is voluntary, and individuals may withdraw at any time without consequences. If they choose to withdraw, they may request the removal of their data before the study concludes. Participants may also decline to answer any questions that cause discomfort, ensuring their rights and well-being are respected throughout the research process.

➤ *Data Privacy*

To complete this research, I kindly request your participation by sharing demographic details (e.g., name, designation, years of experience) and responses to survey questions. All data will be treated with strict confidentiality, anonymized when applicable, and used solely for academic purposes.

• *Data Access, Storage, Retention, and Disposal*

- ✓ The collected data will be accessible only to the researcher and the research adviser.
- ✓ Data will be securely stored in encrypted digital files and locked physical copies to prevent unauthorized access.

- ✓ Data will be retained for five years in compliance with institutional guidelines. After this period, digital files will be permanently deleted using secure deletion methods, and physical documents will be shredded.
- ✓ Identifiable details will be anonymized where applicable, ensuring that participants' identities remain protected.
- ✓ Limitations to Confidentiality: If required by law or institutional review, some anonymized data may be disclosed.

- *Participant Rights*

I understand that I have the right to:

- ✓ Access my data and review the information I have provided.
- ✓ Correct any inaccuracies in my responses.
- ✓ Withdraw my consent and request the removal of my data at any stage before the completion of the study.
- ✓ Be informed of any changes regarding data usage or security policies affecting my participation.

By signing below, I confirm that I have read, understood, and voluntarily consent to the collection and processing of my data for this study.

Participant's	Name	(Printed): _____
Participant's		Signature: _____
Date: _____		

Witness (if required):		
Witness's	Name	(Printed): _____
Witness's		Signature: _____
Date: _____		

Researcher's	Name	(Printed): _____
Researcher's		Signature: _____
Date: _____		

Appendix B. Questionnaire for the Respondents

❖ *Survey Questionnaire*➤ *Instructions:*

Kindly answer the following question by putting a check (/) in the space provided that corresponds to your answers.

• *Demographic Profile*

Directions: Put a check (/) on your appropriate response.

✓ *Age:*

- ☐ 21-30 yrs. Old ☐ 41-50 yrs. old
☐ 31-40 yrs. Old ☐ 51 yrs. old and above

✓ *Sex:*

- ☐ Male ☐ Female

✓ *Civil Status:*

- ☐ Single ☐ Separated
☐ Married ☐ Widow/Widower

✓ *Position/ Designation:*

- ☐ School Directress/Director ☐ School Principal
☐ School President ☐ School Administrator

✓ *Length of service:*

- ☐ 1-5 Years ☐ 16-20 Years
☐ 6-10 Years ☐ 21-25 Years
☐ 11-15Years ☐ 26 Years and above

✓ *Highest Educational Attainment:*

- ☐ College Graduate ☐ With Doctoral Units
☐ With Masters Units ☐ Doctoral Graduate
☐ Masteral Graduate

• *Leadership Strategies*

✓ Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Applied 4-Applied 3- Moderately Applied

2- Rarely Applied 1 - Not Applied

Table 1 Transformational Leadership

As a school leader, I ...	5	4	3	2	1
1. lead with integrity to earn trust and foster mutual respect.					
2. demonstrate ethical behavior and professionalism in all actions.					
3. share a clear, compelling vision for the future to guide the team.					
4. encourage the team to achieve excellence and maintain enthusiasm.					
5. challenge the status quo and support creativity and new ideas.					
6. create an environment that values honest dialogue and feedback.					
7. provide opportunities for learning, development, and personal success.					
8. delegate effectively and trust the team to take responsibility.					
9. recognize and reward achievements to reinforce positive contributions.					
10. prioritize the well-being and individual needs of the team members.					

Table 2 Transactional Leadership

As a school leader, I ...	5	4	3	2	1
1. establish specific performance goals and communicate them effectively.					
1. acknowledge and celebrate achievements to motivate the team.					
2. use positive feedback to encourage desired behaviors.					
4. regularly assess progress to ensure alignment with goals.					

5. intervene promptly when problems arise to minimize impact.					
6. focus on constructive guidance to address mistakes and improve performance.					
7. apply when necessary to uphold standards and accountability.					
8. allow employees to work autonomously with minimal supervision.					
9. maintain a focus on efficiency while achieving organizational goals.					
10. ensure adherence to established guidelines for consistency and fairness.					

• *Management Strategies*

✓ Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Table 3 Strategic Planning

As a school leader, I ...	5	4	3	2	1
1. create a clear and compelling vision and mission that reflect the school community's values and aspirations.					
1. align the vision and mission with the long-term goals of the school and its stakeholders.					
share the vision and mission regularly with teachers, staff, students, parents, and the broader community.					
define responsibilities for each initiative and ensure everyone understands their roles.					
5. engage a diverse group, including teachers, staff, students, parents, and community members, in the strategic planning process.					
6. treat strategic planning as an evolving process rather than a one-time event.					
7. revisit and refine the strategic plan to align with the school's changing needs.					
ensure the strategic plan is flexible and responsive to emerging opportunities and challenges.					
9. empower staff to take initiative and responsibility for strategic efforts.					
10. commit to innovation and ongoing progress to achieve the school's goals.					

Table 4 Resource Management

As a school leader, I ...	5	4	3	2	1
1. conduct a thorough needs assessment to identify the financial requirements of the school, including academic programs, staffing, facilities, and extracurricular activities.					
develop a detailed budget that aligns with the school's strategic goals. Ensure that the budget covers all necessary expenses and includes contingency funds for unexpected costs.					
develop clear financial policies and procedures, including guidelines for purchasing, expense reimbursement, and cash handling. Ensure that all staff members are aware of and adhere to these policies.					
4. implement a system for regular financial monitoring and reporting. Review financial statements, budget variance reports, and cash flow statements on a monthly or quarterly basis.					
provide transparent financial reports to stakeholders, including staff, parents, and governing bodies. Clearly communicate how funds are being used and the impact of financial decisions.					
6. develop a strategic recruitment plan to attract highly qualified candidates. Use diverse recruitment channels, such as job fairs, online job boards, and professional networks.					
offer ongoing professional development opportunities, such as workshops, conferences, and online courses. Encourage staff to pursue further education and certifications.					
conduct regular performance evaluations to provide constructive feedback and identify areas for improvement. Use a variety of assessment tools, including observations, self-assessments, and peer reviews.					
promote a healthy work-life balance by offering flexible working conditions, adequate leave policies, and wellness programs.					
foster a collaborative and inclusive school culture where all staff members feel valued and empowered to contribute.					

Table 5 Data-Driven Decision Making

As a school leader, I ...	5	4	3	2	1
1. ensure that textbooks, technology, and facilities are utilized effectively.					
2. continuously evaluate resource needs and redistribute them as required.					
3. develop and follow a schedule for regular inspections, cleaning, and repairs of school facilities and equipment.					
4. address maintenance concerns quickly to minimize disruptions.					
5. use platforms like learning management systems and data management tools to enhance operational efficiency.					
6. establish clear channels to provide timely updates on transportation and other logistical matters.					
7. create and routinely update school policies to align with current regulations and best practices.					
8. ensure all staff are informed about and comply with established policies.					
9. invest in technology and strategies that optimize school operations.					
10. monitor and adapt resource allocation to meet the evolving needs of the school.					

- Basic Principles and Concepts of School Sustainability (Operations)

✓ Directions: Check the Box Aligned with the Indicators that Correspond to your Answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Table 6 Basic Principles and Concepts of School Sustainability (Operations)

As a school leader, I ...	5	4	3	2	1
1. ensure a balanced budget, avoid deficits, and diversify income sources.					
2. develop long-term financial strategies to support the school's future.					
3. implement cost-saving measures, minimize waste, and maximize resource efficiency.					
4. conduct preventive maintenance and maintain buildings to avoid major repairs and extend their lifespan.					
5. adopt energy-saving measures to lower consumption and expenses.					
6. offer programs that address students' needs and adapt them to changing circumstances.					
7. regularly assess and improve programs to ensure they meet objectives.					
8. build and maintain connections with parents, the community, and external organizations to support student success.					
9. prioritize professional growth opportunities and foster a positive school culture to enhance staff retention.					
10. ensure strong leadership that guides the school's direction and promotes its mission.					

- Challenges of Maintaining School Sustainability

✓ Directions: Check the box aligned with the indicators that correspond to your answer.

5- Strongly Agree 4- Agree 3- Neutral

2- Disagree 1 – Strongly Disagree

Table 7 Challenges of Maintaining School Sustainability

Challenges of Maintaining School Sustainability	5	4	3	2	1
1. Financial resources are limited , impacting operational costs like salaries, utilities, and maintenance.					
2. School buildings and facilities are deteriorating , requiring significant repairs or renovations.					
3. Recruiting and retaining qualified teachers is difficult , affecting educational quality.					
4. Enrollment is growing rapidly , straining resources and facilities.					
5. Student enrollment is decreasing , leading to budget cuts and program closures.					

6. Parental involvement in school activities is low , hindering community engagement.					
7. Student transfers and dropouts occur frequently , disrupting continuity.					
8. Disruptive student behavior is a problem , negatively affecting the learning environment.					
9. Technology infrastructure is inadequate , limiting access to digital resources.					
10. Opportunities for staff professional development are insufficient , affecting growth and performance.					

- *Best Practices and Recommendations*

- ✓ Directions: Please answer the following questions honestly and thoughtfully. You may provide specific examples and details to support your answers.
- ✓ What recommendations would you offer to other schools to improve their sustainability efforts?



NATIONAL TEACHERS COLLEGE
629 J. Nepomuceno Street, Quiapo, Manila
GRADUATE SCHOOL DEPARTMENT

Dear Validator,

Greetings!

I, ANGELICA CARLA C. BALORO, a Graduate student of National Teachers College pursuing a Master of Arts in Education, Major in Educational Management in the academic year 2024-2025. As a pre-requisite for the said program, I am conducting a study titled "**LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB**".

This study aims to provide valid data that could serve as the basis for designing a **GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB**.

I humbly request your views and expertise to validate the questionnaire and interview questions for the study. Your expertise is of great importance to my academic endeavor and is highly appreciated.

I am looking forward to your positive response.

Thank you and God bless!

Respectfully yours,


Angelica Carla C. Baloro
Researcher

Appendix D. Instrument Validation

VALIDATION SHEET**"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"**

Name of Validator: _____

Degree: _____

Position: _____

Number of Years in Teaching: _____

Please check the appropriate box for your ratings using the following scales as your guide:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 - Poor

INDICATORS	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure, test directions, and the items are written in a clearly and understandably.					
2. Presentation and Organization of Items The items are presented and organized logically.					
3. Suitability of Items The items are designed to determine the skills that are supposed to be measured. It appropriately presented the substance of the research.					
4. Adequateness of the Content The number of questions per area is enough to represent all the questions needed for the research.					
5. Attainment of Purpose The instrument fulfills the objectives needed for the research.					
6. Objective Each item question requires only one specific answer or measures only one behavior. No aspect of the instrument suggests the personal views of the researcher/s.					
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.					

REMARKS:

Signature over Printed Name

➤ *Instrument Validation 1*



**NATIONAL
TEACHERS
COLLEGE**

CERTIFICATE OF INSTRUMENT VALIDATION

This is to certify that I have evaluated, based on my expertise, the instrument of the research titled, **"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"**.

Name of the Validator: JAYSON BERGANIA, EDD
Highest Degree Attained: DOCTOR OF EDUCATION
Institution Affiliated: UNIVERSITY OF MAKATI
Email Address: jayson.bergania@umak.edu.ph
Mobile Number: 09665706055
Signature: 
Date: DEC. 2, 2024

VALIDATION SHEET

"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"

Name of Validator: DR. JANIN BERGANIA
 Degree: DOCTOR OF EDUCATION
 Position: DEAN, UNIVERSITY OF MAKATI
 Number of Years in Teaching: 24

Please check the appropriate box for your ratings using the following scales as your guide:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

INDICATORS	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure, test directions, and the items are written in a clearly and understandably.		✓			
2. Presentation and Organization of Items The items are presented and organized logically.		✓			
3. Suitability of Items The items are designed to determine the skills that are supposed to be measured. It appropriately presented the substance of the research.		✓			
4. Adequateness of the Content The number of questions per area is enough to represent all the questions needed for the research.		✓			
5. Attainment of Purpose The instrument fulfills the objectives needed for the research.		✓			
6. Objective Each item question requires only one specific answer or measures only one behavior. No aspect of the instrument suggests the personal views of the researcher/s.		✓			
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.		✓			

REMARKS: *Please refer to the notes indicated on the questionnaire for details of suggestions.*

JANIN BERGANIA

Signature over Printed Name



NATIONAL TEACHERS COLLEGE
629 J. Nepomuceno Street, Quiapo, Manila
GRADUATE SCHOOL DEPARTMENT

Dear Validator,

Greetings!

I, ANGELICA CARLA C. BALORO, a Graduate student of National Teachers College pursuing a Master of Arts in Education, Major in Educational Management in the academic year 2024-2025. As a pre-requisite for the said program, I am conducting a study titled "**LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB**".

This study aims to provide valid data that could serve as the basis for designing a **GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB**.

I humbly request your views and expertise to validate the questionnaire and interview questions for the study. Your expertise is of great importance to my academic endeavor and is highly appreciated.

I am looking forward to your positive response.

Thank you and God bless!

Respectfully yours,


Angelica Carla C. Baloro
Researcher

November 18, 2024

Dr. Jayson Bergania

Dean, University of Makati, College of Innovative Teacher Education
Makati City, Philippines

Dear Dr. Jay,

Greetings of love, peace, and joy!

I am currently completing my thesis entitled *"Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Sustainable Proposed Learning Hub."* I kindly seek your expertise to validate my research instrument to ensure its clarity, alignment, and relevance to the study's objectives.

Your insights would mean so much to me, as I believe your experience and knowledge in educational leadership and management will greatly enhance the quality of this research.

Thank you for considering this request. I truly appreciate your time and support, and I look forward to hearing from you soon.

Warm regards,



Angelica Carla C. Baloro, RN, LPT
School Nurse/Officer-in-Charge of the Preschool Department
Army's Angels Integrated School, Inc.
09190851841

Survey Questionnaire

Instructions: Kindly answer the following question by putting a check (✓) in the space provided that corresponds to your answers.

PART 2. DEMOGRAPHIC PROFILE



Directions: Put a check (✓) on your appropriate response.

- 1.1. Age:
- | | |
|---|--|
| ☐ 21-30 yrs. Old | ☐ 41-50 yrs. old |
| ☐ 31-40 yrs. Old | ☐ 51 yrs. old and above |
- 1.2. Sex:
- | | |
|-------------------------------|---------------------------------|
| ☐ Male | ☐ Female |
|-------------------------------|---------------------------------|
- 1.3. Civil Status:
- | | |
|----------------------------------|--|
| ☐ Single | ☐ Separated |
| ☐ Married | ☐ Widow/Widower |
- 1.4. Position/ Designation:
- | | |
|---------------------------------------|--|
| ☐ PRINCIPAL I | ☐ Principal IV |
| ☐ Principal II | ☐ Principal III |
- 1.5. Length of service:
- | | |
|-------------------------------------|---|
| ☐ 1-5 Years | ☐ 16-20 Years |
| ☐ 6-10 Years | ☐ 21-25 Years |
| ☐ 11-15Years | ☐ 26 Years and above |
- 1.6. Highest Educational Attainment:
- | | |
|---|--|
| ☐ College Graduate | ☐ With Doctoral Units |
| ☐ With Masters Units | ☐ Doctoral Graduate |
| ☐ Masteral Graduate | |

Considering that you will measure the applicability of the indicators below, I suggest that you revise how they are presented as shown below:

Part 3.1. Leadership Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Applied 4-Applied 3- Moderately Applied

2- Rarely Practiced 1 - Not Practiced

<i>As a school leader, I...</i> Transformational Leadership	5	4	3	2	1
1. <i>Inspired</i> trust and respect.					
2. <i>Served</i> as a role model for ethical behavior.					
3. <i>Communicated</i> clear vision for the future.					
4. <i>Passionate</i> about organization's mission. <i>an</i>					
5. <i>Confident</i> and decisive. <i>an</i>					
6. <i>Motivated</i> and energize the team.					
7. <i>Communicated</i> a sense of urgency and importance.					
8. <i>Inspired</i> the teams to go above and beyond.					
9. <i>Created</i> a positive and optimistic work environment.					
10. <i>Celebrate</i> success and recognizes achievements.					
11. <i>Challenged</i> the status quo and encourages innovation.					
12. <i>Values</i> creativity and original thinking.					
13. <i>Encouraged</i> open and honest communication.					
14. <i>Promoted</i> learning and development opportunity.					
15. <i>Open</i> to new ideas and perspectives. <i>an</i>					

16. Shows genuine care and concern for the well-being of the school personnel/team.					
17. Provide personalized guidance and support.					
18. Empowers the team to take ownership of their work.					
19. Listen actively and provides constructive feedback.					
20. Recognized and rewards individual contributions in the school community.					

please refer to the next page

Transactional Leadership	5	4	3	2	1
1. Sets clear expectations and performance goals.					
2. Provides rewards and recognition to the team/member for achieving goals.					
3. Uses incentives to motivate employees.					
4. Offers praise and positive reinforcement.					
5. Clear about the consequences of not meeting expectations.					
6. Monitors performance closely.					
7. Intervenes when problem arise.					
8. Focused on correcting mistakes.					
9. Provides corrective feedback.					
10. Uses disciplinary actions when necessary.					
11. Allows employees to work independently with minimal oversight.					
12. Prioritize efficiency and productivity.					

13. Focuses on maintaining the status quo.					
14. Emphasizes adherence to rules and procedures.					
15. Relies on authority and position to influence others.					

Part 3.2. Management Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1- Not Practiced

Please apply to the next

Strategic Planning	5	4	3	2	1
1. Collaboratively develop a clear and compelling vision and mission statement for the school.					
2. Ensure that the school's mission and vision reflect the values, aspirations, and long-term goals of the school community.					
3. Consistently communicate the vision and mission to all stakeholders, including teachers, staff, students, parents, and the broader community.					
4. Clearly assign responsibilities for each initiative to specific individuals or teams.					
5. Ensure that everyone understands their roles and responsibilities.					
6. Involve a diverse group of stakeholders in the strategic planning process, including teachers, staff, students, parents, and community members.					
7. Ensure that strategic planning is an ongoing process rather than a one-time event.					
8. Regularly revisit and update the strategic plan to keep it relevant and aligned with the school's evolving needs.					
9. Ensures that strategic plan is adaptable to change and emerging opportunities and educational needs.					

10. Commits to continuous improvement and innovation.					
11. Empower staff to take ownership of strategic initiatives.					

Please apply for this

Resource Management	5	4	3	2	1
1. Conduct a thorough needs assessment to identify the financial requirements of the school, including academic programs, staffing, facilities, and extracurricular activities.					
2. Develop a detailed budget that aligns with the school's strategic goals. Ensure that the budget covers all necessary expenses and includes contingency funds for unexpected costs.					
3. Develop clear financial policies and procedures, including guidelines for purchasing, expense reimbursement, and cash handling. Ensure that all staff members are aware of and adhere to these policies.					
4. Implement a system for regular financial monitoring and reporting. Review financial statements, budget variance reports, and cash flow statements on a monthly or quarterly basis.					
5. Provide transparent financial reports to stakeholders, including staff, parents, and governing bodies. Clearly communicate how funds are being used and the impact of financial decisions.					
6. Develop a strategic recruitment plan to attract highly qualified candidates. Use diverse recruitment channels, such as job fairs, online job boards, and professional networks.					
7. Offer ongoing professional development opportunities, such as workshops, conferences, and online courses. Encourage staff to pursue further education and certifications.					
8. Conduct regular performance evaluations to provide constructive feedback and identify areas for improvement. Use a variety of assessment tools, including observations, self-assessments, and peer reviews.					
9. Promote a healthy work-life balance by offering flexible working conditions, adequate leave policies, and wellness programs.					

10. Foster a collaborative and inclusive school culture where all staff members feel valued and empowered to contribute.					
--	--	--	--	--	--

Reduce copy for the next

Data-Driven Decision Making	5	4	3	2	1
1. Ensure that resources such as textbooks, technology, and facilities are used efficiently and effectively.					
2. Regularly assess needs and redistribute resources as necessary.					
3. Develop a maintenance schedule to ensure that school facilities and equipment are regularly inspected, cleaned, and repaired.					
4. Address maintenance issues promptly to avoid disruptions.					
5. Integrate digital tools and platforms that enhance operational efficiency, such as learning management systems, communication tools, and data management systems					
6. Establish clear communication channels for transportation updates, such as delays or changes in routes, to keep parents and students informed.					
7. Develop and regularly update school policies to reflect current regulations and best practices.					
8. Ensure that staff are aware of and adhere to these policies.					

Part 4: Basic Principles and Concepts of School Sustainability (Operations)

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1- Not Practiced

As a school leader, I...

Basic Principles and Concepts of School Sustainability (Operations)	5	4	3	2	1
1. The school maintains a balanced budget and avoids recurring deficits.					
2. The school has multiple sources of income, reducing reliance on a single funding stream.					
3. The school has a long-term financial plan to ensure sustainability.					
4. The school implements cost-saving measures without compromising quality.					
5. The school minimizes waste and maximizes the use of resources.					
6. The school maintains its buildings and facilities to ensure longevity.					
7. Preventive maintenance is conducted to prevent major breakdowns and costly repairs.					
8. The school implements energy-saving measures to reduce energy consumption and costs.					
9. The school offers high-quality programs that meet the needs of students.					
10. Programs are regularly evaluated to ensure their effectiveness.					
11. The school maintains strong community partnerships and is able to adapt its programs to changing needs and circumstances.					

Level

12. The school has strong and effective leadership that guides its direction.					
13. The school fosters a positive and supportive school culture with high staff retention rates.					
14. The school prioritizes ongoing professional development for staff to enhance their skills and knowledge.					
15. The school maintains strong partnerships with parents and the community to support student learning.					

Part 5: Challenges of Maintaining School Sustainability

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1- Not Practiced

do not align with the indicators

Challenges of Maintaining School Sustainability	5	4	3	2	1
1. Limited financial resources to cover operational costs, such as salaries, utilities, and maintenance.					
2. Deteriorating school buildings and facilities that require significant repairs or renovations.					
3. Difficulty in recruiting and retaining qualified teachers.					
4. Rapidly growing enrollment that strains resources and facilities.					
5. Decreasing student enrollment leading to budget cuts and program closures.					
6. Low levels of parental involvement and engagement in school activities.					
7. Frequent student transfers and dropouts.					

** Indicators presented are not practices.*

8. Behavioral problems and disruptive student behavior that disrupt the learning environment.					
9. Inadequate technology infrastructure and limited access to digital resources.					
10. Insufficient opportunities for staff professional development.					

Part 6: Best Practices and Recommendations *ok -*

Direction: Please answer the following questions honestly and thoughtfully. You may provide specific examples and details to support your answers.

6.1 What practices have you found to be most effective in promoting sustainability in your school?

6.2 What recommendations would you offer to other schools to improve their sustainability efforts?

6.3 What specific actions could your school take to further enhance its sustainability initiatives?

6.4 What role do you think technology can play in promoting sustainability in schools?

6.5 How can we ensure that sustainability initiatives are integrated into the school's overall mission and vision?

You may add here for the respondents to put additional comments not invited by your questions.



CONTACT

+63 966 570 6055

jayson.bergania@umak.edu.ph
jayson.bergania@yahoo.com

Unit 417, Palmridge Tower,
Rochester, Elisco Rd. San
Joaquin, Pasig

EDUCATION

July 6, 2021
UNIVERSITY OF MAKATI
Doctor of Education major in
Innovative Educational Management
AWARD OF DISTINCTION

March, 2017
ST. DOMINIC SAVIO COLLEGE
Master of Arts in Education major in
Educational Management

March 20, 1998
PHILIPPINE NORMAL UNIVERSITY
Bachelor of Secondary Education
major in English
CUM LAUDE

March, 1994
JESUS IS LORD CHRISTIAN SCHOOL
CLASS VALEDICTORIAN

March 7, 2023
ARIZONA STATE UNIVERSITY
ONLINE ENGLISH PROFESSIONAL NETWORK
PROFESSIONAL DEVELOPMENT
FOR TEACHER TRAINERS
WINTER 2023

January 11, 2023
AFS GLOBAL CERTIFICATION
PROGRAM
AFS USA SCHOLARSHIP

DECEMBER 31, 2021
AFS GLOBAL CERTIFICATION
PROGRAM
AFS CHINA SCHOLARSHIP

JAYSON BERGANIA, ED.D.

DEAN, COLLEGE OF INNOVATIVE TEACHER EDUCATION
UNIVERSITY OF MAKATI, PHILIPPINES

MASSIVE OPEN ONLINE COURSES COMPLETED

Arizona State University,
Massive Open Online Course (MOOC)
Certification Program for Teacher
Trainers - November 2020

World Learning,
Massive Open Online Course (MOOC)
Content Based Instruction
March 2019

George Mason University,
Massive Open Online Course (MOOC)
Teaching English to Young Learners - 2020

Chinese University of Hong Kong,
Massive Open Online Course (MOOC)
Teaching Struggling Readers Around
the World - April 2019

VOCATIONAL

The Healthcare Training Academy Ltd.,
Worcestershire, England
NVQ 2-3 in Health and Social Care
February 2006-2008

Basingstoke College,
Chartered Management Institute, England
A1 Level Assessors Course
Academic Requirements Completed, 2008

WORK EXPERIENCE

UNIVERSITY OF MAKATI
Dean, College of Innovative Teacher Education
June 2023 - Present

UNIVERSITY OF MAKATI
Professorial Lecturer, Center for Continuing and Advanced
Professional Studies (Graduate School)
August 2023 - Present

HOLY ANGEL UNIVERSITY
Professorial Lecturer, Graduate Education School
March 2024 - Present

PHILIPPINE NORMAL UNIVERSITY
External Lecturer, Linking Standards for Quality Practice
July 2022 - Present

UNIVERSITY OF MAKATI
Director, Quality Management and Development Center
February 2022 - June 2023

GLOBAL CITY INNOVATIVE COLLEGE
Consultant
February 2022 - Present

JOSE RIZAL UNIVERSITY
Professorial Lecturer, Graduate School
July 2021 - November 2023

GLOBAL CITY INNOVATIVE COLLEGE
Director, Innovative Holistic Development Education
2015 - February 2022

Head, Office of Student Affairs
2012-2015

Executive Assistant to the President
2010-2012

Institutional Affairs Officer
2009 - 2010

THE HEALTHCARE TRAINING ACADEMY, UK
Training Manager
2007-2009



AWARDS & RECOGNITION

PROFESSORIAL CHAIR AWARD 2024
University of Makati
College of Continuing and Advanced
Professional Studies
August 2024

AWARD OF DISTINCTION
Doctor of Education Major in
Innovative Educational Management
University of Makati Philippines
July 6, 2021
(GWA: 1.0125)

MAN OF THE YEAR AWARD 2019
Outstanding Dedication in the
Field of Innovative Education
University Circle of Professional
Educators, Inc.
3rd UCPE International Conference
April 24, 2019

BEST PAPER PRESENTER
Developing Innovative Learning
Strategies for Generation Z Learners
vis-à-vis the Five Dimensions of
Generation Z Learning Characteristics
3rd International Conference on
Digital Learning and the 21st Century
Classroom - University Circle of
Professional Educators
April 22-24, 2019

DANGAL NG BAYAN AWARD 2018
Outstanding Educator for
Teaching Excellence
38th People's Choice Excellence
Awards National Consumer Affairs
Foundation AFP Grand Theatre,
March 2018

BEST RESEARCH PRESENTER
Exploring Digital Intelligence (DQ)
Among Generation Z Learners: Basis
for a Faculty Development Program
FORERONT: The 2021 National
Conference on Digital Learning
Globe Philippines
October 1, 2021

**INSPIRATIONAL PARISH SPEAKER
RECOGNITION**
Family & Life Ministry: Archdiocese of
Pasig-St. Jude Thaddeus Parish
December 7, 2019

JAYSON BERGANIA, ED.D.

DEAN, COLLEGE OF INNOVATIVE TEACHER EDUCATION
UNIVERSITY OF MAKATI, PHILIPPINES

WORK EXPERIENCE (CONT.)

- GLOBAL CITY INNOVATIVE COLLEGE
College Instructor, English Department
2003 - 2008
- UNIVERSITY OF MAKATI
College Instructor, College of Arts and Science
1998-2008

COMMUNITY INVOLVEMENT

Member of the Board of Directors
World University with Real Impact (WURI)- Leaders
Seoul, South Korea, October, 2024

Board of Director
English Majors Alumni Scholarship Program Inc.
Philippine Normal University, February, 2023 - Present

Elected Member - Board of Directors
Asosasyon ng mg Pilosodong Paaralan ng Makati, Inc.
Dep Ed-Division of Makati
August 2018-September 2022

Elected President
COE Graduate Students Organization President
University of Makati,
November 2018-2019

Volunteer Makati Camp Leader
Massive Open Online Course (MOOC)
US Department of State, US Embassy Manila
February 2019 - Present

PROFESSIONAL AFFILIATION

- American English Alumni Association of the Philippines, Inc. (AEAAP)
- International Organization of Educators and Researchers, Inc. (IOER)
- Philippine Association for Teachers and Educators (PAITE)
- International Learning Association (ILA)
- Literature Educators Association of the Philippines (LEAP)
- Reading Association of the Philippines (RAP)
- Cultural League of Artists, Workers & Educators of Digos City

PROFESSIONAL ELIGIBILITIES

- Registered Provisional Teacher- Teaching Council of Scotland
- Qualified Teacher in the UK - UK NARIC (equivalency to UK Bachelor's degree)
- REGISTERED TEACHER - Licensure Examination for Teachers (LET)
License No. 9602338
- CIVIL SERVICE ELIGIBILITY - Civil Service Exam Exemption through P.D. 907
- NC2 CERTIFICATION - COMMERCIAL COOKING (TESDA)



LATEST PROFESSIONAL UNDERTAKING

EDUTECH ASIA 2024

Sands Expo & Convention Center
Marina Bay Sands, Singapore

Panel Resource & Speaker
November 5-8, 2024

TOPICS COVERED

Synchronous & Asynchronous Learning
in Higher Education
Use of EXCITED Model for Guided
Teaching and Learning

PANEL MODERATOR

WHAT LIES AHEAD? The Future of
Teacher-Education in the Philippines
A Symposium with EDCOM2, Teacher-
Education Council (TEC) & DepEd
October 30, 2024

PUBLISHED RESEARCH

Exploring Digital Intelligence Among
Generation Z Learners in Senior High
Schools in the City of Makati: Basis
for a Faculty Development Program
Publication: Universitas Vol. 9 No. 1
September, 2023

JAYSON BERGANIA, ED.D.

DEAN, COLLEGE OF INNOVATIVE TEACHER EDUCATION
UNIVERSITY OF MAKATI, PHILIPPINES

SPEAKERSHIP: TRAININGS & SEMINARS FACILITATED

Understanding & Integrating 21st Century Learning Framework in the Curriculum
Faculty Empowerment Training Program
Global City Innovative College
October 3, 2015

Delivering 21st Century Education for Gen Z Learners
GIC 15th Founding Anniversary
Global City Innovative College
February 2017

Understanding Life Realities Skills Training for Kasambay
Urdaneta Makati
October 27, 2017

Effective Customer Service Training Developing Transformational Leadership
Sobeal Holdings Inc., Pasig City
October 2017

Stephen Mansfield's 10 Signs of Leadership Crash
Year-End General Assembly
Global City Innovative College
December 8, 2017

Meet Generation Z Kids Interview
ABS-CBN Swak na Swak
Global City Innovative College
February 7, 2018

Parenting & Mentoring Gen Z: Facing the Challenge of 21st Century Families
GIC 15th Founding Anniversary San Carlos Seminary
February 20, 2018

Developing the Culture of Transformational Leadership
JPCS Leadership Transformation Workshop
FEU Institute of Technology
September 24, 2018

Understanding our Millennial Children Towards a Better Relationship
GCS Parent's Assembly
Guadalupe Catholic School
November 20, 2018

Understanding 21st Century Learning Context via a-vie
Gardner's Theory of Multiple Intelligence
Understanding Gen Z Students' Level of Engagement
for Personalized Classroom
HULMA: Greyard Art Training for Teachers
Southwill Learning Center, Digos City, Davao del Sur
November 30 - December 2, 2018

Parenting & Mentoring Gen Z Learners Parenting Seminar
Brigada Eskwela Pitogo High School
May 21, 2018

Understanding Generation Z Learning Characteristics & Learning Contexts
In-service Training for Teachers
Signal Village National High School
May 22, 2018

Understanding the Learning Characteristics of Gen Z & How to Effectively Manage
them in the Classroom Setting
Group of Private School Owners & Administrators (GPSOA) Taguig & Pateros
Sto. Nino Catholic School, Taguig City
June 2, 2018

PERSONAL PROFILE

Birthdate: March 21, 1978

Birthplace: Meycauayan, Bulacan

Sex: Male

Nationality: Filipino

Civil Status: Single

**Updated List of References,
Updated Seminars and Trainings
Attended & Facilitated shall be
made available upon request.*

JAYSON BERGANIA, ED.D.

DEAN, COLLEGE OF INNOVATIVE TEACHER EDUCATION
UNIVERSITY OF MAKATI, PHILIPPINES

SPEAKERSHIP: TRAININGS & SEMINARS FACILITATED

Understanding Generation Z Learning Characteristics Understanding Level of
Student Engagement for the Student-centered Classroom
Multiple Intelligences & 21st Century Learning Framework
Thy Covenant Montessori School
Faculty Development Training
June 16, 2018

GIC's Brand of innovative Education
Community Acculturation & Faculty Training Program
In-service Training for Teachers
Global City Innovative College, Makati City
July 12, 2018

Leadership Training for FBHS Boy Scouts
Fort Bonifacio High School, Makati
August 18, 2018

Parenting & Mentoring Gen Z Learners
Parenting Seminar
JIL Colleges Foundation
September 7, 2018

Understanding Generation Z Learning Characteristics Understanding Level of
Student Engagement for the Student-centered Classroom
Multiple Intelligences & 21st Century Learning Framework
University of Makati
September 26, 2018

RESEARCH PAPER PRESENTATION
Innovative Learning Strategies for Generation Z Learners
Future of Education Conference
SMX Convention Center,
MOA Pasay City
January 21, 2019

Back to Basics: Preparing GIC Curriculum for the Future of Education
Global Innovative College
Makati City
February 18, 2019

Understanding and Parenting Generation Z
Archdiocese of Pasig-Family and Life Ministry
Pateros Catholic School
March 18, 2019

Senior High School Graduation Speaker
St. Theodore School, Inc. Taguig
Lakeshore Hall
March 23, 2019

Senior High School Graduation Speaker
HSL Braille College, Inc. Taguig
Lakeshore Hall
March 27, 2019

PLENARY SPEAKER
Understanding 21st Century Learning Framework
for the 21st Century Learning Facilitators
3rd International Conference on Digital Learning and the 21st Century Classroom
University Circle of Professional Educators
Christian Development Center Tagaytay City
April 22-24, 2019

**Updated List of References,
Updated Seminars and Trainings
Attended & Facilitated shall be
made available upon request.*

JAYSON BERGANIA, ED.D.

DEAN, COLLEGE OF INNOVATIVE TEACHER EDUCATION
UNIVERSITY OF MAKATI, PHILIPPINES

SPEAKERSHIP: TRAININGS & SEMINARS FACILITATED

RESEARCH PAPER PRESENTATION

Developing innovative Learning Strategies for Generation Z Learners
via-e-vis the Five Dimensions of Generation Z Learning Characteristics
3rd International Conference on Digital Learning and
the 21st Century Classroom
University Circle of Professional Educators
Christian Development center Tagaytay City
April 22-24, 2019

Professional Code of Ethics for Teachers
JIL Christian Colleges National Teacher Convention
JIL Prayer Camp, Norzagaray, Bulacan
June 4, 2019

Understanding 21st Century Learning Framework
for the 21st Century Learning Facilitators
Faculty In-service Training
Sacred Heart Academy of Pasig
July 4, 2019

Parenting Generation Z
St. Jude Thaddeus Parish Sta. Lucia Pasig City
July 27, 2019

Understanding 21st Century Learning Framework for the
21st Century Learning Facilitators; Professional Code of Ethics for Teachers;
Understanding Level of Student Engagement
GIC Faculty Training for SY 2019-2020
Global City Innovative College
July 29 & August 5, 2019

Revitalizing Education in the Emerging Normal and Beyond
In Service Training for Teachers
De Castro Elementary School Pasig
July 24, 2020

INTERNATIONAL

Preparing Learners in a Future Learning Environment
EDUTECH PHILIPPINES VIRTUAL CONFERENCE 2020
Panel Resource Person August 17-18 2020

Revitalizing Education in the Emerging Normal and Beyond
VIBAL GROUP LIVE WEBINARS
September 4, 2020

Co-Championing with Parents for an Engaging and Effective Home-based Learning
Global City Innovative College
September 7, 2020

Facilitating Experiential Learning in the Virtual Classroom
VIBAL GROUP LIVE WEBINARS
September 25, 2020

INTERNATIONAL

Facilitating Intercultural Learning in the Virtual Classroom
21st China Annual Conference for International Education (Virtual)
Beijing, China
October 2020

The Anatomy of the New Normal Teacher
VIBAL GROUP LIVE WEBINARS
November 11, 2020

**Updated List of References,
Updated Seminars and Trainings
Attended & Facilitated shall be
made available upon request.*

JAYSON BERGANIA, ED.D.

DEAN, COLLEGE OF INNOVATIVE TEACHER EDUCATION
UNIVERSITY OF MAKATI, PHILIPPINES

SPEAKERSHIP: TRAININGS & SEMINARS FACILITATED

Leadership Through the Lenses: Managing Schools in the New Normal Environment
Makati Private School Principals Mid-Year Assembly
DepEd Makati; December 10, 2020

Direction of Education In 2021 and Beyond:
Changes and Innovations Brought About by the Pandemic
VIBAL GROUP LIVE WEBINAR
December 15, 2020

INTERNATIONAL
CHINA-PHILIPPINES INTERCULTURAL EXCHANGE (PART1)
English Language Teaching Across Cultures
AFS CHINA, BEIJING CHINA
March 17, 2021

Learning Intervention and Remediation:
Supporting Struggling Learners for Academic Success
San Antonio Village Elementary School
March 18, 2021

Learning Intervention and Remediation:
Supporting Struggling Learners for Academic Success
Makati Science High School
March 18, 2021

INTERNATIONAL
The Ideal Teacher in the New Normal Environment Uncovering Pathways
to Enhance Holistic Learning (Panel)
EDUTECH PHILIPPINES 2021
March 24-25, 2021

Preparing Teachers for the Future of Teaching and Learning
Paranaque National High School
April 8, 2021

Framing the Outcomes and Core amid Uncertainties in Schooling (FOCUS)
Innovative Mindset: Unraveling the Secret for a Thriving Organization
St. Dominic College of Asia
May 25, 2021

Developing Students' Digital Intelligence: The Key to Thriving in the Digital Age
VIBAL GROUP LIVE WEBINARS
May 28, 2021

INTERNATIONAL
CHINA-PHILIPPINES INTERCULTURAL EXCHANGE (PART2)
English Language Teaching Across Cultures
AFS CHINA, BEIJING CHINA
June 16, 2021

Focusing on the Education During the Pandemic and Beyond
Sacred Heart Academy of Pasig Teacher INSET
June 18, 2021

INTERNATIONAL
English Teaching Workshops for Teachers of Other Languages
AFS CHINA, BEIJING CHINA
August 10-16, 2021

Understanding Gen Z and Generation Alpha Students
Taguig City and Pateros (TAPAT)
Group of Private School Owners and Administrators (GPSOA)
August 18, 2021

JAYSON BERGANIA, ED.D.

DEAN, COLLEGE OF INNOVATIVE TEACHER EDUCATION
UNIVERSITY OF MAKATI, PHILIPPINES

SPEAKERSHIP: TRAININGS & SEMINARS FACILITATED

Leadership Through the Lenses: Managing Schools in the New Normal Environment
Makati Private School Principals Mid-Year Assembly
DepEd Makati: December 10, 2020

Leadership Through the Lenses: Managing Schools During the Pandemic
VIBAL Live Webinar Series
September 13, 2021

Facilitating Experiential Learning in the Virtual Classroom
Prensa National High School, Marikina, Bulacan
September 10, 2021

INTERNATIONAL
International Webinar on Managing Stress During Lockdown
SMP Pance Mudl, Medan Indonesia
September 16, 2021

RESEARCH PAPER PRESENTATION
FOREFRONT: 2021 National Conference on Digital Learning
Research Paper Presentation
BEST RESEARCH PRESENTATION AWARD
October 1, 2021

Enriching Student Engagement in the Pandemic Classroom
VIBAL Live Webinar Series
November 3, 2021

Redefining the Future of Learning
University of Makati
MANTRA: Mandatory Training:
November 26, 2021

EDUTECH PHILIPPINES 2022
Redesigning Virtual Classrooms
February 18, 2022

Discovering New Frontiers through Quality Assurance
University of Makati Foresight Conference
Abegatan TI Manila, Batangas
April 5-6, 2022

Transfiguring Quality Assurance through Institutional
Collaboration and Innovation
Annual University Convocation, University of Makati
August 4, 2022

Developing Meaningful Relationships with Students
Faculty INSET, HSL Braille College, Taguig
August, 2022

Conquering New Frontiers for UMAK through Quality Assurance
University of Makati Quality Assurance Methodology Course
August 26, 2022

PADAYON: Recovering from the Pandemic Aftermath
Family and Life Ministry - Archdiocese of Pasig
Tahanan ng Mabuting Pastor
January 28, 2023

IN-SERVICE Training on Intervention and Remediation
Pasig Elementary School
February 8, 2023



NATIONAL
TEACHERS
COLLEGE

CERTIFICATE OF INSTRUMENT VALIDATION

This is to certify that I have evaluated, based on my expertise, the instrument of the research titled, "LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB".

Name of the Validator: Dr. Olivia S. Baguina
Highest Degree Attained: Doctor of Education
Institution Affiliated: The National Teachers College / Phil. Normal University
Email Address: olivia.baguina001@deped.gov.ph
Mobile Number: 09194183115
Signature: [Signature]
Date: September 2, 2024

VALIDATION SHEET**"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"**Name of Validator: DR. ELVIRA B. BAGACINADegree: DOCTOR OF EDUCATIONPosition: ASSISTANT PROFESSORNumber of Years in Teaching: 24 YEARS

Please check the appropriate box for your ratings using the following scales as your guide:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

INDICATORS	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure, test directions, and the items are written in a clearly and understandably.		/			
2. Presentation and Organization of Items The items are presented and organized logically.		/			
3. Suitability of Items The items are designed to determine the skills that are supposed to be measured. It appropriately presented the substance of the research.		/			
4. Adequateness of the Content The number of questions per area is enough to represent all the questions needed for the research.		/			
5. Attainment of Purpose The instrument fulfills the objectives needed for the research.		/			
6. Objective Each item question requires only one specific answer or measures only one behavior. No aspect of the instrument suggests the personal views of the researcher/s.		/			
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.		/			

REMARKS: Please refer to my comments on the survey questionnaire.

DR. ELVIRA B. BAGACINA

Signature over Printed Name

**LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED
PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB**

Dear _____

Greetings of peace, love, joy, and solidarity!

I am Angelica Carla C. Baloro, an officer in charge of the preschool department at Army's Angels Integrated School, Inc. Currently, I am pursuing my **Master of Arts in Education major in Educational Management** at the National Teachers College. As part of my academic requirements, I am conducting a thesis entitled: "**Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Sustainable Proposed Learning Hub.**"

This research aims to explore and document effective leadership and management strategies employed by school heads and how these practices contribute to the sustainability of private school systems.

You have been thoughtfully selected as a vital contributor to this study due to your expertise and experience. Your participation and insights through a survey questionnaire will greatly enrich the findings of this research. Please be assured that all your responses will be handled with the highest level of confidentiality and used solely for academic purposes. The results will be presented collectively, ensuring that no individual participant or institution will be identified.

I sincerely hope for your cooperation in this endeavor, as your contribution will significantly enhance the understanding of effective leadership and management strategies in private schools. Your participation in this study is completely voluntary. You are free to decline or withdraw at any time without any consequences. Should you have any questions or require further clarification, please do not hesitate to contact me at aeccebaloro@gmail.com or 09190851841.

By signing below, you indicate that you have read and understood the details of this study and consent to participate willingly.

Thank you very much for your time, effort, and valuable input in this research.

Sincerely,



Angelica Carla C. Baloro, RN, LPT
Officer in Charge of the Preschool Department
Army's Angels Integrated School, Inc.
09190851841

Part 1A. INFORMED CONSENT

*I have read and understood the purpose, procedures, and ethical considerations of this study.
I voluntarily agree to participate with the understanding that I may withdraw at any time.*

Participant's Name (Printed): _____

Participant's Signature: _____

Date: _____

Researcher's Name (Printed): ANGELICA CARLA C. BALORO

Researcher's Signature: _____

Date: NOVEMBER 18, 2024

Part 1B. DATA PRIVACY

To complete this research, I kindly request your participation by sharing demographic details (e.g., name, designation, years of experience) and responses to survey questions. All data will be treated with strict confidentiality, anonymized, and used solely for academic purposes.

Your participation is voluntary, and you may withdraw at any time. Data will be securely stored and retained. You also have the right to access or correct your data.

By signing below, you confirm that you have read, understood, and voluntarily consent to the collection and processing of your data for this study.

Thank you for considering this request. Please contact me at aeccebaloro@gmail.com or 09190851841 if you have any questions.

Participant's Name (Printed): _____

Participant's Signature: _____

Date: _____

Researcher's Name (Printed): ANGELICA CARLA C. BALORO

Researcher's Signature: _____

Date: NOVEMBER 18, 2024

Survey Questionnaire

Instructions: Kindly answer the following question by putting a check (✓) in the space provided that corresponds to your answers.

PART 2. DEMOGRAPHIC PROFILE

Directions: Put a check (✓) on your appropriate response.

- 1.1. Age:

☐ 21-30 yrs. Old	☐ 41-50 yrs. old
☐ 31-40 yrs. Old	☐ 51 yrs. old and above

- 1.2. Sex:

☐ Male	☐ Female
-------------------------------	---------------------------------

- 1.3. Civil Status:

☐ Single	☐ Separated
☐ Married	☐ Widow/Widower

- 1.4. Position/ Designation:

☐ PRINCIPAL I	☐ Principal IV
☐ Principal II	☐ Principal III

↗ school head
 teacher
 ↘ school owner

- 1.5. Length of service:

☐ 1-5 Years	☐ 16-20 Years
☐ 6-10 Years	☐ 21-25 Years
☐ 11-15 Years	☐ 26 Years and above

- 1.6. Highest Educational Attainment:

☐ College Graduate	☐ With Doctoral Units
☐ With Masters Units	☐ Doctoral Graduate
☐ Masteral Graduate	

Part 3.1. Leadership Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Applied 4- Applied 3- Moderately Applied

2- Rarely Practiced 1 - Not Practiced

Transformational Leadership	5	4	3	2	1
1. Inspires trust and respect.					
2. Serves as a role model for ethical behavior.					
3. Communicates clear vision for the future.					
4. Passionate about organization's mission.					
5. Confident and decisive.					
6. Motivates and energize the team.					
7. Communicates a sense of urgency and importance.					
8. Inspires the teams to go above and beyond.					
9. Creates a positive and optimistic work environment.					
10. Celebrate success and recognizes achievements.					
11. Challenges the status quo and encourages innovation.					
12. Values creativity and original thinking.					
13. Encourages open and honest communication.					
14. Promotes learning and development opportunity.					
15. Open to new ideas and perspectives.					

- can print form at the end
- be consistent to the number of questions

16. Shows genuine care and concern for the well-being of the school personnel/team.					
17. Provide personalized guidance and support.					
18. Empowers the team to take ownership of their work.					
19. Listen actively and provides constructive feedback.					
20. Recognizes and rewards individual contributions in the school community.					

Transactional Leadership	5	4	3	2	1
1. Sets clear expectations and performance goals.					
2. Provides rewards and recognition to the team/member for achieving goals.					
3. Uses incentives to motivate employees.					
4. Offers praise and positive reinforcement.					
5. Clear about the consequences of not meeting expectations.					
6. Monitors performance closely.					
7. Intervenes when problem arise.					
8. Focuses on correcting mistakes.					
9. Provides corrective feedback.					
10. Uses disciplinary actions when necessary.					
11. Allows employees to work independently with minimal oversight.					
12. Prioritize efficiency and productivity.					

Be consistent with the number of items

13. Focuses on maintaining the status quo.					
14. Emphasizes adherence to rules and procedures.					
15. Relies on authority and position to influence others.					

Part 3.2. Management Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Strategic Planning	5	4	3	2	1
1. Collaboratively develop a clear and compelling vision and mission statement for the school.					
2. Ensure that the school's mission and vision reflect the values, aspirations, and long-term goals of the school community.					
3. Consistently communicate the vision and mission to all stakeholders, including teachers, staff, students, parents, and the broader community.					
4. Clearly assign responsibilities for each initiative to specific individuals or teams.					
5. Ensure that everyone understands their roles and responsibilities.					
6. Involve a diverse group of stakeholders in the strategic planning process, including teachers, staff, students, parents, and community members.					
7. Ensure that strategic planning is an ongoing process rather than a one-time event.					
8. Regularly revisit and update the strategic plan to keep it relevant and aligned with the school's evolving needs.					
9. Ensures that strategic plan is adaptable to change and emerging opportunities and educational needs.					

10. Commits to continuous improvement and innovation.					
11. Empowers staff to take ownership of strategic initiatives.					

Resource Management	5	4	3	2	1
1. Conduct a thorough needs assessment to identify the financial requirements of the school, including academic programs, staffing, facilities, and extracurricular activities.					
2. Develop a detailed budget that aligns with the school's strategic goals. Ensure that the budget covers all necessary expenses and includes contingency funds for unexpected costs.					
3. Develop clear financial policies and procedures, including guidelines for purchasing, expense reimbursement, and cash handling. Ensure that all staff members are aware of and adhere to these policies.					
4. Implement a system for regular financial monitoring and reporting. Review financial statements, budget variance reports, and cash flow statements on a monthly or quarterly basis.					
5. Provide transparent financial reports to stakeholders, including staff, parents, and governing bodies. Clearly communicate how funds are being used and the impact of financial decisions.					
6. Develop a strategic recruitment plan to attract highly qualified candidates. Use diverse recruitment channels, such as job fairs, online job boards, and professional networks.					
7. Offer ongoing professional development opportunities, such as workshops, conferences, and online courses. Encourage staff to pursue further education and certifications.					
8. Conduct regular performance evaluations to provide constructive feedback and identify areas for improvement. Use a variety of assessment tools, including observations, self-assessments, and peer reviews.					
9. Promote a healthy work-life balance by offering flexible working conditions, adequate leave policies, and wellness programs.					

Transfer into
one question
only

10. Foster a collaborative and inclusive school culture where all staff members feel valued and empowered to contribute.					
--	--	--	--	--	--

Data-Driven Decision Making	5	4	3	2	1
1. Ensure that resources such as textbooks, technology, and facilities are used efficiently and effectively.					
2. Regularly assess needs and redistribute resources as necessary.					
3. Develop a maintenance schedule to ensure that school facilities and equipment are regularly inspected, cleaned, and repaired.					
4. Address maintenance issues promptly to avoid disruptions.					
5. Integrate digital tools and platforms that enhance operational efficiency, such as learning management systems, communication tools, and data management systems					
6. Establish clear communication channels for transportation updates, such as delays or changes in routes, to keep parents and students informed.					
7. Develop and regularly update school policies to reflect current regulations and best practices.					
8. Ensure that staff are aware of and adhere to these policies.					

Part 4: Basic Principles and Concepts of School Sustainability (Operations)

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1- Not Practiced

Basic Principles and Concepts of School Sustainability (Operations)	5	4	3	2	1
1. The school maintains a balanced budget and avoids recurring deficits.					
2. The school has multiple sources of income, reducing reliance on a single funding stream.					
3. The school has a long-term financial plan to ensure sustainability.					
4. The school implements cost-saving measures without compromising quality.					
5. The school minimizes waste and maximizes the use of resources.					
6. The school maintains its buildings and facilities to ensure longevity.					
7. Preventive maintenance is conducted to prevent major breakdowns and costly repairs.					
8. The school implements energy-saving measures to reduce energy consumption and costs.					
9. The school offers high-quality programs that meet the needs of students.					
10. Programs are regularly evaluated to ensure their effectiveness.					
11. The school maintains strong community partnerships and is able to adapt its programs to changing needs and circumstances.					

- *provide consistency to the number of questions*
 - *10 questions*

12. The school has strong and effective leadership that guides its direction.					
13. The school fosters a positive and supportive school culture with high staff retention rates.					
14. The school prioritizes ongoing professional development for staff to enhance their skills and knowledge.					
15. The school maintains strong partnerships with parents and the community to support student learning.					

Part 5: Challenges of Maintaining School Sustainability

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Challenges of Maintaining School Sustainability	5	4	3	2	1
1. Limited financial resources to cover operational costs, such as salaries, utilities, and maintenance.					
2. Deteriorating school buildings and facilities that require significant repairs or renovations.					
3. Difficulty in recruiting and retaining qualified teachers.					
4. Rapidly growing enrollment that strains resources and facilities.					
5. Decreasing student enrollment leading to budget cuts and program closures.					
6. Low levels of parental involvement and engagement in school activities.					
7. Frequent student transfers and dropouts.					

- put the negative words at the middle

8. Behavioral problems and disruptive student behavior that disrupt the learning environment.					
9. Inadequate technology infrastructure and limited access to digital resources.					
10. Insufficient opportunities for staff professional development.					

Part 6: Best Practices and Recommendations

Direction: Please answer the following questions honestly and thoughtfully. You may provide specific examples and details to support your answers.

- ① 6.1 What practices have you found to be most effective in promoting sustainability in your school?
- ⑤ 6.2 What recommendations would you offer to other schools to improve their sustainability efforts?
- ④ 6.3 What specific actions could your school take to further enhance its sustainability initiatives?
- ② 6.4 What role do you think technology can play in promoting sustainability in schools?
- ③ 6.5 How can we ensure that sustainability initiatives are integrated into the school's overall mission and vision?

ELVIRA B. BAGACINA

BLK 4 LOT 20 SAGRADA FAMILIA VILLAGE BAGUMBAYAN, TAGUIG CITY
Contact No. 09179183115



WORK EXPERIENCE

- **TAGUIG CITY UNIVERSITY**
Assistant Professor 1
Part Time Professor / Graduate School
November, 2009- present
- **UPPER BICUTAN ELEMATARY SCHOOL**
Master Teacher I-II
December, 2010- Present
- **BAGONG TANYAG ELEMENTARY SCHOOL**
Teacher I Teacher III
January, 1999 – December, 2010
- **THE FISHER VALLEY COLLEGE**
Teacher
April, 1995 – March, 1999

Subject Taught:

DEPED/UPPER BICUTAN ELEMENTARY SCHOOL

- ☐ SCIENCE
- ☐ ESP
- ☐ Mathematics

UNDERGRADUATE STUDIES

- Principle of teaching I and II
- Foundation of Education I
- Facilitating of Learning

- Foundation of Education II
- Social Dimension of Education
- Assessment of Student Learning
- Curriculum Development
- Physiology of Education
- Philosophy of Education
- Measurement and Evaluation of Learning Outcomes

GRADUATE STUDIES

- Foundation of Education
- Educational Planning Organization and Management
- Current Trends and Issues in Educational Management
- Leadership Training for Educational Manager
- School Plant and Property Management
- Educational Reforms in Innovation
- Human Resource Development in Educational Institution
- Quality Assurance in Education
- Thesis Writing

Educational Background:

GRADUATE STUDIES

- **Doctor of Education Major in Educational Leadership**
The National Teachers College
2009-2012

Dissertation Title : " Probe into a Concepts of Transformational Leadership and Management by Master Teachers in Taguig City"

- **Doctor Of Public Administration**
Greenville College with 72 units)
- **Doctor of Philosophy in Educational Leadership and Management**
Scholar NEAP Lisquip at the Phil. Normal University
July 2021 at present
- **Doctor of Public Administration**
Philippine Christian University
18 units
(2022 up to present)

□ **Master of Arts in Educational**
Major in Administration and Supervision
The National Teachers College
2002-2004

Thesis Title: " :School -Community Relationship in Selected
Schools in Taguig City

TERTIARY

: **Bachelor of Science in Elementary Education**
Concentration in Mathematics
1995-1999
The National Teachers College

SECONDARY

: **Cabay National High School**
Tiaong Quezon
1987-1991

ELEMENTARY

: **Cabay Elementary School**
Tiaong Quezon
1981-1987

Eligibility

- Licensure Examination for Teachers (LET)- August, 1998 Rating 83.20 %

Awards Received:

- Outstanding Faculty (Taguig City University)
- Outstanding Faculty for 5 consecutive years at DEPED
- International Presenter of Research @ France Paris
- International Presenter/Trainer during Science Invention in Kaushung Taiwan 2018 (GOLD MEDALIST)
- International Presenter/Trainer during Science Invention in Tokyo Japan 2019 GOLD MEDALIST}
- International Presenter/Trainer during Science Invention in Seoul Korea 2019 GOLD MEDALIST}
- Regional Exemplar Teacher of UMBUDSMAN in Graft and Corruption Prevention 2015
- Regional Presenter in Research

- Division Presenter in Research
- Huwarang Guro 2019
- International guest Speaker during GLOBAL EDUCATION SUMMIT 2021 in accordance with SDG 4 ON Quality Education held at INDORE INDIA via Zoom
- Award of Recognition on LEADERSHIP IN EDUCATION ACADEMY AND DEVELOPMENT (Lead Phils. INC) as GAWAD PERLAS NG SILANGAN SA NATATANGING MODELONG GURO last Sept 18, 2021.
- 2nd International Research and Education Summit via Zoom

Organizations

- Philippine Educators Network for Training and Development (PENTRAD) – Member
- Alumni Association – Coordinator
- Philippine Association for Teacher Education (PAFTE) – Member
- Royal Institute of Education-Singapore
- IRRES International Research and Education Summit
- Lead Philippines
- Beyond Book Publication
- INTE International Conference on New Horizons in Education in France Paris
- Dangal ng Lahi
- Beyond Books Publication

A. ACCOMPLISHMENTS

- ☐ Facilitator of Study Circle
- ☐ Officer of the Day
- ☐ Observe Teachers
- ☐ Conduct Action Research
- ☐ Conduct Research about Outreach Program
- ☐ School, District, Division and Regional Demonstration Teacher
- ☐ Kalingap Coordinator
- ☐ BSP District Coordinator
- ☐ Faculty Club Officer
- ☐ Member of Grievance Committee
- ☐ Member of Ranking Committee
- ☐ Brigada Eskwela Coordinator
- ☐ Ancillary Service Coordinator
- ☐ Organizer 1st, 2nd and 3rd Maed Forum
- ☐ Organizer In service Training
- ☐ Distinguish Teacher in Grade 5

- ☐ Committee in PASBE Program
- ☐ Organizer Summer Camp
- ☐ Facilitator in Different School Program
- ☐ Mentoring New Teachers
- ☐ Awarded on Division Research Festival
- ☐ Adviser Cornerstone Readers Club
- ☐ Finalist for Exemplary Teacher Division Level
- ☐ Rank 1 for Division Search for Evaluators (LRMDS)
- ☐ Regional Evaluator in LRMDS
- ☐ Candidate for Best Evaluator in NCR
- ☐ Contributor/Writer in construction lesson guide for K-12 in Science
- ☐ Demonstrations Teacher Division and Regional Level
- ☐ Resource Speaker
- ☐ College Professor (2009- Present)
- ☐ Graduate School Professor (2009- present)
- ☐ Researcher Outstanding Professor in University
- ☐ Adviser and Panelist in Thesis Writing Defense from 2009 up to present at TCU
- ☐ Conduct Review class for LET Examination in TCU
- ☐ International Presenter @ PARIS FRANCE
- ☐ Research adviser in International Invention and Design Expo at Kaoshiung Taiwan
- ☐ HUWARANG GURO 2019
- ☐ Research Coordinator
- ☐ International Speaker
- ☐ Private School Consultant
- ☐ Private School Principal
- ☐ AWARDEE Gawad Perlas ng Silangan para sa Natatangi atb Modelong Guro
- ☐ Awardee of Gawad Primero
- ☐ Outstanding Highly proficient Educators / Global Leaders and Educators Awards
- ☐ LISQUP Scholar (NEAP and PNU) 3rd doctorate degree " Doctor of Philosophy in Educ Leadership and Management 2022
- ☐ Certificate of PUBLICATION ARTPROOF with ISSN No 2599-4913 last June 2021
- ☐ Certificate of publication BBP with ISSN 2799-1938 Volume 1 Issue 3
- ☐ CERTIFICATE OF PUBLICATION GRACE INC with ISSN Number 25446-0110 November 2021
- ☐ Certificate of PUBLICATION BBP with ISSN Number 2799-1938 September 2022
- ☐ Certificate of Recognition during 2nd International Research and Education Summit last July 2021
- ☐ Certificate of Recognition INTE during International Conference on New Horizons in Education in France Paris last July 2018

- ☐ Awardee in Dangkal Lahi as Philippine remarkable International Achievements and most outstanding Educator, Writer and Researcher of the Year last May 27, 2023
- ☐ Module Writer
- ☐ Module Validator

B. FACILITATOR/ LECTURER

- ☐ Division Workshop in Learning Resource Management Development System in BLOOMS SOFTWARE, 2018
- ☐ Resource Speaker in CHILD PROTECTION POLICY, 2018
- ☐ District Workshop in Science Investigatory Project held EMS Elem School, 2015
- ☐ Orientation Seminar on Learning Resource Management Development System (LRMDS) held at Upper Bicutan Elementary School on August 4, 2016
- ☐ School Based Training Workshop for Elementary Teachers in Science and Health, Bagong Tanyag Elementary School, July 20, 2006.
- ☐ School Based Training Workshop for Elementary Teacher in Science and Health B.T.E.S., June 20, 2006.
- ☐ Sa Aklat Sisikat Reading Program Teacher Training Workshop, October 26-27, 2006.
- ☐ School Based Training Workshop for Elementary Teachers in Science and Health B.T.E.S., October 22-26, 2007.
- ☐ School Discussant in Mathematics during the school In-service Training at B.T.E.S. on May 25-26, 2009.
- ☐ International Speaker during Global Education Summit 2021 last Oct 5, 2021

A. SEMINARS WORKSHOPS/IN-SERVICE TRAINING ATTENDED

- ☐ Democracy in Education at National Teachers College, January 24, 1999.
- ☐ Science Seminar Workshop Training, September 25 – 29, 2000.
- ☐ Seminar Workshop Developing Creative and Critical Thinking May 31, 1997.
- ☐ School Based Training Workshop on special Education, February 9 – 11, 2004.
- ☐ Gender Sensitivity Training, August 17 – 20, 2004.

- ❑ School Based Training on Values Spiritual Development and Team Teaching Aiming Enhancement, October 24 – 28, 2005.
- ❑ In service Training at B.T.E.S. on May 25-27, 2009.
- ❑ Effective Assessment: Key to Successful Student Learning October 2003
- ❑ District Seminar Workshop on the Implementation of 2002 BEC Reform to Elementary Teachers at Teresa Elem. School on May 6-8, 2003.
- ❑ Basic Training Course, Camp Lady in, Susana Heights, Muntinlupa City on September 28 – October 1, 2000
- ❑ Division Training Program – Content Based Instruction Division Level Batch II, Upper Bicutan, Taguig City, November 4 – 5, 2002
- ❑ Pansangang Gawaing Kapulungan sa Paggawa ng Banghay Aralin, Pagsanib at Kagamitang Panturo sa Makabayan, Hekasi at MSEP at Bicutan, Taguig City, November 12 – 15, 2002
- ❑ Elementary Mathematics Teachers School Trainers Using the Interactive Learning Strategies, anchored to the 2002 Basic Education Curriculum ESVES Elementary School, June 9 – 13, 2003
- ❑ First Aid Training in the Campus, held t Ricardo Papa memorial High School, Tuktukan Taguig City, April 6 – 7, 2006
- ❑ Basic Life Support Adult CPR Training, for Lay Deceivers held at Ricardo papa Memorial High School, Signal, Taguig City, June 26, 2006
- ❑ Division Seminars Workshop for Elementary Science Teachers, held at Capt. Jose Cardones Elementary School, Signal, Taguig City, June 26, 2006
- ❑ Division Faculty Seminar and Recognition Rites on Feb. 13-14, 2009 at Taal Vista Hotel, Tagaytay City.
- ❑ Division In-service training in Mathematics for grade 4 teachers held at EMS Signal Village Elementary School, Signal Vill. On May 13-15 2009
- ❑ Mass Training of Elementary School Master Teachers on Instructional Supervision and Interventions held at Taguig Elementary School last January 13-14, 2011.
- ❑ Pantawid Pamilyang Pilipino Program * Local Action Team Orientation for Set 4A" held on March 18, 20011 at Cityhall, Taguig City.
- ❑ Mass Training Seminar on K!@ Curriculum on Basic Education on May 16-22, 2016 at Bagulo City.
- ❑ Mass Training Seminar on K!@ Curriculum on Basic Education on June 9-10, 2016 at San Mateo Rizal.
- ❑ Development and Construction of Teaching Guides and Learners Materials in Grade Five held last July 9-10 at Ciudad Cristia.
- ❑ Development and Construction of Teaching Guides and Learners Materials in Science (Evaluators and Writers) last August 1016 at Upper Bicutan Elementary School.
- ❑ and Interventions on January 13-14, 2011 held at Taguig Elementary School, Taguig City.

- ❑ Division Seminar Workshop "Integration of Research in Science Instruction on Dec 13-15, 2011 at National Research Council of the Phils. (NRCP) DOST, Taguig City.
- ❑ The Bacon School."Learning Smarter: Lesson in Teaching and Learning" last Sept 14, 2012.
- ❑ TWO-DAY LIVE IN MASS TRAINING FOR ELEMENTARY SCHOOL PRINCIPALS, MASTER TEACHERS AND SELECTED SUBJECT TEACHERS" held at Ciudad Christia, San Mateo, Rizal on December 2-4, 2011.

NCR Level

- ❑ Partnership in Mathematics Education for the New Millennium held on October 14 -15, 2000 at Pasay Chuang Hua, Pasay City
- ❑ MTAP-DECS – NCR Workshop, Looking Forward, Moving Onward Through Mathematics, October 6 – 7, 2001 at Phil. Pasay Chuang Hua, Pasay City.
- ❑ MTAP – DEPED – NCR Seminar Workshop and Critical and Creative Thinking through Mathematics for Responsible Citizenships Rizal High School, Pasig City September 14 – 15, 2002
- ❑ MTAP – DEPED – NCR Mathematics Seminar Workshop "Progress Through Quality Math Education," September 25 – 26, 2004 at Olivares College, Paranaque City
- ❑ Strengthening Teachers Role in Mathematics Education held on September 24 – 25, 2005 at Colegio de San Bartolome, Taguig City
- ❑ Seminar Workshop on Sports for Elementary and Secondary Teachers Administrators, Coaches, Trainers and Sports Enthusiast, DEPED – Memorandum No. 460, S2004 held at Bernardo Elementary School, Quezon City, October 9, 16, 23, 2003
- ❑ MTAP – DEPED – NCR Seminars Workshop on Revitalizing Math Education for National Progress, October 20 -21, 2007.
- ❑ Sa Aklat Sisikat Reading Program Teacher Training Workshop at the 34th floor 258 Petron Mega Plaza, Gil Puyat Avenue. Makati City on October 21-22, 2006.
- ❑ "Panahon na, Ang Pinoy at ang Hamon ng Climate Change and Symposium, Theme Earth Survival: Climate Change Solutions on April 24 2009, Bulwagan Karunungan, DEPED Complex, Meralco, Pasig City.
- ❑ MTAP Deped NCR seminar Workshop on Mathematical Excellence for Progress held on September 26-27, 2009 at Pasig Elementary School, Pasig City.
- ❑ Scouting Orientation Course (BSP) held on August 6, 2010 at Victoria Homes Elementary School Muntinlupa City.
- ❑ MTAP –DEPED-NCR Seminar Workshop on Mathematics: Key to Success" held on September 25-26,2010 at Phil. Pasay Chung Hua Academy, Pasay City.

- ❑ ECCD in focus: From Vision to Action' symposium held at Sofitel Philippine Plaza Manila ,CCP Complex, Roxas Blvd., Pasay City on Nov. 25,2010
- ❑ MTAP -DEPED – NCR Seminar workshop in Mathematics Theme " Meeting the Challenges of K_12 Basic Education Curriculum held on September 29-30 2012 at Upper Bicutan Elementary School.
- ❑ 36th Mobile Training Program for Special Education Teachers / Administrators at TESDA, Marikina City last April 27, 2013
- ❑ 3rd MAED Forum /Prof. Empowerment Vying for Teachers Leadership and Management

National Level

- ❑ 2006 DEPED MTAP Conference Education "Strengthening Teachers' Role in Mathematics" held at Teachers Camp, Baguio City, May 3 - 5, 2006.
- ❑ 2010 DEPED MTAP Conference Education held at Punta villa Resort, Iloilo City, April 3 - 7, 2010
- ❑ 15 National Scout Jamboree held at Mount Makiling, Calamba Laguna May 25-31, 2011.
- ❑ Page NCR Research Congress 2016
- ❑ 3rd MAED Forum /Professionals Empowerment Vying for Teachers Leadership and Management last August 9, 2015.
- ❑ National Seminar workshop on Leadership and Executive for Educational Leaders with the theme of 21st CENTURY TEACHERS: PRAXIS OF NATION BUILDERS , PUP March 2015
- ❑ 2016 PhRELCSFI National Mid- Year Seminar Workshop on Enhancing the Managerial and Leadership Skills of School Administrators, Supervisors, Principals, Principal Aspirants and Teachers. (2018)
- ❑ Regional Cluster Training Workshop of Potential Learning Resource Evaluators held at Oasis Tanza, Cavite.
- ❑ National Conference on Multidisciplinary Research with the theme Research and Innovation Towards Inclusive and Sustainable National Development last October 2017.
- ❑ NEMFRED National Research Conference on Innovating Prosperity Through Multidisciplinary Research last May 4, 2019 at Century Park Hotel, Manila

International Level

- ❑ 2009 International NSCM celebration and Seminar- Workshop for Science Club Leaders held at Deped Ecotech Center, Lahug, Cebu City on September 27 -October 1, 2009.
- ❑ International Seminar Science Education in Baguio City, August 15-17, 2014
- ❑ International Seminar Workshop on Developing Inquiry Based Science at Up Diliman, May 2015

- ❑ International Seminar on Science and Mathematics Conference Education at Ecovillage Boracay, December 2014.
- ❑ International Conference in how to raise child with character held at South Ridge last November 14, 2015.
- ❑ International Seminars in Educational Management with the theme of Post modern Challenge to the theory and Practice of Educational Administration last July 28-30, 2017 at Teachers Camp , Baguio City.
- ❑ 2018 International Invention in Science and Technology @ Kaoshiung Taiwan last Dec 7-9, 2018
- ❑ 2019 Japan International Invention and Design EXPO @ Tokyo Japan last June 5-9, 2019.
- ❑ 2020 South KOREA International Convention and Design Expo @ SEQUEL South Korea last July 23-28, 2019.
- ❑ International Conference on New Horizon in Education @ July 18-20, 2018 at PARIS, FRANCE.
- ❑ International Speaker
- ❑ 2nd International Research and Education Summit via zoom last july 28, 2021 Indiana.
- ❑ 2023 International Invention in Science and Technology @ Kaoshiung Taiwan last January 7-9, 2023

Extension Program Organized:

1. Maed Forum for 5 years
Taguig City University
2. "The Devastating Effects of Bullying in the Life of a Child"
Upper Bicutan, Taguig City
3. "A Beautification Project"
Barangay New Lower Bicutan, Taguig City
4. "Health Awareness: Diarrhea-Prevention and Cure"
Barangay Central Bicutan, Taguig City
5. "Extension Program: Sa Batang May Kaalaman Dengue ay Maiwasan"
Upper Bicutan, Taguig City

Personal Information:

Age : 44 years old
 Date of Birth : November 2, 1974
 Place of Birth : Tiaong Quezon

Father : Cipriano Bisco (deceased)
Mother : Milagros Manahan Bisco
Spouse : Michael S. Bagacina
Children : Charles Patrick B. Bagacina and Christan Paul
bagacina

Character References:

MARITES A. ASUQUE

Upper Bicutan Elementary School

Dr. CIPRIANO M. BISCO

R.P. CRUZ Elementary school

Dr. Normita A. Villa

Dean, School of Education, Arts, and Sciences

Taguig City University

I hereby certify that the above information is true and correct to the best of my knowledge and belief.



NATIONAL
TEACHERS
COLLEGE

CERTIFICATE OF INSTRUMENT VALIDATION

This is to certify that I have evaluated, based on my expertise, the instrument of the research titled, **"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"**.

F. Benavidez
Name of the Validator: FELICITA R. BENAVIDEZ
Highest Degree Attained: Ph. D. - Supervision & Management (Educational)
Institution Affiliated: Army's Angola Integrated School Inc.
Email Address: felibena12.fb@gmail.com
Mobile Number: 09171206669
Signature: *F. Benavidez*
Date: Nov. 18, 2024

VALIDATION SHEET

"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"

Name of Validator: Felicita R. Benavidez
 Degree: Ph.D. - Supervision & Management
 Position: School Principal
 Number of Years in Teaching: 45 yrs.

Please check the appropriate box for your ratings using the following scales as your guide:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 – Poor

INDICATORS	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure, test directions, and the items are written in a clearly and understandably.	✓				
2. Presentation and Organization of Items The items are presented and organized logically.	✓				
3. Suitability of Items The items are designed to determine the skills that are supposed to be measured. It appropriately presented the substance of the research.	✓				
4. Adequateness of the Content The number of questions per area is enough to represent all the questions needed for the research.	✓				
5. Attainment of Purpose The instrument fulfills the objectives needed for the research.	✓				
6. Objective Each item question requires only one specific answer or measures only one behavior. No aspect of the instrument suggests the personal views of the researcher/s.	✓				
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.	✓				

REMARKS:


FELICITA R. BENAVIDEZ
 Signature over Printed Name

Survey Questionnaire

Instructions: Kindly answer the following question by putting a check (/) in the space provided that corresponds to your answers.

PART 2. DEMOGRAPHIC PROFILE

Directions: Put a check (/) on your appropriate response.

- 1.1. Age:
- | | |
|---|--|
| ☐ 21-30 yrs. Old | ☐ 41-50 yrs. old |
| ☐ 31-40 yrs. Old | ☐ 51 yrs. old and above |
- 1.2. Sex:
- | | |
|-------------------------------|---------------------------------|
| ☐ Male | ☐ Female |
|-------------------------------|---------------------------------|
- 1.3. Civil Status:
- | | |
|----------------------------------|--|
| ☐ Single | ☐ Separated |
| ☐ Married | ☐ Widow/Widower |
- 1.4. Position/ Designation:
- | | |
|---------------------------------------|--|
| ☐ PRINCIPAL I | ☐ Principal IV |
| ☐ Principal II | ☐ Principal III |
- 1.5. Length of service:
- | | |
|-------------------------------------|---|
| ☐ 1-5 Years | ☐ 16-20 Years |
| ☐ 6-10 Years | ☐ 21-25 Years |
| ☐ 11-15Years | ☐ 26 Years and above |
- 1.6. Highest Educational Attainment:
- | | |
|---|--|
| ☐ College Graduate | ☐ With Doctoral Units |
| ☐ With Masters Units | ☐ Doctoral Graduate |
| ☐ Masteral Graduate | |

Part 3.1. Leadership Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Applied 4- Applied 3- Moderately Applied

2- Rarely Practiced 1 - Not Practiced

Transformational Leadership	5	4	3	2	1
1. Inspires trust and respect.					
2. Serves as a role model for ethical behavior.					
3. Communicates clear vision for the future.					
4. Passionate about organization's mission.					
5. Confident and decisive.					
6. Motivates and energize the team.					
7. Communicates a sense of urgency and importance.					
8. Inspires the teams to go above and beyond.					
9. Creates a positive and optimistic work environment.					
10. Celebrate success and recognizes achievements.					
11. Challenges the status quo and encourages innovation.					
12. Values creativity and original thinking.					
13. Encourages open and honest communication.					
14. Promotes learning and development opportunity.					
15. Open to new ideas and perspectives.					

16. Shows genuine care and concern for the well-being of the school personnel/team.					
17. Provide personalized guidance and support.					
18. Empowers the team to take ownership of their work.					
19. Listen actively and provides constructive feedback.					
20. Recognizes and rewards individual contributions in the school community.					

Transactional Leadership	5	4	3	2	1
1. Sets clear expectations and performance goals.					
2. Provides rewards and recognition to the team/member for achieving goals.					
3. Uses incentives to motivate employees.					
4. Offers praise and positive reinforcement.					
5. Clear about the consequences of not meeting expectations.					
6. Monitors performance closely.					
7. Intervenes when problem arise.					
8. Focuses on correcting mistakes.					
9. Provides corrective feedback.					
10. Uses disciplinary actions when necessary.					
11. Allows employees to work independently with minimal oversight.					
12. Prioritize efficiency and productivity.					

13. Focuses on maintaining the status quo.					
14. Emphasizes adherence to rules and procedures.					
15. Relies on authority and position to influence others.					

Part 3.2. Management Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Strategic Planning	5	4	3	2	1
1. Collaboratively develop a clear and compelling vision and mission statement for the school.					
2. Ensure that the school's mission and vision reflect the values, aspirations, and long-term goals of the school community.					
3. Consistently communicate the vision and mission to all stakeholders, including teachers, staff, students, parents, and the broader community.					
4. Clearly assign responsibilities for each initiative to specific individuals or teams.					
5. Ensure that everyone understands their roles and responsibilities.					
6. Involve a diverse group of stakeholders in the strategic planning process, including teachers, staff, students, parents, and community members.					
7. Ensure that strategic planning is an ongoing process rather than a one-time event.					
8. Regularly revisit and update the strategic plan to keep it relevant and aligned with the school's evolving needs.					
9. Ensures that strategic plan is adaptable to change and emerging opportunities and educational needs.					

10. Commits to continuous improvement and innovation.					
11. Empowers staff to take ownership of strategic initiatives.					

Resource Management	5	4	3	2	1
1. Conduct a thorough needs assessment to identify the financial requirements of the school, including academic programs, staffing, facilities, and extracurricular activities.					
2. Develop a detailed budget that aligns with the school's strategic goals. Ensure that the budget covers all necessary expenses and includes contingency funds for unexpected costs.					
3. Develop clear financial policies and procedures, including guidelines for purchasing, expense reimbursement, and cash handling. Ensure that all staff members are aware of and adhere to these policies.					
4. Implement a system for regular financial monitoring and reporting. Review financial statements, budget variance reports, and cash flow statements on a monthly or quarterly basis.					
5. Provide transparent financial reports to stakeholders, including staff, parents, and governing bodies. Clearly communicate how funds are being used and the impact of financial decisions.					
6. Develop a strategic recruitment plan to attract highly qualified candidates. Use diverse recruitment channels, such as job fairs, online job boards, and professional networks.					
7. Offer ongoing professional development opportunities, such as workshops, conferences, and online courses. Encourage staff to pursue further education and certifications.					
8. Conduct regular performance evaluations to provide constructive feedback and identify areas for improvement. Use a variety of assessment tools, including observations, self-assessments, and peer reviews.					
9. Promote a healthy work-life balance by offering flexible working conditions, adequate leave policies, and wellness programs.					

10. Foster a collaborative and inclusive school culture where all staff members feel valued and empowered to contribute.					
--	--	--	--	--	--

Data-Driven Decision Making	5	4	3	2	1
1. Ensure that resources such as textbooks, technology, and facilities are used efficiently and effectively.					
2. Regularly assess needs and redistribute resources as necessary.					
3. Develop a maintenance schedule to ensure that school facilities and equipment are regularly inspected, cleaned, and repaired.					
4. Address maintenance issues promptly to avoid disruptions.					
5. Integrate digital tools and platforms that enhance operational efficiency, such as learning management systems, communication tools, and data management systems					
6. Establish clear communication channels for transportation updates, such as delays or changes in routes, to keep parents and students informed.					
7. Develop and regularly update school policies to reflect current regulations and best practices.					
8. Ensure that staff are aware of and adhere to these policies.					

Part 4: Basic Principles and Concepts of School Sustainability (Operations)

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Basic Principles and Concepts of School Sustainability (Operations)	5	4	3	2	1
1. The school maintains a balanced budget and avoids recurring deficits.					
2. The school has multiple sources of income, reducing reliance on a single funding stream.					
3. The school has a long-term financial plan to ensure sustainability.					
4. The school implements cost-saving measures without compromising quality.					
5. The school minimizes waste and maximizes the use of resources.					
6. The school maintains its buildings and facilities to ensure longevity.					
7. Preventive maintenance is conducted to prevent major breakdowns and costly repairs.					
8. The school implements energy-saving measures to reduce energy consumption and costs.					
9. The school offers high-quality programs that meet the needs of students.					
10. Programs are regularly evaluated to ensure their effectiveness.					
11. The school maintains strong community partnerships and is able to adapt its programs to changing needs and circumstances.					

12. The school has strong and effective leadership that guides its direction.					
13. The school fosters a positive and supportive school culture with high staff retention rates.					
14. The school prioritizes ongoing professional development for staff to enhance their skills and knowledge.					
15. The school maintains strong partnerships with parents and the community to support student learning.					

Part 5: Challenges of Maintaining School Sustainability

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Challenges of Maintaining School Sustainability	5	4	3	2	1
1. Limited financial resources to cover operational costs, such as salaries, utilities, and maintenance.					
2. Deteriorating school buildings and facilities that require significant repairs or renovations.					
3. Difficulty in recruiting and retaining qualified teachers.					
4. Rapidly growing enrollment that strains resources and facilities.					
5. Decreasing student enrollment leading to budget cuts and program closures.					
6. Low levels of parental involvement and engagement in school activities.					
7. Frequent student transfers and dropouts.					

8. Behavioral problems and disruptive student behavior that disrupt the learning environment.					
9. Inadequate technology infrastructure and limited access to digital resources.					
10. Insufficient opportunities for staff professional development.					

Part 6: Best Practices and Recommendations

Direction: Please answer the following questions honestly and thoughtfully. You may provide specific examples and details to support your answers.

6.1 What practices have you found to be most effective in promoting sustainability in your school?

6.2 What recommendations would you offer to other schools to improve their sustainability efforts?

6.3 What specific actions could your school take to further enhance its sustainability initiatives?

6.4 What role do you think technology can play in promoting sustainability in schools?

6.5 How can we ensure that sustainability initiatives are integrated into the school's overall mission and vision?

➤ *Revised Research Instrument Based on the Validator's Feedback*

LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB

Dear _____,

Greetings of peace, love, joy, and solidarity!

I am Angelica Carla C. Baloro, an officer in charge of the preschool department at Army's Angels Integrated School, Inc. Currently, I am pursuing my **Master of Arts in Education major in Educational Management** at the National Teachers College. As part of my academic requirements, I am conducting a thesis entitled: "**Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Sustainable Proposed Learning Hub.**"

This research aims to explore and document effective leadership and management strategies employed by school heads and how these practices contribute to the sustainability of private school systems.

You have been thoughtfully selected as a vital contributor to this study due to your expertise and experience. Your participation and insights through a survey questionnaire will greatly enrich the findings of this research. Please be assured that all your responses will be handled with the highest level of confidentiality and used solely for academic purposes. The results will be presented collectively, ensuring that no individual participant or institution will be identified.

I sincerely hope for your cooperation in this endeavor, as your contribution will significantly enhance the understanding of effective leadership and management strategies in private schools. Your participation in this study is completely voluntary. You are free to decline or withdraw at any time without any consequences. Should you have any questions or require further clarification, please do not hesitate to contact me at aeceebaloro@gmail.com or 09190851841.

By signing below, you indicate that you have read and understood the details of this study and consent to participate willingly.

Thank you very much for your time, effort, and valuable input in this research.

Sincerely,



Angelica Carla C. Baloro, RN, LPT
Officer in Charge of the Preschool Department
Army's Angels Integrated School, Inc.
09190851841

Part 1A. INFORMED CONSENT

*I have read and understood the purpose, procedures, and ethical considerations of this study.
I voluntarily agree to participate with the understanding that I may withdraw at any time.*

Participant's Name (Printed): _____

Participant's Signature: _____

Date: _____

Researcher's Name (Printed): _____

Researcher's Signature: _____

Date: _____

Part 1B. DATA PRIVACY

To complete this research, I kindly request your participation by sharing demographic details (e.g., name, designation, years of experience) and responses to survey questions. All data will be treated with strict confidentiality, anonymized, and used solely for academic purposes.

Your participation is voluntary, and you may withdraw at any time. Data will be securely stored and retained. You also have the right to access or correct your data.

By signing below, you confirm that you have read, understood, and voluntarily consent to the collection and processing of your data for this study.

Thank you for considering this request. Please contact me at aeceebaloro@gmail.com or 09190851841 if you have any questions.

Participant's Name (Printed): _____

Participant's Signature: _____

Date: _____

Researcher's Name (Printed): _____

Researcher's Signature: _____

Date: _____

Survey Questionnaire

Instructions: Kindly answer the following question by putting a check (/) in the space provided that corresponds to your answers.

PART 2. DEMOGRAPHIC PROFILE

Directions: Put a check (/) on your appropriate response.

- 1.1. Age:
- | | |
|---|--|
| ☐ 21-30 yrs. Old | ☐ 41-50 yrs. old |
| ☐ 31-40 yrs. Old | ☐ 51 yrs. old and above |
- 1.2. Sex:
- | | |
|-------------------------------|---------------------------------|
| ☐ Male | ☐ Female |
|-------------------------------|---------------------------------|
- 1.3. Civil Status:
- | | |
|----------------------------------|--|
| ☐ Single | ☐ Separated |
| ☐ Married | ☐ Widow/Widower |
- 1.4. Position/ Designation:
- | | |
|---|---|
| ☐ School Directress/Director | ☐ School Principal |
| ☐ School President | ☐ School Administrator |
- 1.5. Length of service:
- | | |
|-------------------------------------|---|
| ☐ 1-5 Years | ☐ 16-20 Years |
| ☐ 6-10 Years | ☐ 21-25 Years |
| ☐ 11-15Years | ☐ 26 Years and above |
- 1.6. Highest Educational Attainment:
- | | |
|---|--|
| ☐ College Graduate | ☐ With Doctoral Units |
| ☐ With Masters Units | ☐ Doctoral Graduate |
| ☐ Masteral Graduate | |

Part 3.1. Leadership Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Applied 4-Applied 3- Moderately Applied

2- Rarely Practiced 1 - Not Practiced

A. Transformational Leadership

<i>As a school leader, I ...</i>	5	4	3	2	1
1. lead with integrity to earn trust and foster mutual respect.					
2. demonstrate ethical behavior and professionalism in all actions.					
3. share a clear, compelling vision for the future to guide the team.					
4. encourage the team to achieve excellence and maintain enthusiasm.					
5. challenge the status quo and support creativity and new ideas.					
6. create an environment that values honest dialogue and feedback.					
7. provide opportunities for learning, development, and personal success.					
8. delegate effectively and trust the team to take responsibility.					
9. recognize and reward achievements to reinforce positive contributions.					
10. prioritize the well-being and individual needs of the team members.					

B. Transactional Leadership

<i>As a school leader, I ...</i>	5	4	3	2	1
1. establish specific performance goals and communicate them effectively.					
2. acknowledge and celebrate achievements to motivate the team.					

3. use positive feedback to encourage desired behaviors.					
4. regularly assess progress to ensure alignment with goals.					
5. intervene promptly when problems arise to minimize impact.					
6. focus on constructive guidance to address mistakes and improve performance.					
7. apply when necessary to uphold standards and accountability.					
8. allow employees to work autonomously with minimal supervision.					
9. maintain a focus on efficiency while achieving organizational goals.					
10. ensure adherence to established guidelines for consistency and fairness.					

Part 3.2. Management Strategies

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Strategic Planning

<i>As a school leader, I ...</i>	5	4	3	2	1
1. create a clear and compelling vision and mission that reflect the school community's values and aspirations.					
2. align the vision and mission with the long-term goals of the school and its stakeholders.					
3. share the vision and mission regularly with teachers, staff, students, parents, and the broader community.					
4. define responsibilities for each initiative and ensure everyone understands their roles.					
5. engage a diverse group, including teachers, staff, students, parents, and community members, in the strategic planning process.					

6. treat strategic planning as an evolving process rather than a one-time event.					
7. revisit and refine the strategic plan to align with the school's changing needs.					
8. ensure the strategic plan is flexible and responsive to emerging opportunities and challenges.					
9. empower staff to take initiative and responsibility for strategic efforts.					
10. commit to innovation and ongoing progress to achieve the school's goals.					

Resource Management

<i>As a school leader, I ...</i>	5	4	3	2	1
1. conduct a thorough needs assessment to identify the financial requirements of the school, including academic programs, staffing, facilities, and extracurricular activities.					
2. develop a detailed budget that aligns with the school's strategic goals. Ensure that the budget covers all necessary expenses and includes contingency funds for unexpected costs.					
3. develop clear financial policies and procedures, including guidelines for purchasing, expense reimbursement, and cash handling. Ensure that all staff members are aware of and adhere to these policies.					
4. implement a system for regular financial monitoring and reporting. Review financial statements, budget variance reports, and cash flow statements on a monthly or quarterly basis.					
5. provide transparent financial reports to stakeholders, including staff, parents, and governing bodies. Clearly communicate how funds are being used and the impact of financial decisions.					
6. develop a strategic recruitment plan to attract highly qualified candidates. Use diverse recruitment channels, such as job fairs, online job boards, and professional networks.					
7. offer ongoing professional development opportunities, such as workshops, conferences, and online courses. Encourage staff to pursue further education and certifications.					

8. conduct regular performance evaluations to provide constructive feedback and identify areas for improvement. Use a variety of assessment tools, including observations, self-assessments, and peer reviews.					
9. promote a healthy work-life balance by offering flexible working conditions, adequate leave policies, and wellness programs.					
10. foster a collaborative and inclusive school culture where all staff members feel valued and empowered to contribute.					

Data-Driven Decision Making

<i>As a school leader, I ...</i>	5	4	3	2	1
1. ensure that textbooks, technology, and facilities are utilized effectively.					
2. continuously evaluate resource needs and redistribute them as required.					
3. develop and follow a schedule for regular inspections, cleaning, and repairs of school facilities and equipment.					
4. address maintenance concerns quickly to minimize disruptions.					
5. use platforms like learning management systems and data management tools to enhance operational efficiency.					
6. establish clear channels to provide timely updates on transportation and other logistical matters.					
7. create and routinely update school policies to align with current regulations and best practices.					
8. ensure all staff are informed about and comply with established policies.					
9. invest in technology and strategies that optimize school operations.					

10. monitor and adapt resource allocation to meet the evolving needs of the school.					
---	--	--	--	--	--

Part 4: Basic Principles and Concepts of School Sustainability (Operations)

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Highly Practiced 4- Moderately Practiced 3- Practiced

2- Rarely Practiced 1 - Not Practiced

Basic Principles and Concepts of School Sustainability (Operations)

<i>As a school leader, I ...</i>	5	4	3	2	1
1. ensure a balanced budget, avoid deficits, and diversify income sources.					
2. develop long-term financial strategies to support the school's future.					
3. implement cost-saving measures, minimize waste, and maximize resource efficiency.					
4. conduct preventive maintenance and maintain buildings to avoid major repairs and extend their lifespan.					
5. adopt energy-saving measures to lower consumption and expenses.					
6. offer programs that address students' needs and adapt them to changing circumstances.					
7. regularly assess and improve programs to ensure they meet objectives.					
8. build and maintain connections with parents, the community, and external organizations to support student success.					
9. prioritize professional growth opportunities and foster a positive school culture to enhance staff retention.					

10. ensure strong leadership that guides the school's direction and promotes its mission.					
---	--	--	--	--	--

Part 5: Challenges of Maintaining School Sustainability

Directions: Check the box aligned with the indicators that correspond to your answer.

5- Strongly Agree 4- Agree 3- Neutral

2- Disagree 1 – Strongly Disagree

Challenges of Maintaining School Sustainability	5	4	3	2	1
1. Financial resources are limited, impacting operational costs like salaries, utilities, and maintenance.					
2. School buildings and facilities are deteriorating, requiring significant repairs or renovations.					
3. Recruiting and retaining qualified teachers is difficult, affecting educational quality.					
4. Enrollment is growing rapidly, straining resources and facilities.					
5. Student enrollment is decreasing, leading to budget cuts and program closures.					
6. Parental involvement in school activities is low, hindering community engagement.					
7. Student transfers and dropouts occur frequently, disrupting continuity.					
8. Disruptive student behavior is a problem, negatively affecting the learning environment.					
9. Technology infrastructure is inadequate, limiting access to digital resources.					
10. Opportunities for staff professional development are insufficient, affecting growth and performance.					

Part 6: Best Practices and Recommendations

Direction: Please answer the following questions honestly and thoughtfully. You may provide specific examples and details to support your answers.

6.1 What practices have you found to be most effective in promoting sustainability in your school?

6.2 What role do you think technology can play in promoting sustainability in schools?

6.3 How can we ensure that sustainability initiatives are integrated into the school's overall mission and vision?

6.4 What specific actions could your school take to further enhance its sustainability initiatives?

6.5 What recommendations would you offer to other schools to improve their sustainability efforts?



NATIONAL TEACHERS COLLEGE
629 J. Nepomuceno Street, Quiapo, Manila

GRADUATE SCHOOL DEPARTMENT

Dear Ma'am/Sir,

Greetings of peace, joy, love, and solidarity!

I hope this letter finds you in good health and high spirits. I am a graduate student of National Teachers College pursuing a **Master of Arts in Education, Major in Educational Management** in the academic year 2024-2025. As a pre-requisite for the said program, I am conducting a study titled "**LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB**".

In this regard, I am writing to formally request permission to conduct a pilot test at your institution. This pilot testing initiative aims to provide valid data that could serve as the basis for designing a **GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB**.

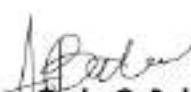
The proposed pilot testing will take place on December 9, 2024, and will involve the school leaders, such as the owner, president, administrator, or principal.

The pilot testing will be conducted with strict adherence to ethical standards, safeguarding the welfare and confidentiality of all participants. A comprehensive report on the outcomes of the pilot testing will be shared with your school upon completion.

I greatly value our partnership and appreciate your support in fostering educational innovation. Please let me know if you require further details or if there are specific requirements to proceed with this request.

Thank you for considering this proposal. I look forward to your positive response and to working collaboratively to advance our shared goal of providing quality education.

Sincerely yours,


Angelica Carla C. Baloro, RN, LPT
Researcher



NATIONAL TEACHERS COLLEGE
629 J. Nepomuceno Street, Quiapo, Manila
GRADUATE SCHOOL DEPARTMENT

Dear Validator,

Greetings!

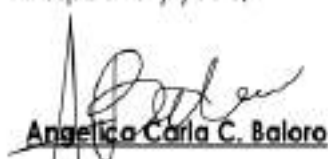
I am **Angelica Carla C. Baloro**, a graduate student at the National Teachers College, currently pursuing a **Master of Arts in Education, Major in Educational Management** for the academic year 2024-2025.

As part of the requirements for the completion of my thesis titled: **"Leadership and Management Strategies of School Heads in Selected Private Schools: Guide for a Sustainable Proposed Learning Hub,"** I am in the process of validating the **emerging themes** derived from my data analysis.

In this regard, I respectfully request your professional insights and expertise in validating these themes to ensure their **relevance, accuracy, and alignment** with the objectives of the study. Your feedback will be invaluable in strengthening the credibility and scholarly quality of my research.

Thank you very much for considering this request. I look forward to your positive response.

Respectfully yours,


Angelica Carla C. Baloro
Researcher

VALIDATION SHEET**"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"**

Name of Validator: DR. ELVIRA B. BAGACINA
 Degree: DOCTOR OF EDUCATION
 Position: ASSISTANT PROFESSOR, TAGUIG CITY UNIVERSITY
 Number of Years in Teaching: 24 YEARS

Please check the appropriate box for your ratings using the following scales as your guide:

5 – Excellent 4 – Very Good 3 – Good 2 – Fair 1 - Poor

INDICATORS	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure, test directions, and the items are written in a clearly and understandably.	/				
2. Presentation and Organization of Items The items are presented and organized logically.	/				
3. Suitability of Items The items are designed to determine the skills that are supposed to be measured. It appropriately presented the substance of the research.	/				
4. Adequateness of the Content The number of questions per area is enough to represent all the questions needed for the research.	/				
5. Attainment of Purpose The instrument fulfills the objectives needed for the research.	/				
6. Objective Each item question requires only one specific answer or measures only one behavior. No aspect of the instrument suggests the personal views of the researcher/s.	/				
7. Scale and Evaluation Rating The scale adapted is appropriate for the item.	/				

REMARKS:

DR. ELVIRA B. BAGACINA
 Signature over Printed Name

"LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: GUIDE FOR A SUSTAINABLE PROPOSED LEARNING HUB"

Table 11. *Thematic Analysis of the School Leaders' Recommendations for Sustainable Learning Hub*

Theme	Representative Codes	Sample Statements (with Respondents)
Curriculum and Environmental Integration	Curriculum integration, Environmental education, Green technology, Waste management, Student involvement	R3: "I recommend that other schools integrate sustainability into their curriculum..." R12: "Start with small, consistent actions like waste segregation and energy conservation..." R14: "Make sustainability a core part of the curriculum, use energy-efficient technologies..."
Stakeholder and Community Engagement	School collaboration, Community partnership, Stakeholder engagement, Cross-sector collaboration	R4: "Collaborate by fostering partnerships with local organizations and other schools..." R11: "Collaboration with other schools." R29: "Admin and teachers collaboration of programs or activities with parents..."
Governance and Strategic Focus	Goal alignment, Strategic review, Participatory governance, Incentive schemes, Values-based education	R8: "Keep their focus on the goal." R18: "Regular review of school plans." R23: "Ask suggestions from stakeholders... regular monitoring... offer quality Catholic education."
Awareness and Stakeholder Engagement	Awareness campaign, Stakeholder engagement, Local environmental awareness	R9: "Build awareness among students, teachers, and parents..." R10: "Same as the above." R27: "Awareness to its own environment."
Innovation and Capacity Building	Technology integration, Staff development, Innovation, Infrastructure improvement	R1: "Invest in technology & personnel, improve services & be creative in school management." R20: "Prioritize improvement of teachers' and facilities..." R22: "Be consistent, be responsible and be always open to innovation."

Data-Driven Sustainability	Benchmarking, Data-driven planning, Best practice sharing	R2: "They have to benchmark and decide based on data." R24: "Benchmark with other sustainable schools." R26: "Learn from best practices..."
Faith-Driven Sustainability	Faith-based sustainability, Environmental education, Community outreach	R25: "Begin their sustainability efforts by rooting them in our shared faith... Laudato Si"... prayerful reflection..."
Organisational Culture and Recognition	Recognition, Consistency, Motivation strategy, Accountability	R7: "Acknowledge and celebrate achievements in sustainability." R22: "Be consistent, to be responsible and be always open on innovation."

Theme 1. "Curriculum and Environmental Integration"

A recurring recommendation was to embed sustainability in students' academic experience. Drawing from codes such as curriculum integration, environmental education, student involvement, and green technology, school leaders encouraged making sustainability a core educational concern. They suggested that classroom-based environmental topics, eco-projects, and practical lessons on conservation would cultivate environmental literacy and long-term behavioural change. As R3 stated, "I recommend that other schools integrate sustainability into their curriculum by offering courses on environmental stewardship and sustainable practices..." Similarly, R12 shared, "Start with small, consistent actions like waste segregation and energy conservation, involve students in eco-projects, integrate sustainability into lessons, and engage the community..."

Theme 2. "Stakeholder and Community Engagement"

Collaboration emerged as a central theme, highlighted by codes such as school partnership, community collaboration, and inter-sector coordination. School leaders advised engaging with parents, neighboring schools, organizations, and local communities to enhance sustainability initiatives and cultivate shared accountability. R4 conveyed this sentiment, stating, "We could collaborate by fostering partnerships with local organizations and other schools who are open to these initiatives." In a similar vein, R29 emphasized this collective effort by saying, "Admin and teachers collaborating on programs or activities with parents can yield positive results."

Theme 3. "Governance and Strategic Focus"

This theme underscored the significance of leadership, planning, and institutional coherence in sustainability initiatives. Drawing from codes like strategic planning, goal alignment, monitoring, and participatory governance, participants advised schools to establish clear objectives, regularly assess institutional frameworks, and prioritize sustainability in policy. R8 stressed, "Keep their focus on the goal," while R18 recommended, "Regular review of school plans." Additionally, R23 presented a comprehensive strategy by saying, "Always seek suggestions from stakeholders. Implement regular monitoring of activities and budget. Continuous training for teachers and staff is encouraged. Provide quality Catholic education."

Theme 4. "Awareness and Stakeholder Engagement"

Codes such as awareness campaigns, environmental consciousness, and stakeholder education highlighted the belief that change begins with education. School leaders advocated for ongoing efforts to raise awareness and engage

students, teachers, and parents about sustainability, both inside and outside the classroom. R9 suggested, "Start by building awareness among students, teachers, and parents about the importance of sustainability through regular campaigns, seminars, and classroom integration," while R27 simply remarked, "Awareness of one's environment."

Theme 5. "Innovation and Capacity Building"

This theme emphasized schools' need to invest in technological integration, staff training, and infrastructure improvements. Leaders noted that innovation within school operations and services and professional development enhance an institution's capacity for sustaining change. R1 recommended, "Invest in technology & personnel, enhance services & innovate in school management," while R20 added, "Focus on improving teachers and facilities. Ensure transparency in all school finances." These observations indicated a desire to align sustainability goals with internal capabilities.

Theme 6. "Data-Driven Sustainability"

Multiple school leaders highlighted the significance of utilizing data and benchmarks to inform decision-making. Based on codes like benchmarking, data-driven planning, and sharing best practices, this theme underscores the importance of learning from others and basing actions on evidence. R2 stated, "They need to benchmark and plan their decisions based on data." Similarly, R26 advised, "Learn from best practices that have been successfully implemented by other schools."

Theme 7. "Faith-Driven Sustainability"

One respondent connected sustainability to Catholic spirituality and ecological responsibility. This theme demonstrated how sustainability can align with religious values through codes such as faith-based education, *Laudato Si'*, and moral stewardship. R25 offered a detailed suggestion: "I recommend that other schools initiate their sustainability efforts by anchoring them in our shared faith—acknowledging that caring for the environment is part of our moral and spiritual duty as stewards of God's creation... Encourage prayerful reflection on environmental issues during school assemblies or liturgical celebrations to enhance this spiritual connection."

Theme 8. "Organisational Culture and Recognition"

Finally, respondents contended that sustainability must become embedded in the school's culture. Codes such as recognition, motivation, consistency, and accountability implied that values and internal practices strengthen commitment. R7 proposed, "Acknowledge and celebrate sustainability achievements. Recognizing the efforts of students, staff, and community members can motivate ongoing engagement," while R22 stressed, "To be consistent, responsible, and always open to innovation."

The thematic analysis of open-ended responses provides a comprehensive perspective on sustainability, including teaching practices, community collaboration, leadership strategies, cultural norms, and ethical responsibilities. These insights reaffirm that sustainable development in schools is not a uniform framework but a dynamic process influenced by curriculum, context, culture, and commitment. The themes presented here offer practical, experience-based

recommendations that can guide the development of contextually relevant Sustainable Learning Hubs in the Philippine private education sector.

The findings strongly support designing a Sustainability Learning Hub. Integrating quantitative data with qualitative insights identified strengths in leadership among school heads and highlighted operational gaps, sustainability challenges, and opportunities for structured programming. This synthesis emphasizes the need for a hub anchored in ethical leadership that addresses learner diversity, community engagement, and institutional sustainability. The following interpretations, organized by each problem statement, show how the data inform the hub's conceptualization for neurotypical and neurodivergent learners using differentiated, faith-based, and community-oriented approaches.

Table 12. *Integrated Quantitative and Qualitative Results for Sustainability Learning Hub*

Statement of the Problem	Quantitative – Strengths	Quantitative – Areas for Enrichment	Qualitative Data	Implications for the Sustainability Learning Hub
Demographic Profile	Experienced, highly educated school heads (majority are Masteral/Doctoral holders, >11 years in service)	Underrepresentation of younger or less experienced staff	Participants reflect diverse private school contexts	Training modules should be adaptable across varying school sizes and staff experience levels
Leadership Style	"Lead with integrity..." (M = 5.00); "Demonstrate ethical behavior..." (M = 4.97); "Use positive feedback..."	Delegation and rewards (M = 4.70), challenging the status quo (M = 4.77)	Themes: "Curriculum and Environmental Integration," "Stakeholder and Community Engagement"	Leadership training should reinforce distributed, ethical, and motivational styles to inspire collective action toward

Statement of the Problem	Quantitative – Strengths	Quantitative – Areas for Enrichment	Qualitative Data	Implications for the Sustainability Learning Hub
Operations, and Sustainability Challenges	DDDM predicts operations success ($\beta = .60, p < .01$)	challenges	responsibility	challenges as locally embedded issues needing tailored intervention

Demographic data show that most respondents are experienced, highly educated, with many holding Master's or Doctoral degrees and over 11 years of service. This provides a strong foundation of professional maturity and sector knowledge, enhancing the credibility of leadership and management practices. However, the lack of early-career educators indicates a need for developmental opportunities across the teaching continuum. Given the diverse school settings of respondents, the Sustainability Learning Hub must offer adaptable training and programming for both seasoned and emerging leaders, including scaffolding programs that support differentiated instruction, inclusive education, and institutional planning.

School heads exhibited high transformational leadership, especially in ethical conduct, integrity, and motivational feedback. These behaviors are essential for fostering cultures that value shared responsibility and inclusive growth. However, lower creativity, delegation, and recognition scores indicate a need to enhance leadership capacity in innovation and governance. Thematic analysis supports these findings, emphasizing environmental integration and community engagement in leadership. The hub should strengthen inclusive leadership practices through professional development in shared visioning, team empowerment, and stakeholder collaboration, especially for leading neurodivergent-inclusive initiatives.

The study found strengths in planning, professional development, and budgeting, while technical operations like financial tracking and digital platforms need more support. Qualitative themes such as "Governance and Strategic Focus" and "Data-Driven Sustainability" highlight effective systems thinking in promoting school-level sustainability. Insights suggest the Sustainability Learning Hub should provide training in strategic planning and monitoring, emphasizing data-informed interventions. Modules on inclusive scheduling, differentiated budgeting, and responsive resource management are particularly relevant for diverse learning environments.

Findings show strong policy compliance and stakeholder engagement in sustainability. However, school heads noted weaknesses in preventive maintenance and energy conservation planning. Qualitative themes revealed integrating faith values and environmental education into school culture. These findings support creating a learning hub that fosters sustainable operations and inclusive environments, physically accessible, socially safe spaces aligned with the school's mission and values. The hub should help schools translate environmental and faith-based goals into daily routines benefiting all learners, especially those with unique learning profiles.

Moderate sustainability barriers like declining enrolment, frequent student transfers, and low parental engagement were not significantly linked to leadership or management style, highlighting their contextual nature. Themes like "Awareness and Stakeholder Engagement" and "Governance" emphasize the need for community collaboration and localized responses. Thus, the Sustainability Learning Hub should provide tools and frameworks to assist schools in developing tailored solutions such as enrolment retention strategies, inclusive parent

engagement activities, and dropout prevention plans that address their specific challenges and learner populations.

Strong correlations existed between leadership, management, and school operations, with Data-Driven Decision-Making as a key predictor of sustainability practices. However, sustainability challenges suggest that leadership and management cannot resolve complex, external issues alone. This underscores the need for integrated leadership–management–operations alignment while allowing for flexible community interventions. Such a model enables schools to enhance internal capacities and respond effectively to systemic and socio-cultural factors affecting learner success and institutional sustainability.

The study's findings guide the development of an inclusive, strategic, and community-responsive Sustainability Learning Hub. It should focus on values-based leadership while being adaptable to diverse sustainability challenges. Importantly, it must offer structured programming for both neurotypical and neurodivergent learners. Through this integrative approach, the hub can help schools implement sustainability in an educationally sound, socially just manner, addressing the realities of Philippine private education.

Appendix G. Work Plan for Thesis Writing

Table 8 Gantt Chart

Task	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Preparation Phase (Develop instruments, obtain approvals, and recruit participants.)									
Data Gathering (Administer surveys, conduct document analysis, and interviews.)									
Data Analysis (Analyze quantitative and qualitative data, integrate findings.)									
Presentation (Synthesize findings, prepare and disseminate the final report.)									

By following this data-gathering procedure, the study aims to collect comprehensive and reliable data to inform the development of a guide for a sustainable learning hub that supports diverse populations in selected private schools.

Appendix H. Curriculum Vitae



Name: ANGELICA CARLA C. BALORO, RN, LPT
Contact No.: 09190851841
E-mail aeceebaloro@gmail.com
Address: 301 Salazar St. Central Signal Village Taguig City
Date of Birth: November 20, 1989
Place of Birth: Balete, Batangas
Civil Status: Married
Name of Spouse: Joel J. Baloro, Jr.
Religion: Christian
Present Position: Officer in Charge in the Preschool Department
Office Address: Army's Angels Integrated School, Inc., Taguig City

EDUCATIONAL BACKGROUND

Post-graduate Education DE LA SALLE UNIVERSITY – DASMARINÑAS

Dasmariñas Cavite, Philippines

Certificate in Teaching Early Childhood Learners

May 2025 – Present

NATIONAL TEACHERS COLLEGE

Manila, Philippines

Master of Arts in Education

Major in Educational Management

October 2021- 2025

UNIVERSITY OF THE PHILIPPINES

Los Baños, Laguna Philippines

Professional Teaching Certification

May 2020 - September 2021

Tertiary Education CAVITE STATE UNIVERSITY

Indang, Cavite Philippines

Bachelor of Science in Nursing

June 2006 - April 2011

CAVITE STATE UNIVERSITY

Indang, Cavite Philippines

Certificate in Information System Management

June 2009 - April 2011

CAVITE STATE UNIVERSITY

Indang, Cavite Philippines

Associate in Health Science Education

(Academic Awardee)

June 2006 – April 2008

Secondary Education BALETE NATIONAL HIGH SCHOOL

Balete, Batangas

June 2004 - April 2006

(Class Salutatorian)

ARMY’S ANGEL INTEGRATED SCHOOL, INC.

Engr’s Hill Taguig City, Metro Manila

June 2002 - April 2004

(First Honors)

EXAMINATION PASSED Nursing Licensure Examination

Health Authority Abu Dhabi – Registered Nurse Examination

Licensure Examination for Professional Teachers

WORKING EXPERIENCE Directress/Owner

ACIE LEARNING HUB

(Little Angels Montessori Playschool)

#27 Old Manalili St. South Signal Village Taguig City

May 2024 – Present

OIC - Preschool Department/ School Nurse

Army's Angels Integrated School, Inc.

Salazar St. Central Signal Village Taguig City

May 2021 - Present

Junior Tutor

51talk Philippines

Discovery Center ADB Avenue, Ortigas Pasig City

March 2019 – March 2021

Operations Manager/Owner

Angel's School Cafeteria

301 Salazar St. Central Signal Village Taguig City

June 2019 - Present

Company Nurse

ActiveOne Health - Manila, Philippines

Mandaluyong, Metro Manila

March 2019 - June 2019

Emergency and Trauma Staff Nurse

Al Ain Hospital - Abu Dhabi Health Services (SEHA)

Al Ain City, Abu Dhabi, United Arab Emirates

June 10, 2017 - February 28, 2019

- Provide rapid assessment, intervention and stabilize a variety of trauma and illnesses with decisive action.

Nurse Educator/ Health and Safety Officer/ Royal/VIP Staff Nurse

WeCare Home Health Center

Al Ain City, Abu Dhabi, United Arab Emirates

January 10, 2015 - May 2017

Occupational Health Nurse

Hitachi Cable Philippines, Inc. (Medical Department) Lima Technology Center, Lipa City, Batangas, Philippines July 2013 - October 2014

Emergency Staff Nurse

N.L. Villa Memorial Medical Center

F. Manalo St, Lipa City, Batangas, Philippines

February 2012 – July 2013

Registered Nurse

Department of Health (Balete Health Center)

CHD IV-A, Project 4, Quezon City, Manila, Philippines November 2011 – December 2012

TRAINING AND SEMINAR ATTENDED

Comparative Education Policy and Innovative Research,

National Teachers College

Bangkok Thailand

December 2023

The Role of Knowledge Management and Innovation Management in High Education Ecosystems

The Institute for Knowledge and Innovation South-East Asia, Bangkok University, Thailand,

December 2023

Occupational First Aid BLS, CPR with AED Training

Red Cross Philippines Rizal Chapter, Taguig City Branch, Bonifacio High Street, BGC Taguig City

July 2023

Webinar on Republic Act 11650 – Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, Council for Welfare of CHILDREN

April 2022

Emergency Department Pediatric Nursing Course

Sheikh Khalifa Medical City

Abu Dhabi, UAE

November 2018

Paediatric Advance Life Support

Al Ain Hospital

Al Ain City, Abu Dhabi, UAE

October 2017

Advanced Cardiac Life Support

Al Ain Hospital, Al Ain City, Abu Dhabi, UAE

September 2017

Intravenous Training

Al Ain Hospital

Al Ain City, Abu Dhabi, UAE,

July 2017

Fire and Safety Training

Emirates Institute for Health and Safety

January 9, 2017

Philippine National Red Cross (National Headquarters) - *Emergency Response Team (Responder)*

Philippine Nurses Association (*Member*)

Occupational Health Nurses Association of the Philippines *Registered Nurse (Member)*

RECOGNITION Paediatric Emergency Nurse of the Year

Emergency Medicine Department

Al Ain Hospital, Abu Dhabi UAE

Accreditation Star Awardee

WeCare Home Health Services

Abu Dhabi UAE



The National Teachers College

629 J. Nepomuceno St., Quiapo, Manila

Office of the Vice President for Academic Affairs Research and Publications

RESEARCH ETHICS REVIEW FORM

Name of Researcher/s: Baloro, Angelica Carla C.	
Title of the Study: LEADERSHIP AND MANAGEMENT STRATEGIES OF SCHOOL HEADS IN SELECTED PRIVATE SCHOOLS: BASIS FOR A SUSTAINABLE PROPOSED LEARNING HUB	
Affiliation: Army's Angels Integrated School, Inc.	
Email Address: aeceebaloro@gmail.com	Contact Number: 09190851841
References	
Name (SN, FN MI)	Affiliation/Contact Number
Benavidez, Felicita R.	Army's Angels Integrated School, Inc. 09171206669
Bagacina, Elvira B.	Taguig City University 09179183115
Student Details (If applicable)	
Degree Program: Master of Arts in Education Major in Educational Management	Department: Graduate School
Adviser's Name: Vyma R. Salcedo LPT, EdD	Adviser's Email Address and Contact Number: vr.salcedo@ntc.edu.ph

INDICATORS	ACTION TAKEN (to be accomplished by Researcher)	COMPLIANCE (to be accomplished by reviewer)		COMMENTS (to be accomplished by reviewer)	REMARKS (to be accomplished by reviewer)
		Yes	No		
1. CONSENT AND CONFIDENTIALITY The research study					
1.1 provides guidelines on how to inform the participants on the purpose and output of the study	The guidelines were discussed in the Data Gathering part (page 31) and included in the appendix in Part 1A. Informed Consent (page 40)				
1.2 provides plan on how participants will be informed on their inclusion to the study	The plan on how participants will be informed were discussed in the Data Gathering Procedure and Ethical Considerations (page 32-35) and included in the appendix in Part 1A. Informed Consent (page 40-41)				
1.3 assures on the privacy and security of sensitive data	The assurance on the privacy and security of sensitive data were discussed in the Ethical Considerations (page 33-35) and included in the appendix Part 1B. Data Privacy (page 41)				
1.4 provides consent form to the participants of their voluntary participation in the study	The consent form to the participants of their voluntary participation were discussed in the ethical consideration				

	(page 33 and included in the appendix Letter to the Respondents (page 38), Part 1A Informed Consent (page 40) and Participant Rights (Page 41)				
1.5 addresses ethical issues in case there are sensitive issues involved in the study	The ethical issues in case of sensitive issues were addressed in the Ethical Considerations (page 33-35) and included in the appendix Part 1A Informed Consent (page 40)				
1.6 provides detailed arrangements to preserve confidentiality and anonymity of the participants and potentially affected individual	The detailed arrangement to preserve confidentiality and anonymity of the participants and potentially affected individuals were discussed in the Data Gathering Procedure (Page 31-32) and Ethical Considerations (Page 33) and included in the appendix Letter to the Respondent (Page 38) and Part 1A Informed Consent (Page 40) and Part 1B Data Privacy (Page 41)				
1.7 complies with Data Protection Law	The data protection law were discussed in the Ethical Consideration (Page 33) and				

	included in the appendix of Part 1B Data Privacy (Page 41)				
2. RESEARCH DESIGN & METHODOLOGY The research study					
2.1 addresses ethical and legal dimensions of the process of collecting, analyzing and storing the data	The ethical and legal dimensions of the process of collecting, analyzing and storing the data were discussed in the Data Gathering Part (Page 31-33) and Ethical Consideration (Page 33-35) and included in the appendix Part 1B Data Privacy (Page 41)				
2.2 manifests no biases in instruments or data collection tools	The guidelines that manifest no biases in instruments or data collection were discussed in the Research Design (Page 26), Document Analysis (Page 31) and in the Researcher Bias Mitigation (Page 35-36)				
2.3 provides scientific criteria of the selection of the participants	The scientific criteria of the selection of the participants were discussed in the Population and Sampling (Page 27-28)				
2.4 provides details of data recording protocol (e.g. interview protocol, observational protocol)	The details of data recording protocols were discussed in the Research Design				

	(Page 26), Interview Protocol (Page 31) and Data Gathering Procedure (Page 33). It is also included in the appendix Part 1A Informed Consent (Page 40)				
2.5 suggests ways to on how to address potential risk during data collection	The ways to address the potential risk during the data collection were discussed in the Research Design (Page 26), Research Instrument (Page 29 and Ethical Consideration (Page 34). It is also included in the appendix Part 1A Informed Consent (Page 40)				
2.6 presents the tool/s validated by experts accompanied by pieces of evidence	The tool validation process by experts were discussed in the Research Instrument (Page 29 and presented in the appendix of the Instrument Validation (Page 51-107)				
2.7 presents the results of reliability testing (Cronbach's alpha/reliability index)	The reliability testing results were presented in the Research Instrument (Page 29-31 and included in the appendix of the Statistical Tables for Reliability Testing (Page 119-131)				

Endorsement of Adviser:



VYRNA R. SALCEDO, LPT, EdD

Full Name, Signature and Date

Research Office Remarks:

☐
☐

For Compliance
For issuance of Permit

Evaluated by:

Date:

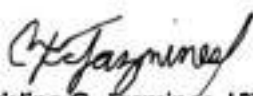


Imelda Epino, LPT, EdD
Dean, School of Teacher Education
Undergraduate and Graduate Programs
Chair, Ethics Board



Vyrna R. Salcedo LPT, EdD
Program Head, Graduate Program

Committee Members:



Nina Kristine C. Jazmines, LPT, MAEd
Program Head, BEEd, BSNEd, BECED



Linda Cangayao, LPT, M. Ed
Program Head, BSEd, BTLEd, BPed, CPTP



Dr. Wilma Balon
GP Professor



Prof. Ryan Betito
GP Professor

TABLES

Table 15 Statistical Tables for Reliability Testing Transformational Leadership

Frequentist Scale Reliability Statistics				
Estimate	Cronbach's α	Average interitem correlation	mean	sd
Point estimate	0.90	0.53	43.20	2.78
95% CI lower bound	0.68	0.39	41.48	1.91
95% CI upper bound	0.97	0.91	44.92	5.08
Frequentist Individual Item Reliability Statistics				
	If item dropped			
Item	Cronbach's α	Item-rest correlation	mean	sd
1. lead with integrity to earn trust and foster mutual respect.	0.88	0.89	4.90	0.32
2. demonstrate ethical behavior and professionalism in all actions.	0.88	0.89	4.90	0.32
3. share a clear, compelling vision for the future to guide the team.	0.89	0.61	4.80	0.42
5. challenge the status quo and support creativity and new ideas.	0.90	0.50	4.70	0.48
6. create an environment that values honest dialogue and feedback.	0.88	0.73	4.80	0.42
7. provide opportunities for learning, development, and personal success.	0.88	0.73	4.80	0.42
8. delegate effectively and trust the team to take responsibility.	0.89	0.61	4.80	0.42
9. recognize and reward achievements to reinforce positive contributions.	0.88	0.73	4.80	0.42
10. prioritize the well-being and individual needs of the team members.	0.90	0.50	4.70	0.48
Transactional Leadership				
Frequentist Scale Reliability Statistics				
Estimate	Cronbach's α	Average interitem correlation	mean	sd
Point estimate	0.86	0.39	47.60	2.91
95% CI lower bound	0.63	0.29	45.79	2.00
95% CI upper bound	0.96	0.69	49.41	5.32
Frequentist Individual Item Reliability Statistics				
	If item dropped			
Item	Cronbach's α	Item-rest correlation	mean	sd
1. establish specific performance goals and communicate them effectively.	0.83	0.68	4.60	0.52
2. acknowledge and celebrate achievements to motivate the team.	0.83	0.78	4.80	0.42
3. use positive feedback to encourage desired behaviors.	0.84	0.75	4.90	0.32
4. regularly assess progress to ensure alignment with goals.	0.90	-0.21	4.80	0.42
5. intervene promptly when problems arise to minimize impact.	0.83	0.69	4.70	0.48
6. focus on constructive guidance to address mistakes and improve performance.	0.85	0.50	4.70	0.48
7. apply when necessary to uphold standards and accountability.	0.83	0.69	4.70	0.48
8. allow employees to work autonomously with minimal supervision.	0.83	0.69	4.70	0.48
9. maintain a focus on efficiency while achieving organizational goals.	0.85	0.56	4.80	0.42
10. ensure adherence to established guidelines for consistency and fairness.	0.84	0.75	4.90	0.32
Management Strategies				

Frequentist Scale Reliability Statistics				
Estimate	Cronbach's α	Average interitem correlation	mean	sd
Point estimate	0.97	0.76	47.10	4.18
95% CI lower bound	0.90	0.54	44.51	2.87
95% CI upper bound	0.99	1.00	49.69	7.62
Frequentist Individual Item Reliability Statistics				
If item dropped				
Item	Cronbach's α	Item-rest correlation	mean	sd
1. create a clear and compelling vision and mission that reflect the school community's values and aspirations.	0.97	0.87	4.80	0.42
2. align the vision and mission with the long-term goals of the school and its stakeholders.	0.97	0.87	4.80	0.42
3. share the vision and mission regularly with teachers, staff, students, parents, and the broader community.	0.97	0.80	4.70	0.48
4. define responsibilities for each initiative and ensure everyone understands their roles.	0.97	0.87	4.80	0.42
5. engage a diverse group, including teachers, staff, students, parents, and community members, in the strategic planning process.	0.97	0.87	4.60	0.52
6. treat strategic planning as an evolving process rather than a one-time event.	0.96	0.87	4.70	0.48
7. revisit and refine the strategic plan to align with the school's changing needs.	0.96	0.87	4.70	0.48
8. ensure the strategic plan is flexible and responsive to emerging opportunities and challenges.	0.97	0.87	4.60	0.52
9. empower staff to take initiative and responsibility for strategic efforts.	0.97	0.80	4.70	0.48
10. commit to innovation and ongoing progress to achieve the school's goals.	0.96	0.87	4.70	0.48
Resource Management				
Frequentist Scale Reliability Statistics				
Estimate	Cronbach's α	Average interitem correlation	mean	sd
Point estimate	0.96	0.73	45.30	5.44
95% CI lower bound	0.89	0.44	41.93	3.74
95% CI upper bound	0.99	0.91	48.67	9.93
Frequentist Individual Item Reliability Statistics				
If item dropped				
Item	Cronbach's α	Item-rest correlation	mean	sd
1. conduct a thorough needs assessment to identify the financial requirements of the school, including academic programs, staffing, facilities, and extracurricular activities.	0.96	0.79	4.40	0.84
2. develop a detailed budget that aligns with the school's strategic goals. Ensure that the budget covers all necessary expenses and includes contingency funds for unexpected costs.	0.95	0.87	4.40	0.70
3. develop clear financial policies and procedures, including guidelines for purchasing, expense reimbursement, and cash handling. Ensure that all staff members are aware of and adhere to these policies.	0.95	0.85	4.60	0.52
4. implement a system for regular financial monitoring and reporting. Review financial statements, budget variance reports, and cash flow statements on a monthly or quarterly basis.	0.95	0.91	4.40	0.70
5. provide transparent financial reports to stakeholders, including staff, parents, and governing bodies. Clearly communicate how funds are being used and the impact of financial decisions.	0.96	0.66	4.30	0.67

6. develop a strategic recruitment plan to attract highly qualified candidates. Use diverse recruitment channels, such as job fairs, online job boards, and professional networks.	0.95	0.85	4.50	0.71
7. offer ongoing professional development opportunities, such as workshops, conferences, and online courses. Encourage staff to pursue further education and certifications.	0.95	0.92	4.60	0.70
8. conduct regular performance evaluations to provide constructive feedback and identify areas for improvement. Use a variety of assessment tools, including observations, self-assessments, and peer reviews.	0.95	0.85	4.60	0.52
9. promote a healthy work-life balance by offering flexible working conditions, adequate leave policies, and wellness programs.	0.95	0.86	4.70	0.48
10. foster a collaborative and inclusive school culture where all staff members feel valued and empowered to contribute.	0.96	0.77	4.80	0.42
Data-Driven Decision Making				
Frequentist Scale Reliability Statistics				
Estimate	Cronbach's α	Average interitem correlation	mean	sd
Point estimate	0.94	0.62	46.10	4.72
95% CI lower bound	0.85	0.45	43.17	3.25
95% CI upper bound	0.98	0.82	49.03	8.63
Frequentist Individual Item Reliability Statistics				
If item dropped				
Item	Cronbach's α	Item-rest correlation	mean	sd
1. ensure that textbooks, technology, and facilities are utilized effectively.	0.95	0.24	4.60	0.52
2. continuously evaluate resource needs and redistribute them as required.	0.93	0.75	4.70	0.48
3. develop and follow a schedule for regular inspections, cleaning, and repairs of school facilities and equipment.	0.93	0.87	4.70	0.48
4. address maintenance concerns quickly to minimize disruptions.	0.93	0.82	4.80	0.42
5. use platforms like learning management systems and data management tools to enhance operational efficiency.	0.94	0.75	4.50	0.71
6. establish clear channels to provide timely updates on transportation and other logistical matters.	0.93	0.89	4.60	0.70
7. create and routinely update school policies to align with current regulations and best practices.	0.92	0.93	4.50	0.71
8. ensure all staff are informed about and comply with established policies.	0.93	0.75	4.60	0.52
9. invest in technology and strategies that optimize school operations.	0.93	0.78	4.50	0.53
10. monitor and adapt resource allocation to meet the evolving needs of the school.	0.93	0.89	4.60	0.70
Basic Principles and Concepts of School Sustainability (Operations)				
Frequentist Scale Reliability Statistics				
Estimate	Cronbach's α	Average interitem correlation	mean	sd
Point estimate	0.95	0.64	46.70	5.19
95% CI lower bound	0.89	0.54	43.49	3.57
95% CI upper bound	0.98	0.92	49.91	9.47
Frequentist Individual Item Reliability Statistics				
If item dropped				
Item	Cronbach's α	Item-rest correlation	mean	sd
1. ensure a balanced budget, avoid deficits, and diversify income sources.	0.94	0.94	4.70	0.67

2. develop long-term financial strategies to support the school's future.	0.94	0.93	4.60	0.70
3. implement cost-saving measures, minimize waste, and maximize resource efficiency.	0.95	0.81	4.60	0.70
4. conduct preventive maintenance and maintain buildings to avoid major repairs and extend their lifespan.	0.94	0.94	4.70	0.67
5. adopt energy-saving measures to lower consumption and expenses.	0.94	0.94	4.70	0.67
6. offer programs that address students' needs and adapt them to changing circumstances.	0.94	0.90	4.50	0.71
7. regularly assess and improve programs to ensure they meet objectives.	0.94	0.90	4.50	0.71
8. build and maintain connections with parents, the community, and external organizations to support student success.	0.97	0.23	4.70	0.48
9. prioritize professional growth opportunities and foster a positive school culture to enhance staff retention.	0.96	0.40	4.90	0.32
10. ensure strong leadership that guides the school's direction and promotes its mission.	0.95	0.92	4.80	0.42
Challenges of Maintaining School Sustainability				
Frequentist Scale Reliability Statistics				
Estimate	Cronbach's α	Average interitem correlation	mean	sd
Point estimate	0.92	0.53	34.10	9.60
95% CI lower bound	0.80	0.11	28.15	6.60
95% CI upper bound	0.97	0.76	40.05	17.52

Frequentist Individual Item Reliability Statistics				
If item dropped				
Item	Cronbach's α	Item-rest correlation	mean	sd
1. Financial resources are limited, impacting operational costs like salaries, utilities, and maintenance.	0.93	0.36	4.20	0.92
1. School buildings and facilities are deteriorating, requiring significant repairs or renovations.	0.92	0.46	4.20	0.79
1. Recruiting and retaining qualified teachers is difficult, affecting educational quality.	0.92	0.64	3.90	1.10
1. Enrollment is growing rapidly, straining resources and facilities.	0.92	0.57	3.80	1.03
5. Student enrollment is decreasing, leading to budget cuts and program closures.	0.91	0.72	3.10	1.29
6. Parental involvement in school activities is low, hindering community engagement.	0.90	0.90	2.80	1.32
7. Student transfers and dropouts occur frequently, disrupting continuity.	0.90	0.85	2.60	1.65
8. Disruptive student behavior is a problem, negatively affecting the learning environment.	0.91	0.81	3.20	1.55
9. Technology infrastructure is inadequate, limiting access to digital resources.	0.91	0.82	3.40	1.17
10. Opportunities for staff professional development are insufficient, affecting growth and performance.	0.90	0.86	2.90	1.45

Table 16 Statistical Table for Correlations

Correlation ***Spearman's Correlations**

Variable		Transformational	Transactional	Strategic Planning	Resource Management	Data Driven Decision Making	School Sustainability (Operations)	Sustainability-Challenges
1. Transformational	Spearman's rho	—						
	p-value	—						
2. Transactional	Spearman's rho	0.53	—					
	p-value	2.57×10^{-3}	—					
3. Strategic Planning	Spearman's rho	0.41	0.83	—				
	p-value	0.03	< .001	—				
4. Resource Management	Spearman's rho	0.61	0.74	0.65	—			
	p-value	< .001	< .001	< .001	—			
5. Data Driven Decision Making	Spearman's rho	0.46	0.56	0.49	0.88	—		
	p-value	9.67×10^{-3}	1.19×10^{-3}	5.80×10^{-3}	< .001	—		
6. School Sustainability (Operations)	Spearman's rho	0.43	0.68	0.65	0.83	0.85	—	
	p-value	0.02	< .001	< .001	< .001	< .001	—	
7. Sustainability-Challenges	Spearman's rho	0.31	0.22	0.24	0.21	0.26	0.28	—
	p-value	0.09	0.24	0.19	0.27	0.16	0.29	—

Assumption checks**Shapiro-Wilk Test for Multivariate Normality**

Shapiro-Wilk	p
0.73	< .001

FIGURES

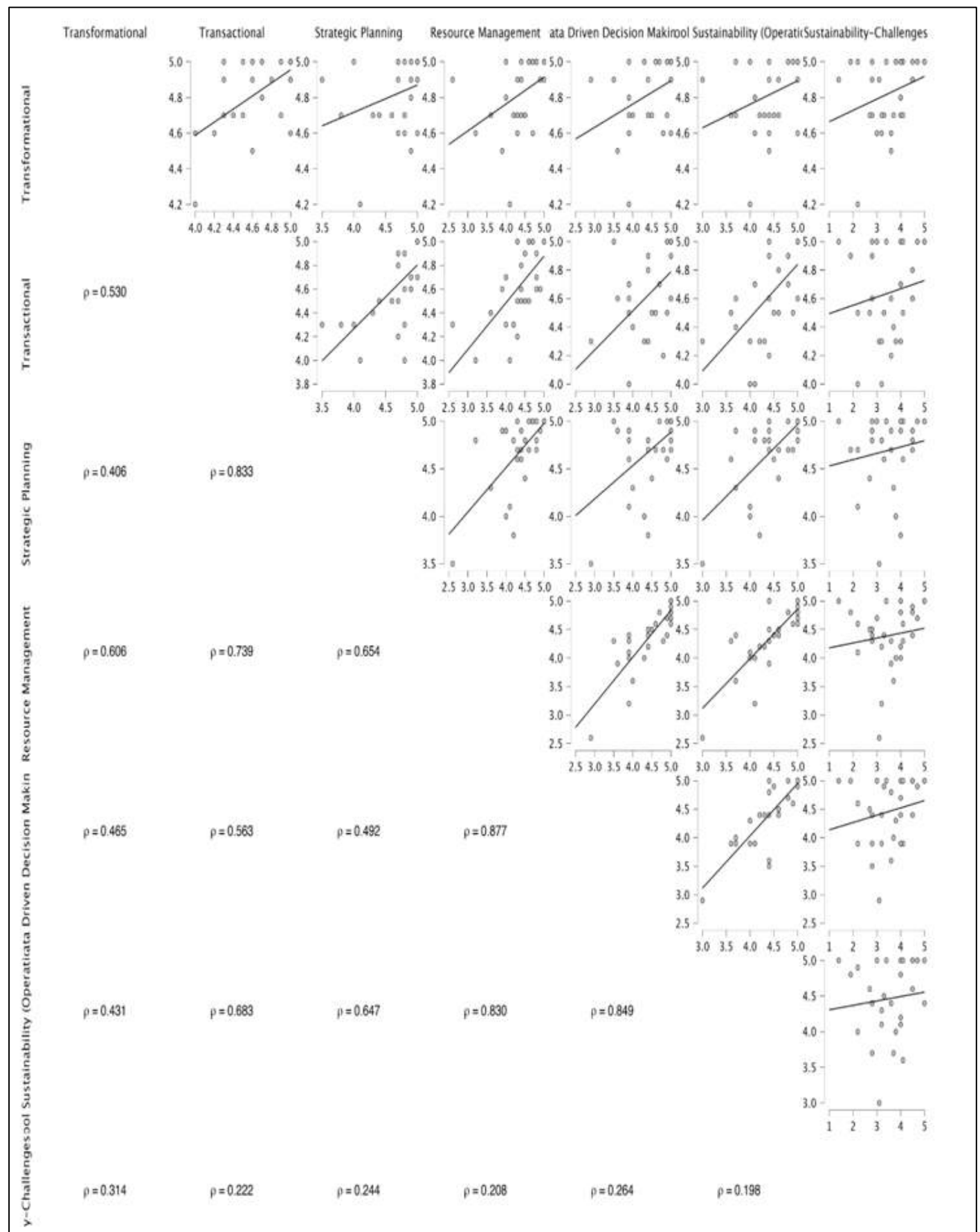


Fig 6 Thematic Analysis on Recommendations