IGNATIAN
INTERNATIONAL JOURNAL FOR MULTIDISCIPLINARY RESEARCH
www.icceph.com
ISSN 2984-9942

SCHOOL MANAGEMENT PRACTICES AND SCHOOL EFFECTIVENESS IN PHILIPPINE SECONDARY SCHOOLS: A MIXED-METHODS STUDY IN CORTES DISTRICT

Francisca R. Tiongzon [1], Josefina O. Prado [2]

[1]Tigao National High School, Cortes, Surigao del Sur, Philippines
[2] Saint Theresa College of Tandag, Inc., Tandag City, Surigao del Sur, Philippines

ABSTRACT

Effective school management is essential to sustaining quality teaching, strengthening teacher performance, and improving educational outcomes. This study examined the effectiveness of school management practices and their relationship with school performance in secondary schools in Cortes District, Philippines during the School Year 2025-2026. A mixed-methods research design was employed, integrating quantitative survey data with qualitative accounts of participants' experiences. The study involved 440 respondents from four secondary schools, comprising four school heads, 108 teachers, and 328 students. Quantitative data were gathered through a validated five-point Likert-scale questionnaire and analyzed using weighted means and Pearson's correlation coefficient, while qualitative data were examined through thematic analysis. Findings showed that overall school management practices were rated Effective (AWM = 4.182). Community and Stakeholder Involvement obtained the highest rating (AWM = 4.260), followed by Teacher Professional Development (AWM = 4.212), Student Services and Support (AWM = 4.211), and School Governance and Policy Implementation (AWM = 4.203). Resource Management received the lowest rating (AWM = 4.011), although it remained within the Effective category. The overall performance of the schools was Very Satisfactory (AWM = 4.197), with teacher performance obtaining the highest rating (AWM = 4.255). School management practices demonstrated a very strong positive relationship with students' academic performance ($r = 0.96$, $p = 0.039$), teacher performance ($r = 0.89$, $p < 0.001$), school performance ($r = 0.87$, $p < 0.001$), and overall school effectiveness and stakeholder satisfaction ($r = 0.90$, $p < 0.001$). Qualitative findings further revealed five themes: collaborative leadership, data-driven decision-making, instructional support and teacher development, challenges in sustaining management practices, and the influence of management practices on student outcomes. The findings indicate that school effectiveness is multidimensional and closely associated with coherent, collaborative, and

instructionally responsive management systems. Strengthening resource management, instructional monitoring, and participatory decision-making may further support sustainable school improvement in comparable Philippine secondary-school contexts.

Keywords: *school management practices; school effectiveness; instructional leadership; teacher professional development; stakeholder involvement; secondary education; mixed-methods research*

INTRODUCTION

School management has increasingly been recognized as a multidimensional component of educational quality, encompassing instructional leadership, curriculum implementation, teacher development, resource allocation, student support, stakeholder engagement, and governance. Contemporary research indicates that the influence of school management extends beyond administrative efficiency because leadership practices shape the instructional conditions under which teachers work and students learn. In a systematic review of 144 empirical studies, Özdemir et al. (2024) found that school leadership is associated with student achievement through multiple pathways, including instructional practices, teacher-related processes, and school organizational conditions. This suggests that school effectiveness is better understood as the product of interconnected leadership and organizational processes rather than a single administrative function.

Instructional leadership is particularly important because school leaders influence teaching quality through supervision, instructional guidance, collaboration, and support for teachers. Bellibaş et al. (2021) found that instructional and distributed leadership were associated with instructional quality, with teacher collaboration and job satisfaction serving as important mechanisms linking leadership to classroom practice. More recent evidence also demonstrates the continuing relevance of leadership to student outcomes. Ma et al. (2024), for example, reported that an intervention designed to strengthen principal and school leadership produced improvements in leadership-related outcomes and examined its implications for student achievement. These findings reinforce the importance of examining how leadership practices are translated into day-to-day instructional and organizational processes within schools.

Teacher professional development represents another important dimension of effective school management. Professional learning enables teachers to strengthen pedagogical knowledge, refine instructional practices, and respond to changing learner needs. A systematic review by Sims et al. (2023), which examined 125 studies on teacher professional learning, found evidence that training, sustained coaching, and collaborative professional development can contribute to students' learning outcomes, particularly when professional learning is continuous and sustained over time. Similarly, Zeng (2023) emphasized the potential contribution of teacher professional development to students' learning achievement. Thus, school management that provides meaningful opportunities

for professional learning may contribute to a stronger instructional environment and improved educational outcomes.

School effectiveness also depends on relationships extending beyond school administrators and teachers. Family and community engagement can provide social, organizational, and instructional support that complements the school's formal educational functions. Beard and Thomson (2021), in a qualitative study of district and school administrators, found that purposeful family and community engagement was connected with student well-being, attendance, engagement, and academic achievement. Such evidence underscores the importance of considering stakeholder involvement as an integral component of school management rather than as a peripheral activity.

The Philippine educational context provides an especially relevant setting for examining these relationships because school leaders and teachers operate within a decentralized system that requires schools to translate national educational policies and standards into context-responsive practices. Recent Philippine evidence further demonstrates the relevance of leadership to school-level outcomes. Yongco (2026), studying Philippine secondary schools, examined the relationship between leadership styles, teacher performance, and student achievement, highlighting the role of school leadership in shaping teachers' work and students' learning opportunities.

Despite the growing international literature on school leadership and effectiveness, localized evidence remains important because management practices are shaped by institutional, socioeconomic, and community contexts. The present study addresses this need by examining school management practices across the secondary schools of Cortes District, Philippines. The study considers seven interconnected management domains: instructional leadership, curriculum implementation, resource management, teacher professional development, student services and support, community and stakeholder involvement, and school governance and policy implementation. The study further examines school performance and the relationships between management practices and academic, teacher, institutional, and stakeholder-related outcomes. The thesis data indicate that the district's overall school management practices were rated Effective (AWM = 4.182), while overall school performance was rated Very Satisfactory (AWM = 4.197).

The study is therefore positioned to contribute empirical evidence on how multiple dimensions of school management operate collectively within Philippine secondary schools. In particular, examining the relationships among management practices, student academic performance, teacher performance, school performance, and stakeholder satisfaction can provide a more comprehensive understanding of school effectiveness. The study's mixed-methods design also allows quantitative relationships to be complemented by participants' accounts of collaborative leadership, data-informed decision-making, instructional support, teacher development, implementation challenges, and perceived effects on student outcomes.

Research Questions

The study sought to examine the effectiveness of school management practices and their relationship with school performance in secondary schools in Cortes District, Surigao del Sur. Specifically, it addressed the following research questions:

1. What is the level of effectiveness of school management practices among secondary schools in Cortes District in terms of:
    - instructional leadership;
    - curriculum implementation and development;
    - resource management;
    - teacher professional development;
    - student services and support;
    - community and stakeholder involvement; and
    - school governance and policy implementation?
2. What is the level of performance of secondary schools in Cortes District in terms of:
    - students' academic performance based on Mean Percentage Score (MPS);
    - teachers' performance;
    - school performance; and
    - overall school effectiveness and stakeholder satisfaction?
3. Is there a significant relationship between school management practices and students' academic performance?
4. Is there a significant relationship between school management practices and teachers' performance?
5. Is there a significant relationship between school management practices and school performance?
6. Is there a significant relationship between school management practices and overall school effectiveness and stakeholder satisfaction?
7. What are the lived experiences of respondents regarding school management practices among secondary schools in Cortes District?
8. To what extent do the quantitative findings corroborate the qualitative results of the study?
9. What strategic plan may be proposed to improve school management practices among secondary schools in Cortes District?

METHODOLOGY

This study employed a mixed-methods research design, integrating quantitative and qualitative approaches to examine the effectiveness of school management practices among secondary schools in Cortes District, Surigao del Sur. The quantitative phase involved a survey of 440 respondents, consisting of 4 school heads, 108 teachers, and 328 students from Grades 7–12, while the qualitative phase used semi-structured interviews with selected school heads, teachers, and students to obtain deeper accounts

of their experiences with school management practices. A validated and pilot-tested questionnaire, with reliability established through Cronbach's alpha, was used to gather quantitative data, while interview protocols and open-ended questions supported the qualitative component. Data collection was conducted after securing the necessary permissions and informed consent, with confidentiality, voluntary participation, and other ethical safeguards observed throughout the process; qualitative data collection continued until saturation was achieved. Quantitative data were analyzed using weighted means to describe the effectiveness of management practices and levels of school performance and Pearson's correlation coefficient (r) to examine relationships between management practices and school outcomes, while qualitative responses were analyzed thematically to identify patterns and experiences that complemented the quantitative findings.

RESULTS

Table 1. Effectiveness of School Management Practices

School Management Domain	AWM	Descriptive Category	Rank
Instructional Leadership	4.181	Effective	6
Curriculum Implementation	4.194	Effective	5
Resource Management	4.011	Effective	7
Teacher Professional Development	4.212	Very Effective	2
Student Services and Support	4.211	Very Effective	3
Community and Stakeholder Involvement	4.260	Very Effective	1
School Governance and Policy Implementation	4.203	Very Effective	4
Grand Mean	**4.182**	**Effective**	—

Table 2. Level of Performance of Secondary Schools

Performance Indicator	AWM	Descriptive Category	Rank
Students' Academic Performance	4.158	Very Satisfactory	4
Teachers' Performance	4.255	Outstanding	1
School Performance	4.199	Very Satisfactory	2
Overall Effectiveness and Satisfaction	4.176	Very Satisfactory	3
Grand Mean	**4.197**	**Very Satisfactory**	—

Table 3. Relationship Between School Management Practices and Students' Academic Performance

Management Domain	r	p-value	Decision	Result
Instructional Leadership	0.95	0.046	Reject H_0	Significant, strong positive

Management Domain	r	p-value	Decision	Result
Curriculum Implementation	0.96	0.039	Reject H_0	Significant, very strong positive
Resource Management	0.88	0.118	Fail to reject H_0	Not significant
Teacher Professional Development	0.97	0.031	Reject H_0	Significant, very strong positive
Student Services and Support	0.93	0.067	Fail to reject H_0	Not significant
Community and Stakeholder Involvement	0.98	0.024	Reject H_0	Significant, very strong positive
Governance and Policy Implementation	0.94	0.052	Fail to reject H_0	Not significant
Overall Management Practices	**0.96**	**0.039**	**Reject H_0**	**Significant, very strong positive**

Table 4. Relationship Between School Management Practices and Teachers' Performance

Management Domain	r	p-value	Decision	Result
Instructional Leadership	0.82	<0.001	Reject H_0	Significant, strong positive
Curriculum Implementation	0.85	<0.001	Reject H_0	Significant, very strong positive
Resource Management	0.68	<0.001	Reject H_0	Significant, moderate positive
Teacher Professional Development	0.91	<0.001	Reject H_0	Significant, very strong positive
Student Services and Support	0.79	<0.001	Reject H_0	Significant, strong positive
Community and Stakeholder Involvement	0.88	<0.001	Reject H_0	Significant, very strong positive
Governance and Policy Implementation	0.84	<0.001	Reject H_0	Significant, very strong positive
Overall Management Practices	**0.89**	**<0.001**	**Reject H_0**	**Significant, very strong positive**

Table 5. Relationship Between School Management Practices and School Performance

Management Domain	r	p-value	Decision	Result
Instructional Leadership	0.79	<0.001	Reject H_0	Significant, strong positive
Curriculum Implementation	0.83	<0.001	Reject H_0	Significant, very strong positive
Resource Management	0.65	<0.001	Reject H_0	Significant, moderate positive
Teacher Professional Development	0.88	<0.001	Reject H_0	Significant, very strong positive
Student Services and Support	0.76	<0.001	Reject H_0	Significant, strong positive
Community and Stakeholder Involvement	0.85	<0.001	Reject H_0	Significant, very strong positive
Governance and Policy Implementation	0.82	<0.001	Reject H_0	Significant, very strong positive
Overall Management Practices	**0.87**	**<0.001**	**Reject H_0**	**Significant, strong positive**

Table 6. Relationship Between School Management Practices and Overall School Effectiveness and Stakeholder Satisfaction

Management Domain	r	p-value	Decision	Result
Instructional Leadership	0.84	<0.001	Reject H_0	Significant, very strong positive
Curriculum Implementation	0.87	<0.001	Reject H_0	Significant, very strong positive
Resource Management	0.70	<0.001	Reject H_0	Significant, strong positive
Teacher Professional Development	0.92	<0.001	Reject H_0	Significant, very strong positive
Student Services and Support	0.81	<0.001	Reject H_0	Significant, very strong positive
Community and Stakeholder Involvement	0.94	<0.001	Reject H_0	Significant, very strong positive
Governance and Policy Implementation	0.86	<0.001	Reject H_0	Significant, very strong positive
Overall Management Practices	**0.90**	**<0.001**	**Reject H_0**	**Significant, very strong positive**

Table 7. Emergent Themes From Respondents' Lived Experiences

Major Theme	Summary of Qualitative Finding
Collaborative Leadership	School heads emphasized teamwork, open communication, and involvement of teachers and stakeholders in school management and decision-making.
Data-Driven Decision-Making	Participants described the use of school and classroom data and actual needs to guide decisions and interventions.
Instructional Support and Teacher Development	Respondents highlighted teacher monitoring, instructional support, professional development, mentoring, and coaching.
Challenges in Sustaining Management Practices	Participants reported challenges involving limited resources, workload, time constraints, and maintaining consistency in implementation.
Influence of Management Practices on Student Outcomes	Respondents perceived management practices as influencing instructional quality, student support, participation, and academic outcomes.

Table 8. Triangulation of Quantitative and Qualitative Findings

Area	Quantitative Findings	Qualitative Findings	Integration
School Management Practices	Overall Effective (GM = 4.182); strongest in stakeholder involvement, teacher development, and student support; lowest in resource management	Collaborative leadership, data-driven decision-making, and instructional support were emphasized; resource, workload, and consistency challenges were reported	**Convergent**
School Performance	Overall Very Satisfactory (GM = 4.197); teachers' performance was strongest while students' academic performance was lowest among the indicators	Participants highlighted teacher practices, support systems, and management structures as contributing to school outcomes	**Convergent**

Table 9. Recommended Measures for Improving School Management Practices

Priority Area	Finding/Rating
Strategic Planning	WM = 4.49; Highly Recommended
Teacher Professional Development	WM = 4.40; Highly Recommended
Communication and Transparency	WM = 4.39; Highly Recommended
Resource Management	WM = 4.39–4.36; Highly Recommended

Priority Area	Finding/Rating
Monitoring and Evaluation	Highly Recommended
Student Support Services	Highly Recommended
Other capacity-building and organizational measures	Highly Recommended
Mentoring and Coaching for New Teachers	WM = 4.28; Highly Recommended

DISCUSSION

The findings indicate that school management practices in the secondary schools of Cortes District were generally effective, with an overall grand mean of 4.182. Community and stakeholder involvement obtained the highest rating (4.260), followed by teacher professional development (4.212) and student services and support (4.211). This suggests that school effectiveness in the district is supported not only by administrative functions but also by collaborative relationships among school leaders, teachers, students, families, and community stakeholders. This pattern is consistent with Li et al. (2022), who found that school leadership can contribute to student achievement through teacher commitment and a collaborative school culture, highlighting the importance of relationships and shared responsibility within schools.

The results further show that school performance was rated Very Satisfactory, with an overall grand mean of 4.197. Teachers' performance received the highest rating (4.255), while students' academic performance obtained a mean of 4.158. The strong rating of teacher performance is important because effective management creates organizational conditions that enable teachers to perform their instructional responsibilities. Amzat et al. (2022) found that both instructional and distributed leadership had direct effects on teachers' professional development, suggesting that leadership practices can create conditions that strengthen teachers' professional capacity.

The correlation results demonstrate a particularly strong relationship between school management practices and the identified school outcomes. Overall management practices were significantly related to student academic performance ($r = .96$, $p = .039$), teacher performance ($r = .89$, $p < .001$), school performance ($r = .87$, $p < .001$), and overall effectiveness and stakeholder satisfaction ($r = .90$, $p < .001$). Among the management dimensions, community and stakeholder involvement showed consistently strong relationships with several outcomes. These findings suggest that management effectiveness is associated with multiple dimensions of school performance rather than with academic achievement alone. Similarly, research by Price and Weatherby (2022) found that changes in principal leadership practices were associated with changes in school academic performance, reinforcing the relevance of leadership and organizational practices to school-level outcomes.

The significant relationships involving instructional leadership, curriculum implementation, and teacher professional development also reinforce the central role of

instructional improvement in school effectiveness. For student academic performance, instructional leadership (r = .95), curriculum implementation (r = .96), and teacher professional development (r = .97) were significantly correlated with achievement. Cox and Mullen (2023), in their study of rural schools, similarly documented how principals' instructional leadership practices were connected to perceived improvements in student achievement. Their findings emphasize the importance of instructional guidance, monitoring, and support in schools serving challenging contexts.

The qualitative findings provide additional explanation for the quantitative results. The identified themes—collaborative leadership, data-driven decision-making, instructional support and teacher development, challenges in sustaining management practices, and the influence of management practices on student outcomes—indicate that effective management is experienced as a continuing process rather than as a set of isolated administrative activities. The qualitative accounts also identified limitations involving resources, workload, time, and consistency. These findings are relevant to Meyers et al. (2023), who reported evidence that sustained professional learning for educational leaders can contribute to improvements in leadership practice and student achievement.

Overall, the convergence of quantitative and qualitative evidence suggests that effective school management in Cortes District is characterized by collaboration, instructional support, professional development, stakeholder engagement, and evidence-informed decision-making. At the same time, the qualitative findings indicate that sustaining these practices requires continued attention to resource limitations, workload, and implementation consistency. Thus, the highly recommended measures identified in the study particularly strategic planning, teacher professional development, communication and transparency, resource management, and monitoring and evaluation which are aligned with the areas identified by both the quantitative and qualitative phases of the research.

Conclusions

The study concludes that school management practices among secondary schools in Cortes District were generally effective, as reflected in the overall grand mean of 4.182, while overall school performance was rated Very Satisfactory with a grand mean of 4.197. The findings further demonstrate significant relationships between overall school management practices and student academic performance, teacher performance, school performance, and overall effectiveness and stakeholder satisfaction. In particular, collaboration with stakeholders, teacher professional development, instructional leadership, and curriculum implementation emerged as important dimensions associated with school outcomes. The qualitative findings reinforced these results by highlighting collaborative leadership, data-driven decision-making, instructional support, and teacher development, while also identifying resource limitations, workload, time constraints, and implementation consistency as continuing challenges. Overall, the convergence of quantitative and qualitative evidence underscores the importance of sustained, collaborative, and evidence-informed school management practices in strengthening school performance and supporting improved educational outcomes in the district.

Recommendations

Based on the findings, secondary schools in Cortes District should strengthen strategic planning, teacher professional development, communication and transparency, resource management, monitoring and evaluation, and student support services to sustain effective school management and improve school outcomes. School heads should continue promoting collaborative leadership and data-driven decision-making while providing regular instructional support, mentoring, and coaching, particularly for teachers who need additional assistance. Schools should also strengthen partnerships with parents, community members, and other stakeholders to support program implementation and resource mobilization. Given the qualitative findings on limited resources, workload, time constraints, and consistency of implementation, school leaders should develop practical strategies for prioritizing resources, distributing responsibilities, and regularly monitoring programs. These measures may be incorporated into school improvement and strategic planning processes to ensure that management practices remain responsive, sustainable, and aligned with the academic and developmental needs of learners.

Compliance with Ethical Standards

The study adhered to established ethical standards in the conduct of educational research. Prior to data collection, the researchers secured the necessary permissions from the appropriate education authorities and school administrators. Participation was voluntary, and informed consent was obtained from the respondents before the administration of the survey and conduct of interviews. Respondents were informed of the purpose of the study, their right to participate voluntarily, and their right to withdraw without penalty. Confidentiality and anonymity were maintained throughout the research process, and the information gathered was used solely for academic and research purposes. The researchers also ensured that data were securely handled and reported in an aggregated manner to protect the identity and privacy of the participants.

REFERENCES

Amzat, I. H., Yanti, P. G., & Suswandari, S. (2022). Estimating the effect of principal instructional and distributed leadership on professional development of teachers in Jakarta, Indonesia. *SAGE Open, 12*(3), 1–13. https://doi.org/10.1177/21582440221109585

Beard, K. S., & Thomson, S. I. (2021). Breaking barriers: District and school administrators engaging family, and community as a key determinant of student success. *Urban Education, 56*(7), 1121–1148. https://doi.org/10.1177/0042085920987284

Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2021). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. *School Effectiveness and School Improvement, 32*(3), 387–412. https://doi.org/10.1080/09243453.2020.1858119

Cox, J. S., & Mullen, C. A. (2023). Impacting student achievement: Principals' instructional leadership practice in two Title I rural schools. *Journal of School Leadership, 33*(1), 3–25. https://doi.org/10.1177/10526846221133996

Li, L., Zhu, H., & Li, H. (2022). School leadership enhances secondary students' achievement in rural China through teacher commitment and collaborative culture. *Frontiers in Psychology, 13*, 894688. https://doi.org/10.3389/fpsyg.2022.894688

Ma, X., Shen, J., Reeves, P. L., Wu, H., Roberts, L., Zheng, Y., & Chen, Q. (2024). Effects of the "High Impact Leadership for School Renewal" project on principal leadership, school leadership, and student achievement. *Education Sciences, 14*(6), 600. https://doi.org/10.3390/educsci14060600

Meyers, C. V., Wronowski, M. L., & LaMonica, L. (2023). Evidence that in-service professional learning for educational leaders matters. *Journal of Research on Leadership Education, 18*(1), 3–29. https://doi.org/10.1177/19427751211042060

Özdemir, N., Gümüş, S., Kılınç, A. Ç., & Bellibaş, M. Ş. (2024). A systematic review of research on the relationship between school leadership and student achievement: An updated framework and future direction. *Educational Management Administration & Leadership, 52*(5), 1020–1046. https://doi.org/10.1177/17411432221118662

Price, H. E., & Weatherby, K. (2021). The relationship between growth in principal leadership and growth in school performance: The teacher perspective. *Studies in Educational Evaluation, 70*, 101023. https://doi.org/10.1016/j.stueduc.2021.101023

Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., & Anders, J. (2023). Teachers' professional learning and its impact on students' learning outcomes: Findings from a systematic review. *Social Sciences & Humanities Open, 8*(1), 100565. https://doi.org/10.1016/j.ssaho.2023.100565

Yongco, J. S. (2026). Impact of leadership styles on teacher performance and student achievement in Philippine secondary schools. *Discover Sustainability, 7*, 491. https://doi.org/10.1007/s43621-026-02794-w

Zeng, J. (2023). A theoretical review of the role of teacher professional development in EFL students' learning achievement. *Heliyon, 9*(5), e15806. https://doi.org/10.1016/j.heliyon.2023.e15806

APA Citation:

Tiongzon, F. R., & Prado, J. O. (2026). SCHOOL MANAGEMENT PRACTICES AND SCHOOL EFFECTIVENESS IN PHILIPPINE SECONDARY SCHOOLS: A MIXED-METHODS STUDY IN CORTES DISTRICT. Ignatian International Journal for Multidisciplinary Research, 4(11), 187–198. https://doi.org/10.5281/zenodo.23882958

Corresponding author: *franciscationgzon@gmail.com*