

# Educational Management and School Accountability in Ensuring Quality and Compliance in Education of Zone I in the Division of Zambales

Richard M. Madamba<sup>1</sup>

<sup>1</sup>Provincial Government of Zambales

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**Abstract:** This study examined the perceptions of educators in Zone I Schools Division of Zambales regarding educational management practices, school accountability, and the challenges encountered in maintaining quality education. It aimed to determine significant differences in perceptions based on demographic factors such as age, rank, length of service, and training attended. The study also investigated the correlation between educational management, accountability, and challenges faced. Addressing a research gap in the localized assessment of school management and accountability, this study developed an action plan to enhance these aspects and ensure their alignment with DepEd initiatives. Findings revealed that most respondents were early adult, female, Master's unit earners with adequate teaching experience and training in school management. Respondents agreed on the effectiveness of educational management practices and strongly affirmed their accountability in school operations. However, challenges persisted in maintaining compliance and transparency. Significant differences in perceptions were noted based on professional and demographic factors. A strong positive correlation existed between educational management and accountability, while a low correlation was found between management, accountability, and challenges. Based on these findings, the study recommends strengthening professional development programs, implementing structured accountability frameworks, and enhancing compliance monitoring mechanisms. The proposed action plan aims to ensure sustainable improvements in educational management and accountability by integrating evidence-based strategies into school policies and DepEd programs. Further studies are suggested to explore additional variables influencing educational management and accountability outcomes.

**Keywords:** Professional Development Programs, Structured Accountability Frameworks, Compliance, Monitoring Mechanisms, DepEd Initiatives, Evidence-Based Strategies, Correlation Between, Management and Accountability, Training in School Management, Sustainable Improvements, Localized Assessment, Action Plan, Further Studies.

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## I. INTRODUCTION

Educational management and school accountability are pivotal in the global discourse on improving education systems and ensuring high standards of learning outcomes. These concepts serve as foundational pillars in fostering educational environments that are effective, equitable, and compliant with established standards. The critical focus on these areas underscores their role in strategic oversight, resource optimization, and continuous assessment to enhance the quality of education. However, persistent challenges such as uneven resource distribution, inconsistent policy implementation, and varying levels of institutional accountability hinder the realization of these goals, necessitating further exploration and improvement. According to Garcia (2021), these persistent issues call for a

deeper understanding of how management and accountability frameworks can be improved in the context of under-resourced educational settings. Likewise, Suarez and Mendoza (2022) argue that these issues require long-term strategic oversight to be addressed effectively.

Globally, educational management involves implementing policies and practices that improve institutional effectiveness and student achievement. This entails planning, organizing, and evaluating programs and resources to ensure schools meet their objectives and adapt to changing educational demands. Meanwhile, school accountability ensures that educational institutions are held responsible for their performance and adherence to regulatory standards. Through mechanisms like performance assessments, stakeholder feedback, and transparency in

reporting, accountability supports continuous improvement and alignment with educational goals. According to Lee (2023), accountability mechanisms such as regular performance assessments are critical in ensuring schools maintain high educational standards. Furthermore, transparency and stakeholder involvement, as highlighted by Torres (2020), play a crucial role in enhancing the accountability process.

In the Philippine context, particularly in Zone I of the Division of Zambales, these issues take on a localized dimension, where educational institutions grapple with unique challenges such as limited resources, diverse student needs, and the demand for improved teacher support and training. The region's schools require effective management strategies and robust accountability mechanisms to address these issues and foster an environment conducive to student success. Examining how educational management and accountability are applied in this region provides valuable insights into identifying gaps, improving practices, and ensuring compliance with national educational standards. This study focuses on addressing these challenges to contribute to the broader goal of enhancing educational quality and equity across various contexts. Research by Reyes (2021) emphasizes the importance of context-specific strategies in improving education systems in resource-limited areas, while Perez (2022) notes that targeted accountability measures are essential to improving education outcomes in underperforming regions such as Zone I.

Despite the extensive global and local focus on educational management and school accountability, notable gaps remain in understanding how these frameworks function in specific contexts, particularly in regions with distinct socio-economic and cultural characteristics, such as Zone I of the Division of Zambales. Existing literature often highlights general best practices and strategies but lacks a nuanced examination of their applicability and effectiveness in localized settings. For instance, research conducted by Umipig (2021) in Zone II of Zambales has evaluated school management skills and performance but does not reflect the particular dynamics of Zone I. This lack of contextual analysis limits the ability of policymakers and educators to address region-specific challenges effectively. As noted by Valenzuela (2023), understanding how educational management frameworks interact with the local socio-economic conditions is crucial for ensuring that these frameworks can be effectively applied in different regions.

Furthermore, while numerous studies emphasize the importance of resource allocation, teacher training, and performance evaluation in enhancing educational outcomes, there is insufficient research on the interplay between these factors and their collective impact on school accountability in Zone I. Although research by Almazan (2022) identifies the influence of school head competencies on school-level performance, it does not deeply investigate how these elements interact to affect overall accountability mechanisms. Specifically, the processes for evaluating school compliance, identifying gaps, and fostering continuous improvements remain underexplored, leaving a critical gap in actionable

knowledge for local educational leaders. Studies by Villanueva (2024) and Santos (2023) have pointed to the importance of integrating resource allocation and teacher development in accountability frameworks but have not fully addressed how these factors work together in the context of under-resourced schools.

Another significant research gap lies in the limited exploration of stakeholder perspectives, particularly the experiences and challenges faced by school administrators, teachers, and community members in implementing educational management and accountability frameworks. Studies such as those by Sanchez (2024) emphasize the importance of school heads' roles in monitoring and evaluation, yet broader stakeholder input is often overlooked. Understanding these perspectives is essential for designing strategies that are both effective and contextually appropriate. By addressing these gaps, this study aims to contribute to the development of more tailored and impactful approaches to educational management and accountability in Zone I, Division of Zambales, thereby supporting efforts to improve educational quality and equity in similarly situated regions. In their work, Mendoza (2021) and Aquino (2022) stress the importance of including teachers' and community leaders' voices in policy development for better alignment with on-the-ground realities.

## II. METHODOLOGY

This chapter presents the methods, and the procedure employed in undertaking the present study. It includes the discussion of the research design, respondents and research locale, research instrument with the discussion of the validation of the instrument, data collection, and analysis of data. The research design, respondents and the research locale, research instrument would be discussed, validation of the instrument, data collection, and analysis of the data.

### ➤ *Research Design*

The research study utilized a descriptive research design which would help the researcher to collect information that best describes the existing problem by asking respondents of their perceptions about the relationship between educational management practices and school accountability in ensuring quality and compliance of Zone I, Zambales. Descriptive research attempts to gather quantifiable information that can be used for statistical interpretation on your target sample through data analysis (FluidSurveys Team, 2014). Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. Survey research allows you to gather large volumes of data that can be analyzed for frequencies, averages and patterns. Common uses of surveys include describing the demographics of a country or region, gauging public opinion on political and social topics, Evaluating satisfaction with a company's products or an organization's services (McCombes, 2020). Furthermore, according to McCombes (2019), descriptive research can use a wide variety of research methods to investigate one or more variables.

➤ *Respondents and Location*

The respondents of the research study were the teachers and school heads from different schools of Zone I in the Division of Zambales. Table 1 below shows the frequency

distribution of the respondents by district. A total population of eight hundred thirty-four (834) teachers, and school heads of different districts were the respondents of the research study.

Table 1 Frequency Distribution of the Respondents

Municipality	Elementary Teacher	Elementary SH	TOTAL
Candelaria	164	16	180
Masinloc	270	18	288
Sta. Cruz	338	28	366
Total	772	62	834

• *Candelaria:*

- ✓ Babanocal Elementary School
- ✓ Binabalian Elementary School
- ✓ Candelaria Central
- ✓ Catol Elementary School
- ✓ Dampay Elementary School
- ✓ Luis Elementary School
- ✓ Libertador Elementary School
- ✓ Malimanga Elementary School
- ✓ Pinagrealan Elementary School
- ✓ San Roque Elementary School
- ✓ San Roque Elementary School Annex
- ✓ Sinabacan Elementary School
- ✓ Taposo Elementary School
- ✓ Yamot Elementary School

- ✓ San Roque Elementary School Annex
- ✓ Sinabacan Elementary School
- ✓ Taposo Elementary School
- ✓ Yamot Elementary School

• *Sta. Cruz:*

- ✓ Acoje Elementary School
- ✓ Bayto Elementary School (Biay ES)
- ✓ Bolitoc Elementary School
- ✓ Bolitoc Elementary School – Annex
- ✓ Lucapon South Elementary School
- ✓ Lupa Elementary School
- ✓ Mapalad Elementary School
- ✓ Naulo Elementary School
- ✓ Pecson Mem. Elementary School
- ✓ Sabang Elementary School
- ✓ San Fernando Elementary School
- ✓ Sta. Cruz South Central School
- ✓ Tubotubo Elementary School
- ✓ Almasin Elementary School
- ✓ Bangcol Elementary School
- ✓ Bulawon Elementary School
- ✓ Canaynayan Elementary School
- ✓ Don Marcelo C. Marty Elementary School
- ✓ Gama Elementary School
- ✓ Guinabon Elementary School
- ✓ Malabago Elementary School
- ✓ Pagatpat Elementary School
- ✓ Pamonoran Elementary School
- ✓ Sta. Cruz North Central School
- ✓ Tabalong Elementary School

• *Masinloc:*

- ✓ Bamban Elementary School
- ✓ Bani Elementary School
- ✓ Bani Relocation Elementary School
- ✓ Bunga Elementary School
- ✓ Coto Elementary School
- ✓ Felipe E. Estella Elementary School (Baloganon ES)
- ✓ Inhobol Elementary School
- ✓ Mandaloy Elementary School
- ✓ Masinloc Central Elementary School
- ✓ Panglit Elementary School
- ✓ San Lorenzo Elementary School
- ✓ San Salvador Elementary School
- ✓ Sta. Rita Elementary School
- ✓ Taltal Elementary School
- ✓ Gregorio B. Ela Elementary School (Tapuac ES)
- ✓ Babanocal Elementary School
- ✓ Binabalian Elementary School
- ✓ Candelaria Central
- ✓ Catol Elementary School
- ✓ Dampay Elementary School
- ✓ Luis Elementary School
- ✓ Libertador Elementary School
- ✓ Malimanga Elementary School
- ✓ Pinagrealan Elementary School
- ✓ San Roque Elementary School

According to Muchaenhaspi, Mbowa, Kanyepe & Mutingi, (2019) a sampling frame is a list of cases from which a sample can be chosen from and as indicated by a representative sample is one which is at least 10% margin of error from the population, in this way the decision of sample size of teachers which was considered as representative was determined by utilization of Slovin's formula. To determine the sample size of population in Zone I, Division of Zambales, sample size of population was one thousand one hundred twenty-nine.

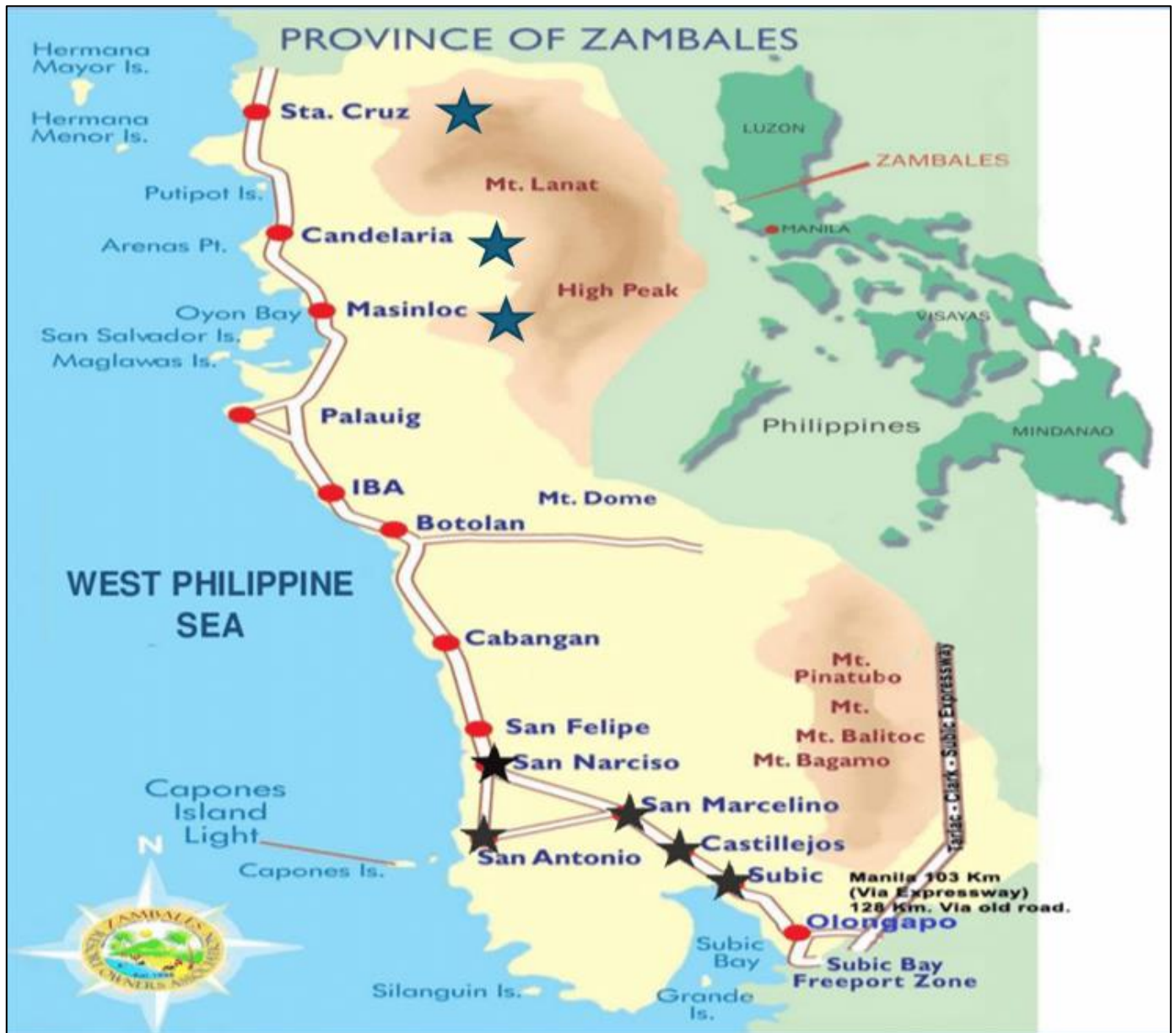


Fig 1 Map of Zambales showing the Zone I Schools in the Division of Zambales

This research study, will be conducted at the different schools of Zone I in the Division of Zambales, including Sta.Cruz, Candelaria, Masinloc.

➤ *The Instrument*

A set of questionnaires served as the primary tool in this research. Respondents were asked to complete a series of questions, including their demographic profile such as age, sex, educational qualifications, present rank, and length of service. The first part of the survey checklist focused on the respondents’ profile. The second part consisted of researcher-made questionnaires designed to determine educational management practices. The third part included researcher-made questionnaires to assess the extent to which accountability is ensured in school operations. The last part comprised researcher-made questionnaires intended to evaluate how quality and compliance in educational management are maintained.

The items in the instrument were developed based on relevant literature, adapted concepts, and previous studies on educational management and school accountability, ensuring both theoretical and contextual alignment with the present study.

The initial draft of the instrument was presented to the panel of oral examiners of the PRMSU Graduate School for validation purposes. Their suggestions, corrections, and recommendations were sought to enhance the clarity, consistency, and suitability of the indicators. Amendments and revisions were made accordingly. The researcher further validated the findings through peer review, seeking feedback to improve the credibility and trustworthiness of the analysis.

A pilot test was conducted among selected teachers at Sta. Cruz South Elementary School to determine the instrument’s reliability. The results of the pilot testing were subjected to Cronbach’s alpha analysis, which yielded a

coefficient value of 0.92, indicating excellent internal consistency and reliability of the instrument.

➤ *Data Collection*

After making the final draft of the survey checklist, the researcher sought the permission/approval of the Schools Division Superintendent, Division of Zambales, through letters signed by the Director of Graduate School to administer the survey questionnaire to the respondents.

After securing the endorsement, the researcher distributed the instrument in person, while others used Google Forms (scheduled for November 2024). The objectives of the study were explained to the participants to help them consider and gain a better understanding of the research study's objectives. The respondents' answers were treated confidentially, and the instruments were collected immediately.

The researcher then informed the respective school heads about the actual distribution of the questionnaires to the respondents. The chosen respondents were informed of the study's objectives to ensure clarity of information and the correctness of answers. The researcher ensured one hundred percent retrieval of the questionnaires upon distribution.

➤ *Data Analysis*

The Statistical Package for Social Sciences (SPSS) computer software and MS Excel were used for the computations and interpretations of data. The statistical tools

➤ *Educational Management Practices*

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25-4.00	Strongly Agree	SA
3	2.50-3.24	Agree	A
2	1.75-2.49	Disagree	D
1	1.00-1.74	Strongly Disagree	SD

➤ *Level of Accountability in Operations*

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25-4.00	Strongly Agree	SA
3	2.50-3.24	Agree	A
2	1.75-2.49	Disagree	D
1	1.00-1.74	Strongly Disagree	SD

➤ *Challenges Faced by Schools in Maintaining Quality and Compliance in Educational Management*

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25-4.00	Strongly Agree	SA
3	2.50-3.24	Agree	A
2	1.75-2.49	Disagree	D
1	1.00-1.74	Strongly Disagree	SD

• *Analysis of Variance (ANOVA).*

In testing the significant difference of the responses when respondents grouped according profile variables, the one-way analysis of variance (ANOVA) used. This was used in testing difference in the perception of the respondents to

in the analysis and interpretation of data and hypotheses testing include the following.

• *Frequency Distribution.*

This was employed in determining the frequency counts and percentage distribution of personal related variables of the respondents.

• *Mean.*

This was utilized in measuring the perception of respondents on the current educational management practices in schools in Zone 1 Division of Zambales in terms of curriculum and instructional implementation, and resource management; ensuring accountability of schools in their operations in terms of compliance to educational standards, transparency, feedback mechanisms, and monitoring and evaluation; and challenges schools face in maintaining quality and compliance in educational management in terms of staff competency and professional development, adherence to policies and standards, and transparency and accountability.

• *Likert Scale.*

The following scale were used for the current educational management practices in schools in Zone 1 Division of Zambales; accountability in school operations; and challenges faced by schools in maintaining quality and compliance in educational management.

the current educational management when grouped according to profile variables; testing in the perception of the respondents to the accountability in operations when grouped according to profile variables; and testing difference in the

perception of the respondents to the challenges faced when grouped according to profile variables.

The ANOVA makes use of the F ratio or variance ratio. The various groups being compared are assumed to belong to a population with a normal distribution, each group randomly selected and independent from the other group. The variables from each group also have standard deviations that are approximately equal (Parreño, 2006).

✓ Decision Rule 1: If the computed and significance value is greater or higher than (>) 0.05 Alpha Level of Significance, accept the null hypothesis and reject the alternative.

✓ Decision Rule 2: If the computed significance value is less or lower than (<) 0.05 Alpha Level of Significance, reject the null hypothesis and accept the alternative.

• *Correlation Analysis.*

This was used to investigate the relationship (r) between the perception of the respondents on current educational management and accountability in operations; relationship between the perception of the respondents on current educational management and challenges; and relationship between the perception of the respondents on accountability in operations and challenges.

The following used to interpret result of correlation coefficient value:

➤ *Interpretation of Correlation Coefficient Value (C)*

Correlation Coefficient	Qualitative Description	Symbol
±1.000	Perfect positive or negative correlation	PC
±0.75 to ±0.99	Very high positive or negative correlation	VHC
±0.50 to ±0.74	High positive or negative correlation	HC
±0.25 to ±0.49	Low positive or negative correlation	LC
±0.01 to ±0.24	Very low positive or negative correlation	VLC
0	No correlation	NC

Source: Costales and Zulueta

**III. RESULTS AND DISCUSSION**

This chapter presents the gathered and processed data using tabular form, interpreted and analyzed in order to provide a better and clear understanding on the problems stated in Chapter 1.

➤ *Demographic Profile of Respondents*

The frequency and percentage distribution on the respondents' profile of age, sex, educational qualifications, present rank, length of service and number of trainings and professional development related to school management and accountability is shown in Table 2.

Table 2 Frequency and Percentage Distribution on the Respondents' Profile Variables

Profile Variables		Frequency (f)	Percentage (%)
Age (Years) Mean = 41.58 or 42 Years Old	60-65	26	3.10
	50-59	108	12.90
	40-49	347	41.60
	30-39	308	36.90
	20-29	45	5.40
<b>Total</b>		<b>834</b>	<b>100.00</b>
Sex	Male	341	40.90
	Female	493	59.10
<b>Total</b>		<b>834</b>	<b>100.00</b>
Educational Qualifications	Doctorate Degree	30	3.60
	Master's Degree with Doctor's Units	59	7.10
	Master's Degree	252	30.20
	Bachelor's Degree with Master's Units	382	45.80
	Bachelor's Degree	111	13.30
<b>Total</b>		<b>834</b>	<b>100.00</b>

Table 3 Frequency and Percentage Distribution on the Respondents' Profile Variables (Continuation)

Profile Variables		Frequency (f)	Percentage (%)
Present Rank	Principal IV	4	0.50
	Principal III	14	1.70
	Principal II	20	2.40
	Principal I	12	1.40
	Head Teacher III	7	0.80

	Head Teacher II	3	0.40
	Head Teacher I	2	0.20
	Master Teacher II	51	6.10
	Master Teacher I	85	10.20
	Teacher III	236	28.30
	Teacher II	257	30.80
	Teacher I	143	17.10
	<b>Total</b>	<b>834</b>	<b>100.00</b>
Length of Service Mean = 12.19 or 12 Years of Service	36 years & above	0	0.00
	31-35 years	3	0.40
	26-30 years	42	5.00
	21-25 years	26	3.10
	16-20 years	56	6.70
	11-15 years	389	46.60
	6-10 years	260	31.20
	0-5 years	58	7.00
	<b>Total</b>	<b>834</b>	<b>100.00</b>
Number of Trainings Mean = 12.91 or 13 attended trainings	26-30	61	7.30
	21-25	58	7.00
	16-20	112	13.40
	11-15	222	26.60
	6-10	340	40.80
	0-5	41	4.90
	<b>Total</b>	<b>834</b>	<b>100.00</b>

➤ Age

Out of eight hundred thirty-four (834) respondents, majority with three hundred forty-seven (347) or 41.60% belong to age group o 40-49 years old; three hundred eight (308) or 36.90% belong to age group of 30-39 years old; one hundred eight (108) or 12.90% belong to age group of 50-59 years old; forty-five (45) or 5.40% belong to age group of 20-29 years old; while twenty-six (26) or 3.10% belong to age group of 60-65 years old.

The computed mean age of respondents was 41.58 or 42 years old.

The findings imply that the respondents are early adults. The data indicates that a significant portion of the respondents are in their early adulthood, with the largest group aged 40-49 years (41.60%), followed by those aged 30-39 years (36.90%). The computed mean age of approximately 42 years reinforces this observation. This age distribution suggests that the respondents are predominantly in their prime working years, which may influence their perspectives and experiences relevant to the study's focus.

Similar age distribution patterns have been observed in other studies. For instance, Melad (2022) reported that in a study of 1,592 participants in the Cagayan Valley region of the Philippines, 58.40% were aged 19-59 years, with a mean age of 36.9 years for men and 43.0 years for women. Additionally, Dugay (2021) found that among 108 school teachers in Bagabag, Nueva Vizcaya, 31.50% were aged 40-49 years, and 30.60% were aged 30-39 years, with a mean age of 42.94 years. These findings align with the current study, highlighting a common trend of respondents being in their early to mid-adulthood, which may be reflective of the active workforce demographic in these regions.

➤ Sex

It can be noted that majority with four hundred ninety-three (493) or 59.10% are female; while three hundred forty-one (341) or 40.90% are male.

The composition of female respondents compared to its male counterpart is observed in this study.

The data reveals that a majority of the respondents, 59.10%, are female, while 40.90% are male. This gender composition suggests a higher participation rate among women in the study. Such a trend may be influenced by various factors, including the nature of the survey topic, societal norms, or a greater willingness among women to engage in survey activities. Understanding this gender distribution is crucial, as it can impact the generalizability and interpretation of the study's findings.

Similar patterns have been observed in other studies. For instance, Smith (2008) found that females are more likely to engage in online surveys than males, attributing this difference to varying principles held by each gender within a gendered online context. Additionally, Becker (2022) reported systematic gender differences in survey participation, with women routinely exhibiting higher response rates in both cross-sectional and longitudinal studies. These findings align with the current study's results, indicating a consistent trend of higher female participation in survey research.

➤ Educational Qualifications

Majority of the respondents with three hundred eighty-two (382) or 45.80% earned units in Master's; two hundred fifty-two (252) or 30.20% are Master's degree holders; one hundred eleven (111) or 13.30% are Bachelor's degree

holders; fifty-nine (59) or 7.10% are Master's degree with units in doctorate; while thirty (30) or 3.60% are doctorate degree holders.

The data indicates that a substantial portion of the respondents have pursued advanced education, with 45.80% having earned units toward a master's degree, 30.20% holding a master's degree, 7.10% possessing a master's degree with units in a doctorate program, and 3.60% holding a doctorate degree. This distribution suggests a strong emphasis on higher education among the respondents, reflecting a commitment to professional development and expertise in their respective fields. The high percentage of individuals with postgraduate qualifications may be attributed to the demands of their professions, institutional policies encouraging advanced studies, or personal aspirations for career advancement.

Similar trends have been observed in other studies. For instance, a study analyzing faculty members' educational attainment in 112 state universities and colleges in the Philippines found that nearly half (47%) of the faculty members were bachelor's degree holders, about 39% held a master's degree, and more than 10% possessed a doctoral degree (Combalicer, 2016). This distribution aligns with the current findings, highlighting a significant proportion of individuals pursuing postgraduate education. Additionally, data from the Organisation for Economic Co-operation and Development (OECD, 2023) indicates that, on average, 45% of 25-34 year-olds across OECD countries have attained tertiary education, reflecting a global trend toward higher educational attainment. These studies underscore the increasing importance placed on advanced education both in the Philippines and internationally.

#### ➤ *Present Rank*

The present rank of the majority of respondents is Teacher II, with two hundred fifty-seven (257) or 30.80%; two hundred thirty-six (236) or 28.30% are Teacher III; one hundred forty-three (143) or 17.10% are Teacher I; eighty-five (85) or 10.20% are Master Teacher I; fifty-one (51) or 6.10% are Master Teacher II; twenty (20) or 2.40% are Principal II; fourteen (14) or 1.70% are Principal III; twelve (12) or 1.40% are Principal I; seven (7) or 0.80% are Head Teacher III; four (4) or 0.50% are Principal IV; three (3) or 0.40% are Head Teacher II; while two (2) or 0.20% are Head Teacher I.

The data reveals that the majority of respondents occupy mid-level teaching positions, with 30.80% serving as Teacher II and 28.30% as Teacher III. This suggests a workforce predominantly composed of educators who have progressed beyond entry-level roles but have not yet attained senior or administrative positions. Such a distribution may reflect a combination of factors, including years of service, opportunities for professional advancement, and institutional policies governing promotions. The relatively smaller percentages of Master Teachers and Principals indicate a hierarchical structure where advancement to these roles is more selective, possibly requiring additional qualifications, experience, and demonstrated leadership capabilities.

Similar patterns have been observed in other educational institutions. For instance, a study on the faculty composition of a university in Occidental Mindoro, Philippines, found that 51.1% of faculty members held the rank of Instructor I, the entry-level position for those with a master's degree in their specialization (De Chavez & De Guzman, 2020). This mirrors the current study's finding of a concentration in mid-level ranks, suggesting a common progression pathway in educational careers. Additionally, data from the Department of Education (DepEd) for the School Year 2019–2020 indicate that the majority of teachers held positions at the Teacher I level, with decreasing numbers in higher ranks (Department of Education, 2020). This distribution aligns with the present findings, highlighting a typical hierarchical structure in educational institutions where higher-ranking positions are fewer, reflecting the selectivity and requirements for advancement.

#### ➤ *Length of Service*

Majority of the respondents are 11-15 years in service, with three hundred eighty-nine (389) or 46.60%; two hundred sixty (260) or 31.20% are 6-10 years in service; fifty-eight (58) or 7.00% are 0-5 years in service; fifty-six (56) or 6.70% are 16-20 years in service; forty-two (42) or 5.00% are 26-30 years in service; twenty-six (26) or 3.10% are 21-25 years in service; while three (3) or 0.40% are 31-35 years in service.

The computed length of service of respondents was 12.19 or 12 years. The findings denote the enough exposure of respondents in their profession as manifested on their length of service.

The data indicates that a significant portion of the respondents have substantial experience in their profession, with 46.60% having served 11-15 years and 31.20% with 6-10 years of service. The computed average length of service is approximately 12 years, suggesting that the respondents are well-versed in their roles, likely possessing a deep understanding of their responsibilities and institutional culture. This level of experience may contribute to enhanced job performance and a stable work environment, as seasoned professionals often bring valuable insights and mentorship to their workplaces.

Similar findings have been reported in other studies. For instance, a study on teachers' demographic profiles and their impact on learners' performance found that most teachers had rendered between 27-32 years in teaching, indicating a workforce with extensive experience (Llego, 2020). Additionally, research examining the motivations of long-serving teachers in England revealed that educators with 10 or more years of experience often remain in the profession due to a strong sense of vocation and commitment to their students (Morrison, 2017). These studies align with the current findings, highlighting that a considerable length of service is common among educators, which can positively influence educational outcomes and institutional stability.

➤ *Number of Trainings and Professional Development Related to School Management and Accountability*

It can be noted that majority of the respondents attended 6-10 trainings and professional development related to school management and accountability, with three hundred forty (340) responses or 40.80%; two hundred twenty-two (222) or 26.60% attended 11-15 trainings and professional development related to school management and accountability; one hundred twelve (112) or 13.40% attended 16-20 trainings and professional development related to school management and accountability; sixty-one (61) or 7.30% attended 26-30 trainings and professional development related to school management and accountability; fifty-eight (58) or 7.00% attended 21-25 trainings and professional development related to school management and accountability; while forty-one (41) or 4.90% attended 0-5 trainings and professional development related to school management and accountability.

The computed mean number of trainings and professional development related to school management and accountability of respondents was 12.91 or 13 attended trainings and professional development related to school management and accountability. The findings imply on the adequacy of trainings and professional development related to school management and accountability attended by respondents.

The data indicates that a significant majority of respondents have engaged in multiple professional development activities related to school management and accountability, with 40.80% attending 6-10 sessions and 26.60% participating in 11-15 sessions. The average number

of attended trainings is approximately 13, suggesting that the respondents have had substantial exposure to professional development opportunities. This level of participation reflects a strong commitment to continuous learning and suggests that the available training programs are accessible and relevant to the educators' roles. Such engagement is crucial, as it enhances the educators' competencies in school management and accountability, ultimately contributing to improved educational outcomes.

Similar trends have been observed in other studies. For instance, a study assessing professional development activities and teacher performance in a university in Cebu, Philippines, highlighted that regular participation in professional development programs significantly enhances teaching competencies and instructional quality (Oducado et al., 2021). Additionally, research focusing on teachers' professional development and school leadership management in Basud District Elementary Schools emphasized that continuous professional development is vital for effective school leadership and management, aligning with the current findings that underscore the importance of ongoing training in school management and accountability (Garcia, 2025).

➤ *Perceived Current Educational Management Practices in Schools in Zone I Schools Division of Zambales*

• *Curriculum and Instructional Implementation*

Table 4 shows the perceived current educational management practices in schools in Zone I Schools Division of Zambales in terms of curriculum and instructional implementation.

Table 4 Perceived Current Educational Management Practices in Schools in Zone I Schools Division of Zambales in terms of Curriculum and Instructional Implementation

	<b>Curriculum and Instructional Implementation</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	The school has a clear and well-communicated curriculum implementation plan.	3.41	Strongly Agree	2
2	Teachers are provided with adequate training on how to implement the curriculum effectively.	3.10	Agree	7
3	The curriculum is adapted to meet the diverse needs of all learners.	3.43	Strongly Agree	1
4	Teachers are involved in the development and review of the school's curriculum.	2.99	Agree	8
5	There is a regular monitoring system to assess the effectiveness of curriculum implementation.	3.30	Strongly Agree	4
6	The curriculum is flexible enough to incorporate innovative teaching strategies and methods.	3.17	Agree	6
7	Curriculum implementation is supported with sufficient learning materials and resources.	3.22	Agree	5
8	The principal regularly observes classrooms and provides constructive feedback.	3.33	Strongly Agree	3
	<b>Overall Weighted Mean</b>	<b>3.24</b>	<b>Agree</b>	

The respondents strongly agreed that the curriculum is adapted to meet the diverse needs of all learners, manifested on the highest computed recorded weighted mean value of 3.43 (rank 1); while they agreed that teachers are involved in

the development and review of the school's curriculum, had the lowest weighted mean of 2.99 (rank 8).

On average, the respondents agreed on the current educational management practices in schools in Zone I

Schools Division of Zambales in terms of curriculum instruction and implementation, manifested on the computed overall weighted mean of 3.24.

The data indicates that respondents strongly agree the curriculum is adapted to meet diverse learners' needs, as evidenced by the highest weighted mean of 3.43. However, they only agree that teachers are involved in curriculum development and review, with a lower weighted mean of 2.99. The overall weighted mean of 3.24 suggests general satisfaction with educational management practices concerning curriculum instruction and implementation in Zone I Schools Division of Zambales. This disparity highlights a potential area for improvement: increasing teacher involvement in curriculum development to enhance educational practices further.

Similar findings are observed in other studies. Bongco et al. (2020) highlighted the crucial role of teachers in curriculum implementation and advocated for their involvement in curriculum development to ensure successful educational reforms. Similarly, a case study by Garcia (2017) in a private school in Cavite, Philippines, revealed limited teacher participation in curriculum design, suggesting that increased involvement could positively impact educational quality. These studies align with the current findings, emphasizing the need for greater teacher engagement in curriculum development processes.

• *Resource Management*

Table 5 presents the perceived current educational management practices in schools in Zone I Schools Division of Zambales in terms of resource management.

Table 5 Perceived Current Educational Management Practices in Schools in Zone I Schools Division of Zambales in terms of Resource Management

Resource Management		Weighted Mean	Descriptive Equivalent	Rank
1	The school's financial resources are allocated efficiently to support academic programs and student needs.	3.09	Agree	6.5
2	Teachers are informed about how financial resources are managed and utilized within the school.	3.21	Agree	2
3	Adequate funds are allocated for the procurement of teaching and learning materials.	3.09	Agree	6.5
4	Financial transparency is maintained in the management of school budgets and resources.	3.07	Agree	8
5	There is a clear process for budgeting and resource allocation that involves key stakeholders.	3.15	Agree	4
6	The school provides sufficient teaching and learning materials to meet curriculum requirements.	3.18	Agree	3
7	There is an effective system in place for managing and maintaining school equipment and resources.	3.31	Strongly Agree	1
8	Teachers have easy access to the necessary materials and resources needed to deliver lessons effectively.	3.11	Agree	5
<b>Overall Weighted Mean</b>		<b>3.15</b>	<b>Agree</b>	

The respondents strongly agreed that there is an effective system in place for managing and maintaining school equipment and resources, manifested on the highest computed recorded weighted mean value of 3.31 (rank 1); while they agreed that financial transparency is maintained in the management of school budgets and resources, had the lowest weighted mean of 3.07 (rank 8).

On average, the respondents agreed on the current educational management practices in schools in Zone I Schools Division of Zambales in terms of resource management, manifested on the computed overall weighted mean of 3.15.

The data indicates that respondents strongly agree there is an effective system for managing and maintaining school equipment and resources, as evidenced by the highest weighted mean of 3.31. Conversely, they agree that financial transparency is maintained in managing school budgets and resources, with a lower weighted mean of 3.07. The overall weighted mean of 3.15 suggests general satisfaction with resource management practices in the Zone I Schools

Division of Zambales. However, the slight disparity between effective resource management and financial transparency highlights an area for potential improvement, emphasizing the need for enhanced transparency measures to build greater trust and accountability within the school community.

Similar observations have been made in other studies. For instance, a study assessing resource management practices in a public higher education institution in the Philippines highlighted challenges such as malfunctioning equipment and a lack of essential facilities, underscoring the need for competent management to enhance educational outcomes (Tria, 2020).

Additionally, research on transparency and accountability in managing school financial resources in Nueva Ecija, Philippines, found that while school heads and finance staff often possess graduate-level qualifications and experience, there is still a need for greater financial transparency to ensure efficient resource utilization (Guerero, 2022).

These studies align with the current findings, suggesting that while effective resource management systems may be in place, enhancing financial transparency remains a critical area for development.

- *Summary: Perceived Current Educational Management Practices in Schools in Zone I Schools Division of Zambales*

Table 6 shows the summary on the perceived current educational management practices in schools in zone I schools division of zambales.

Table 6 Summary on the Perceived Current Educational Management Practices in Schools in Zone I Schools Division of Zambales

Dimensions		Overall Weighted Mean	Descriptive Equivalent	Rank
1	Curriculum and Instructional Implementation	3.24	Agree	1
2	Resource Management	3.15	Agree	2
<b>Grand Mean</b>		<b>3.20</b>	<b>Agree</b>	

It can be noted that the respondents agreed on the current educational management practices in School in Zone I Schools Division of Zambales in terms of curriculum and instructional implementation, manifested on the highest overall weighted mean of 3.24 (rank 1); while least in terms of resource management, had the lowest weighted mean of 3.15 (rank 2).

On average, the respondents agreed on the current educational management practices in School in Zone I Schools Division of Zambales, manifested on the computed grand mean of 3.20.

The findings indicate that respondents agreed with the current educational management practices in the Zone I Schools Division of Zambales, particularly in curriculum and instructional implementation, which received the highest overall weighted mean of 3.24. Resource management, while still positively regarded, had a slightly lower weighted mean of 3.15. The overall grand mean of 3.20 reflects a general agreement and satisfaction with the educational management practices in the division. The higher rating for curriculum and instructional implementation suggests that respondents perceive these areas as effectively addressing educational needs, whereas resource management, though adequate, may benefit from targeted improvements to enhance efficiency and effectiveness.

Similar observations have been reported in recent studies. For instance, Tria (2020) examined resource management practices in a public higher education institution in the Philippines and found that while infrastructure and instructional resources were generally managed effectively, there were areas requiring enhancement to fully support institutional improvement. Additionally, Haque and David (2022) identified barriers to effective curriculum implementation in a private school in Dubai, emphasizing the need for continuous evaluation and adaptation of instructional strategies to meet evolving educational demands. These studies align with the current findings, highlighting the

importance of robust curriculum implementation and the ongoing need to refine resource management practices to achieve optimal educational outcomes.

➤ *Ensuring Accountability in School Operations*

- *Compliance to Educational Standards*  
Ensuring accountability in school operations in terms of compliance to educational standards is presented in table 7.

The respondents strongly agreed that the curriculum implemented in the school is fully aligned with national educational requirements, manifested on the highest computed recorded weighted mean value of 3.51 (rank 1); while they strongly agreed that the school complies with local educational standards and requirements set by the local school board or authorities, had the lowest weighted mean of 3.34 (rank 8).

On average, the respondents strongly agreed that they ensured accountability in school operations in terms of compliance to educational standards, manifested on the computed overall weighted mean of 3.45.

The respondents strongly agreed that the school's curriculum is fully aligned with national educational requirements, as indicated by the highest weighted mean of 3.51. They also strongly agreed that the school complies with local educational standards set by local authorities, though this aspect received a slightly lower weighted mean of 3.34. The overall weighted mean of 3.45 suggests a robust commitment to ensuring accountability in school operations concerning compliance with educational standards. The higher rating for national alignment may reflect the school's prioritization of adhering to nationwide educational mandates, while the marginally lower rating for local compliance could indicate areas where further attention is needed to meet specific local standards fully.

Table 7 Ensuring Accountability in School Operations in terms of Compliance to Educational Standards

Compliance to Educational Standards		Weighted Mean	Descriptive Equivalent	Rank
1	The school consistently adheres to the national educational standards set by the Department of Education.	3.50	Strongly Agree	2

2	Teachers are regularly updated about new national policies and standards in education.	3.40	Strongly Agree	7
3	The curriculum implemented in the school is fully aligned with national educational requirements.	3.51	Strongly Agree	1
4	The school administration ensures that national assessments and evaluation procedures are followed accurately.	3.47	Strongly Agree	4
5	National quality assurance mechanisms are regularly observed and monitored in the school.	3.48	Strongly Agree	3
6	The school participates in national education programs and initiatives aimed at improving educational quality.	3.43	Strongly Agree	5.5
7	Teacher performance is regularly evaluated based on national teaching standards.	3.43	Strongly Agree	5.5
8	The school complies with local educational standards and requirements set by the local school board or authorities.	3.34	Strongly Agree	8
<b>Overall Weighted Mean</b>		<b>3.45</b>	<b>Strongly Agree</b>	

Similar findings have been reported in recent studies. Gonzales et al. (2024) highlighted the Philippines' dedication to achieving Sustainable Development Goal 4 by aligning the K to 12 curriculum with national education goals, emphasizing the importance of such alignment in enhancing educational quality. Additionally, Chavez and Doromal (2018) assessed compliance with School-Based Management standards in Negros Occidental, Philippines, revealing that while schools generally adhered to national standards, there were challenges in meeting specific local requirements, underscoring the need for continuous evaluation and improvement in both national and local compliance. These studies corroborate the current findings, emphasizing the critical role of alignment with educational standards at both national and local levels to ensure accountability and quality in school operations.

• *Transparency*

Table 8 presents ensuring accountability in school operations in terms of transparency.

The respondents strongly agreed that students and parents are provided with clear, understandable reports on student progress and academic achievements, and that benchmarking results and comparisons with other schools' academic performance are made available to stakeholders, manifested on the highest computed recorded weighted mean value of 3.50 (tied at rank 1.5); while they strongly agreed that the school is open to inquiries and discussions regarding student performance, providing additional clarifications when needed, had the lowest weighted mean of 3.42 (rank 8).

On average, the respondents strongly agreed that they ensured accountability in school operations in terms of transparency, manifested on the computed overall weighted mean of 3.46.

The respondents strongly agreed that the school provides clear and understandable reports on student progress to both students and parents, and that benchmarking results and comparisons with other schools' academic performance are made available to stakeholders, each receiving a high weighted mean of 3.50.

Table 8 Ensuring Accountability in School Operations in terms of Transparency

	<b>Transparency</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	The school administration regularly shares academic performance data with teachers, students, and parents.	3.43	Strongly Agree	7
2	Students and parents are provided with clear, understandable reports on student progress and academic achievements.	3.50	Strongly Agree	1.5
3	Academic performance results are shared with transparency during parent-teacher conferences and school meetings.	3.46	Strongly Agree	4.5
4	The school is open to inquiries and discussions regarding student performance, providing additional clarifications when needed.	3.42	Strongly Agree	8
5	Benchmarking results and comparisons with other schools' academic performance are made available to stakeholders.	3.50	Strongly Agree	1.5
6	Transparency in academic performance fosters trust between the school administration and the community.	3.46	Strongly Agree	4.5
7	The school consistently meets deadlines for submitting academic reports to higher educational authorities.	3.47	Strongly Agree	3

8	The school provides regular financial reports to stakeholders, including parents, local authorities, and the community.	3.44	Strongly Agree	6
<b>Overall Weighted Mean</b>		<b>3.46</b>	<b>Strongly Agree</b>	

Additionally, they strongly agreed that the school is open to inquiries and discussions regarding student performance, offering additional clarifications when needed, with a slightly lower weighted mean of 3.42. Overall, the computed weighted mean of 3.46 reflects a strong commitment to transparency in school operations. The emphasis on clear communication of student progress and benchmarking data suggests that the school prioritizes keeping stakeholders well-informed, fostering an environment of trust and continuous improvement.

Similar findings have been reported in recent studies. Pinatil et al. (2023) investigated parental involvement and academic performance of education students in a Philippine state university and found that active parental involvement positively influences academic outcomes. The study emphasized the importance of providing parents with clear information about student progress to enhance engagement and support. Additionally, the Organization for Economic Co-operation and Development (OECD) (2019) highlighted the significance of benchmarking in higher education, noting that sharing performance data and comparisons with peer institutions promotes transparency and drives improvements in educational quality. These studies align with the current findings, underscoring the value of transparent communication and benchmarking in fostering accountability and enhancing educational outcomes.

• *Feedback Mechanisms*

Table 9 shows ensuring accountability in school operations in terms of feedback mechanisms.

The respondents strongly agreed that complaints from students, parents, or the community are handled in a timely and professional manner by the school administration, manifested on the highest computed recorded weighted mean

value of 3.47 (rank 1); while they strongly agreed that students and parents are regularly asked for input on how to improve school services and academic performance, had the lowest weighted mean of 3.31 (rank 8).

On average, the respondents strongly agreed that they ensured accountability in school operations in terms of feedback mechanisms, manifested on the computed overall weighted mean of 3.40.

The respondents strongly agreed that the school administration handles complaints from students, parents, or the community in a timely and professional manner, as evidenced by the highest weighted mean of 3.47. They also strongly agreed that students and parents are regularly solicited for input on improving school services and academic performance, though this aspect received a slightly lower weighted mean of 3.31. The overall weighted mean of 3.40 indicates a robust commitment to accountability in school operations through effective feedback mechanisms. The higher rating for complaint handling suggests that the school's established procedures for addressing grievances are well-implemented and trusted by stakeholders. The slightly lower rating for proactive solicitation of feedback may highlight an area for enhancement, suggesting that while the school is responsive to issues raised, there is room to improve in actively seeking out stakeholder input to drive continuous improvement.

Similar findings have been reported in recent studies. Pinatil et al. (2023) explored parental involvement and academic performance of education students in a Philippine state university, revealing that active parental engagement positively influences academic outcomes. The study emphasized the importance of schools regularly seeking input from parents to enhance educational services and student performance.

Table 9 Ensuring Accountability in School Operations in terms of Feedback Mechanisms

	<b>Feedback Mechanisms</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	The school regularly collects feedback from students, parents, and the community regarding academic and administrative matters.	3.45	Strongly Agree	3
2	Feedback mechanisms, such as surveys or suggestion boxes, are readily available for students, parents, and the community.	3.32	Strongly Agree	7
3	The school encourages parents and students to express their opinions on school policies and programs.	3.43	Strongly Agree	4
4	Students and parents are regularly asked for input on how to improve school services and academic performance.	3.31	Strongly Agree	8
5	There is a clear process for collecting and recording feedback from stakeholders.	3.34	Strongly Agree	6
6	The school administration takes prompt action to address concerns raised by students, parents, and the community.	3.46	Strongly Agree	2

7	The school regularly informs stakeholders about how their feedback has influenced decisions or changes in school policies.	3.42	Strongly Agree	5
8	Complaints from students, parents, or the community are handled in a timely and professional manner by the school administration.	3.47	Strongly Agree	1
<b>Overall Weighted Mean</b>		<b>3.40</b>	<b>Strongly Agree</b>	

Additionally, the Organization for Economic Co-operation and Development (OECD) (2019) underscored the significance of effective complaint handling and feedback mechanisms in educational institutions, noting that timely and professional management of complaints fosters trust and accountability among stakeholders. These studies align with the current findings, highlighting that both responsive complaint management and proactive solicitation of stakeholder feedback are crucial components of effective school administration and accountability.

• *Monitoring and Evaluation*

Ensuring accountability in school operations in terms of monitoring and evaluation is presented in table 10.

The respondents strongly agreed that performance data (e.g., test scores, attendance, graduation rates) are systematically collected and reviewed, manifested on the highest computed recorded weighted mean value of 3.51

(rank 1); while they strongly agreed that teachers are involved in the evaluation process of school performance and are encouraged to give input, had the lowest weighted mean of 3.22 (rank 8).

On average, the respondents strongly agreed that they ensured accountability in school operations in terms of monitoring and evaluation, manifested on the computed overall weighted mean of 3.40.

The respondents strongly agreed that performance data—including test scores, attendance, and graduation rates—are systematically collected and reviewed, as indicated by the highest weighted mean of 3.51. They also strongly agreed that teachers are involved in the evaluation process of school performance and are encouraged to provide input, though this aspect received a slightly lower weighted mean of 3.22. The overall weighted mean of 3.40 reflects a strong commitment to accountability in school operations through robust monitoring and evaluation practices.

Table 10 Ensuring Accountability in School Operations in terms of Monitoring and Evaluation

	<b>Monitoring and Evaluation</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	The school has a clear and structured process for monitoring student academic performance regularly.	3.47	Strongly Agree	2
2	Performance data (e.g., test scores, attendance, graduation rates) are systematically collected and reviewed.	3.51	Strongly Agree	1
3	School performance indicators are clearly communicated to all staff and stakeholders.	3.43	Strongly Agree	3
4	There are specific goals and benchmarks established for evaluating overall school performance.	3.38	Strongly Agree	6.5
5	The school uses performance data to evaluate the effectiveness of teaching methods and curricular programs.	3.41	Strongly Agree	4
6	Teachers are involved in the evaluation process of school performance and are encouraged to give input.	3.22	Agree	8
7	School evaluation results are shared with all staff members to promote transparency and improvement.	3.39	Strongly Agree	5
8	School evaluation results are shared with all staff members to promote transparency and improvement.	3.38	Strongly Agree	6.5
<b>Overall Weighted Mean</b>		<b>3.40</b>	<b>Strongly Agree</b>	

The emphasis on systematic data collection suggests that the school prioritizes evidence-based decision-making to enhance educational outcomes. However, the relatively lower rating for teacher involvement in the evaluation process indicates an area where the school could further empower educators by actively incorporating their insights into performance assessments.

Similar findings have been reported in recent studies. A study conducted in the Philippines examined the performance of elementary school teachers using the Competency-Based

Performance Appraisal System for Teachers (CBPAST) and the Individual Performance Commitment Review (IPCR) assessment tools. The research highlighted the importance of systematic data collection and teacher involvement in performance evaluations to enhance teaching quality and student outcomes (Serrano & Pantaleon, 2020). Additionally, an international study emphasized that data-driven decision-making involves the systematic collection, analysis, and application of various data forms to enhance student performance while addressing learning needs. The study also noted that involving teachers in the evaluation process is

crucial for effective instructional design and improved student learning (Marsh, Pane, & Hamilton, 2006). These studies align with the current findings, underscoring that systematic data collection and active teacher participation in performance evaluations are vital components of effective school monitoring and accountability practices.

- *Summary: Ensuring Accountability in School Operations*  
Table 11 presented the summary on ensuring accountability in school operations.

Table 11 Summary on Ensuring Accountability in School Operations

	<b>Dimensions</b>	<b>Overall Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	Compliance to Educational Standards	3.45	Strongly Agree	2
2	Transparency	3.46	Strongly Agree	1
3	Feedback Mechanisms	3.40	Strongly Agree	3.5
4	Monitoring and Evaluation	3.40	Strongly Agree	3.5
	<b>Grand Mean</b>	<b>3.43</b>	<b>Strongly Agree</b>	

The respondents strongly agreed that accountability in school operations is ensured through transparency, compliance with educational standards, and effective feedback mechanisms, as evidenced by the highest overall weighted mean of 3.46 for transparency, 3.45 for compliance, and 3.40 for both feedback mechanisms and monitoring and evaluation. The grand mean of 3.43 indicates a robust commitment to accountability across these domains within the schools in Zone I Schools Division of Zambales. The emphasis on transparency suggests that stakeholders have access to clear and open communication regarding school operations. High compliance scores reflect adherence to national and local educational standards, ensuring quality education delivery. The slightly lower, yet strong, ratings for feedback mechanisms and monitoring and evaluation highlight ongoing efforts to incorporate stakeholder input and systematically assess educational practices, with room for continuous improvement in these areas.

Similar findings have been observed in recent studies. Gabriel et al. (2022) examined the importance of transparency and accountability in managing school financial resources in the Philippines, concluding that these elements are essential for effective governance and preventing corruption. The study emphasized that transparent financial practices bolster stakeholder trust and enhance the overall educational environment. Additionally, the Organization for Economic Co-operation and Development (OECD) (2019) highlighted the necessity of robust monitoring and evaluation

It can be noted that the respondents strongly agreed that they ensured accountability in school operations in terms of transparency, manifested on the highest overall weighted mean of 3.46 (rank 1); compliance to educational standards, with an overall weighted mean of 3.45 (rank 2); and feedback mechanisms and monitoring and evaluation, had the lowest weighted mean of 3.40 (tied at rank 3.5).

On average, the respondents strongly agreed that they ensured accountability in school operations in School in Zone I Schools Division of Zambales, manifested on the computed grand mean of 3.43.

systems at the local level, based on comprehensive data sets and shared understanding among stakeholders. The OECD report underscored that such systems are vital for informed decision-making and continuous improvement in educational settings. These studies align with the current findings, reinforcing that transparency, compliance with standards, and effective feedback mechanisms are critical components of accountable and high-performing educational institutions.

➤ *Challenges Schools Face in Maintaining Quality and Compliance in Educational Management*

- *Staff Competency and Professional Development*

Table 12 presents the challenges schools face in maintaining quality and compliance in educational management in terms of staff competency and professional development.

The respondents strongly agreed that they feel confident in applying the skills learned from professional development sessions. This item recorded the highest weighted mean of 3.37, placing it ranks 1 among the indicators. Conversely, the statement that "there is no clear link between the training they receive and the improvement in their teaching practice" received the lowest weighted mean of 2.68, thus ranked 8th, indicating general agreement but at a comparatively lower level.

Table 12 Challenges Schools Face in Maintaining Quality and Compliance in Educational Management in terms of Staff Competency and Professional Development

	<b>Staff Competency and Professional Development</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	The school does not provide sufficient professional development opportunities for teachers.	2.81	Agree	6
2	I have access to training that helps me improve my teaching skills.	3.23	Agree	3
3	The school should encourage participation in workshops and seminars to enhance staff competency.	3.35	Strongly Agree	2

4	There are nonregular updates on new teaching methodologies through professional development programs.	3.04	Agree	4
5	The school allocates not enough resources for continuous professional growth.	2.97	Agree	5
6	The training did not provide by the school addresses current educational standards and teaching techniques.	2.74	Agree	7
7	I feel confident in applying the skills learned from professional development sessions.	3.37	Strongly Agree	1
8	There is not clear link between the training I receive and the improvement in my teaching practice.	2.68	Agree	8
<b>Overall Weighted Mean</b>		<b>3.02</b>	<b>Agree</b>	

On average, the respondents agreed with the challenges schools face in maintaining quality and compliance in educational management, specifically in terms of staff competency and professional development. This is supported by the overall computed weighted mean of 3.02, reflecting a moderate but consistent concern across the responses.

The respondents strongly agreed that they feel confident in applying the skills acquired from professional development sessions, as indicated by the highest weighted mean of 3.37. However, they agreed that there is no clear link between the training received and improvements in their teaching practice, which received the lowest weighted mean of 2.68. The overall weighted mean of 3.02 suggests that, while teachers value professional development and feel capable of implementing new skills, they perceive a disconnect between these training sessions and tangible enhancements in their teaching methods. This disparity may arise from generic or misaligned training content that does not directly address the specific challenges teachers face in their classrooms, highlighting the need for more targeted and context-specific professional development programs.

Similar observations have been reported in recent studies. Morales and Matriano (2023) found that, in the Philippines, professional development activities were perceived to have little benefit for teachers, despite achieving mastery in areas like instructional planning and delivery. This suggests a potential misalignment between the content of professional development programs and the practical needs of educators. Additionally, the Learning Policy Institute (2017) noted that many professional development initiatives appear ineffective in supporting changes in teacher practices and student learning, emphasizing the importance of designing programs that are directly relevant to teachers' instructional contexts. These findings align with the current study, underscoring the necessity for professional development that is closely tailored to the actual teaching environments and challenges educator's encounter.

• *Adherence to Policies and Standards*

Table 13 shows the challenges schools face in maintaining quality and compliance in educational management in terms of adherence to policies and standards.

The respondents agreed that they find it challenging to balance teaching and implementing new educational regulations, manifested on the highest computed recorded weighted mean value of 3.10 (rank 1); while they disagreed that policy updates does not frequently explain and discussed in their schools, had the lowest weighted mean of 2.39 (rank 8).

On average, the respondents agreed on the challenges schools face in maintaining quality and compliance in educational management in terms of adherence to policies and standards, manifested on the computed overall weighted mean of 2.62.

The respondents agreed that balancing teaching responsibilities with the implementation of new educational regulations is challenging, as indicated by the highest weighted mean of 3.10. Conversely, they disagreed that policy updates are not frequently explained and discussed in their schools, which received the lowest weighted mean of 2.39. The overall weighted mean of 2.62 suggests that while educators are informed about policy updates, the integration of these new regulations into their teaching practices remains a significant challenge. This disparity may stem from the additional workload and time required to adapt to new policies, potentially leading to difficulties in maintaining teaching quality and compliance simultaneously.

Similar challenges have been documented in recent studies. A qualitative study by Gonzales (2024) explored elementary school teachers' difficulties in implementing the K to 12 curriculum in the Philippines.

Table 13 Challenges Schools Face in Maintaining Quality and Compliance in Educational Management in terms of Adherence to Policies and Standards

	<b>Adherence to Policies and Standards</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	The school don't have effective communication on the changes in educational policies and standards.	2.55	Agree	5
2	There is confusion among staff about how to implement new educational standards.	2.45	Disagree	7

3	The instructions provided regarding policy changes are not clear and easy to follow.	2.53	Agree	6
4	Policy updates does not frequently explain and discussed in our school.	2.39	Disagree	8
5	I have enough time to adjust to the implementation of new educational standards.	2.72	Agree	2
6	I find it challenging to balance teaching and implementing new educational regulations.	3.10	Agree	1
7	The new policies do not align well with the existing curriculum and instructional strategies.	2.56	Agree	4
8	It is difficult to align my lesson plans with the evolving educational policies.	2.62	Agree	3
<b>Overall Weighted Mean</b>		<b>2.62</b>	<b>Agree</b>	

The findings revealed that teachers struggled with the additional responsibilities and adjustments required by the new curriculum, which affected their teaching effectiveness. Additionally, the Department of Education (DepEd) recognized these challenges and issued guidelines in October 2024 to rationalize teachers' workloads and provide clear procedures for managing teaching overloads, aiming to balance teaching duties with policy implementation effectively. These initiatives align with the current findings, highlighting the need for supportive measures to assist teachers in adapting to educational reforms without compromising instructional quality.

• *Transparency and Accountability*

The challenges schools face in maintaining quality and compliance in educational management in terms of transparency and accountability is presented in table 14.

The respondents agreed that the administration did not regularly update staff on financial matters affecting the

school, manifested on the highest computed recorded weighted mean value of 2.71 (rank 1); while they disagreed that they did not provide constructive feedback to improve their teaching practice, had the lowest weighted mean of 2.44 (rank 8).

On average, the respondents agreed on the challenges schools face in maintaining quality and compliance in educational management in terms of transparency and accountability, manifested on the computed overall weighted mean of 2.55.

The findings indicate that while respondents agreed that the administration does not regularly update staff on financial matters affecting the school, they disagreed that they do not receive constructive feedback to improve their teaching practice. This suggests that while schools face challenges in maintaining transparency and accountability in financial management, they prioritize professional development and teacher support.

Table 14 Challenges Schools Face in Maintaining Quality and Compliance in Educational Management in terms of Transparency and Accountability

	<b>Transparency and Accountability</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1	The school administration does not provide transparent explanations for major decisions.	2.61	Agree	3
2	The rationale behind school policies is not clearly communicated to all staff.	2.48	Disagree	6.5
3	The school did not openly share financial reports with teachers and staff?	2.56	Agree	4
4	The administration did not regularly update staff on financial matters affecting the school	2.71	Agree	1
5	The teachers cannot raise concerns about leadership decisions without fear of repercussions.	2.63	Agree	2
6	Did not receive regular performance evaluations that help you understand your accountability.	2.51	Agree	5
7	Did not provide constructive feedback to improve your teaching practice	2.44	Disagree	8
8	The student performance data is not shared in a manner that is easy to understand.	2.48	Disagree	6.5
<b>Overall Weighted Mean</b>		<b>2.55</b>	<b>Agree</b>	

The overall weighted mean of 2.55 highlights the need for improvements in financial transparency, as limited access to financial updates may impact trust and decision-making among school personnel. Ensuring that financial matters are

clearly communicated to staff can enhance institutional accountability and promote a culture of openness within the school system. Similar findings have been reported in recent studies. Mendoza and Santos (2023) explored financial

transparency in Philippine public schools and found that while schools complied with reporting regulations, many teachers felt excluded from financial discussions, leading to concerns about budget allocations and resource distribution. Similarly, a study by Li and Chen (2022) in China highlighted that lack of financial transparency in educational institutions resulted in diminished trust among educators and staff, affecting morale and institutional effectiveness. These studies align with the present findings, emphasizing the need for clear and consistent financial communication in schools to support transparency and accountability.

• *Summary: Challenges Schools Face in Maintaining Quality and Compliance in Educational Management*

Table 15 shows the summary on the challenges schools face in maintaining quality and compliance in educational management.

Table 15 Summary on the Challenges Schools Face in Maintaining Quality and Compliance in Educational Management

Dimensions		Overall Weighted Mean	Descriptive Equivalent	Rank
1	Staff Competency and Professional Development	3.02	Agree	1
2	Adherence to Policies and Standards	2.62	Agree	2
3	Transparency and Accountability	2.55	Agree	3
<b>Grand Mean</b>		<b>2.73</b>	<b>Agree</b>	

The findings suggest that the primary challenge schools face in maintaining quality and compliance in educational management is related to staff competency and professional development, as indicated by the highest overall weighted mean of 3.02. This implies that while teachers and administrators recognize the importance of continuous learning, gaps in training opportunities or skill enhancement may hinder educational effectiveness. Adherence to policies and standards ranked second, signifying that while schools strive to comply with regulations, difficulties in implementation and policy integration persist. The lowest-ranked challenge, transparency and accountability (2.55), highlights concerns about communication and openness in financial and administrative decisions. The overall grand mean of 2.73 suggests that while schools acknowledge these challenges, they are still actively working toward improving educational management and compliance.

Similar findings have been observed in recent studies. In the Philippines, Dela Cruz and Ramos (2023) examined challenges in public school administration and found that inadequate professional development programs hindered teachers' ability to adapt to evolving educational policies, aligning with the present study's ranking of staff competency as the top challenge. Meanwhile, an international study by Kim and Park (2022) in South Korea highlighted that strict policy compliance requirements often burden school administrators, making it difficult to maintain flexibility in school management. These studies reinforce the idea that ensuring high-quality education requires continuous

It can be noted that the respondents agreed on the challenges that their schools faced in maintaining quality and compliance in educational management in terms of staff competency and professional development, manifested on the highest overall weighted mean of 3.02 (rank 1); adherence to policies and standards, with an overall weighted mean of 2.62 (rank 2); and transparency and accountability, had the lowest weighted mean of 2.55 (rank 3).

On average, the respondents agreed on the challenges that schools in Zone I Schools Division of Zambales faced in maintaining quality and compliance in educational management, manifested on the computed grand mean of 2.73.

investment in teacher training, clearer policy implementation strategies, and greater transparency in school governance.

➤ *Test of Difference in the Perception of Respondents to Current Educational Management when Grouped According to Profile Variables*

• *Curriculum and Instructional Implementation*

Table 16 shows the analysis of variance to test difference in the perception of respondents to current educational management in terms of curriculum and instructional implementation when grouped according to profile variables.

There was no significant difference in how respondents perceived the current educational management of schools in terms of curriculum and instructional implementation when grouped by sex ( $P = 0.406$ ) and number of trainings attended ( $P = 0.124$ ), since both P-values are greater than the 0.05 level of significance. Therefore, the null hypothesis is accepted for these variables.

However, a significant difference was found in respondents' perceptions when grouped by age ( $P = 0.000$ ), educational qualifications ( $P = 0.001$ ), present rank ( $P = 0.000$ ), and length of service ( $P = 0.027$ ), as their P-values are less than the 0.05 level of significance. Thus, the null hypothesis is rejected for these factors.

Table 16 Analysis of Variance to test Difference in the Perception of Respondents to Current Educational Management in terms of Curriculum and Instructional Implementation when Grouped According to Profile Variables

Sources of Variations		SS	DF	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	6.016	4	1.504	9.049	0.000	<b>Ho is Rejected (Significant)</b>
	Within Groups	137.781	829	0.166			
	Total	143.797	833				
Sex	Between Groups	0.119	1	0.119	0.691	0.406	Do Not Reject Ho (Not Significant)
	Within Groups	143.677	832	0.173			
	Total	143.797	833				
Educational Qualifications	Between Groups	3.361	4	0.840	4.959	0.001	<b>Ho is Rejected (Significant)</b>
	Within Groups	140.436	829	0.169			
	Total	143.797	833				
Present Rank	Between Groups	32.343	11	2.940	21.686	0.000	<b>Ho is Rejected (Significant)</b>
	Within Groups	111.453	822	0.136			
	Total	143.797	833				
Length of Service	Between Groups	2.456	6	0.409	2.396	0.027	<b>Ho is Rejected (Significant)</b>
	Within Groups	141.340	827	0.171			
	Total	143.797	833				
Number of Trainings	Between Groups	1.491	5	0.298	1.735	0.124	Do Not Reject Ho (Not Significant)
	Within Groups	142.306	828	0.172			
	Total	143.797	833				

The result signify that the perception of respondents to current educational management of schools in terms of curriculum and instructional implementation differs as to their age, educational qualifications, present rank, and length of service; while no substantial statistically detected difference in terms of their sex and number of trainings attended.

The findings indicate that respondents' perceptions of current educational management in terms of curriculum and instructional implementation vary significantly based on age, educational qualifications, present rank, and length of service. This suggests that experience and academic attainment influence how educators evaluate the effectiveness of curriculum implementation. Those with higher educational qualifications and longer service tenure may have a deeper understanding of curriculum changes and instructional improvements, leading to differing perspectives. However, no significant differences were found when respondents were grouped by sex and the number of trainings attended, implying that gender does not play a role in shaping their views, and that training sessions attended may not necessarily lead to differing opinions on curriculum management. This underscores the importance of considering professional

experience and academic background when assessing educational policies and practices.

Similar findings have been reported in recent studies. In the Philippines, Santos and Reyes (2023) explored the impact of professional experience on teachers' perceptions of curriculum implementation and found that those with longer service and higher academic attainment demonstrated more critical evaluations of instructional practices. This aligns with the present study's findings that educational qualifications and length of service significantly influence perception. Likewise, a study by Lee and Chen (2021) in Taiwan found that teachers' perceptions of educational policies were significantly affected by their years of experience and professional rank, but not by gender. These studies support the idea that professional background, rather than sex or training frequency, plays a crucial role in shaping educators' views on curriculum management.

Figure 2 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to current educational management in terms of curriculum and instructional implementation when grouped according to age.

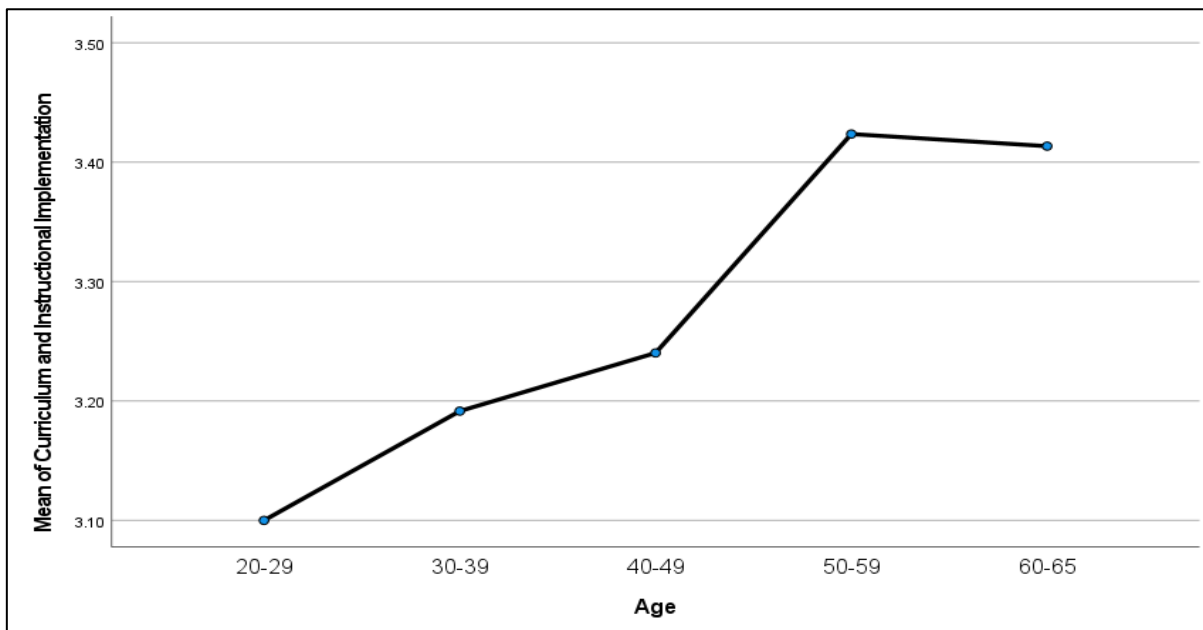


Fig 2 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to Current Educational Management in terms of Curriculum and Instructional Implementation when Grouped According to Age

The figure clearly illustrates the means plot that the difference lies between respondents whose age are 50-59 and 20-29 years old, as manifested on the highest and lowest mean values of age profile variable.

Figure 3 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to current educational management in terms of curriculum and instructional implementation when grouped according to educational qualifications.

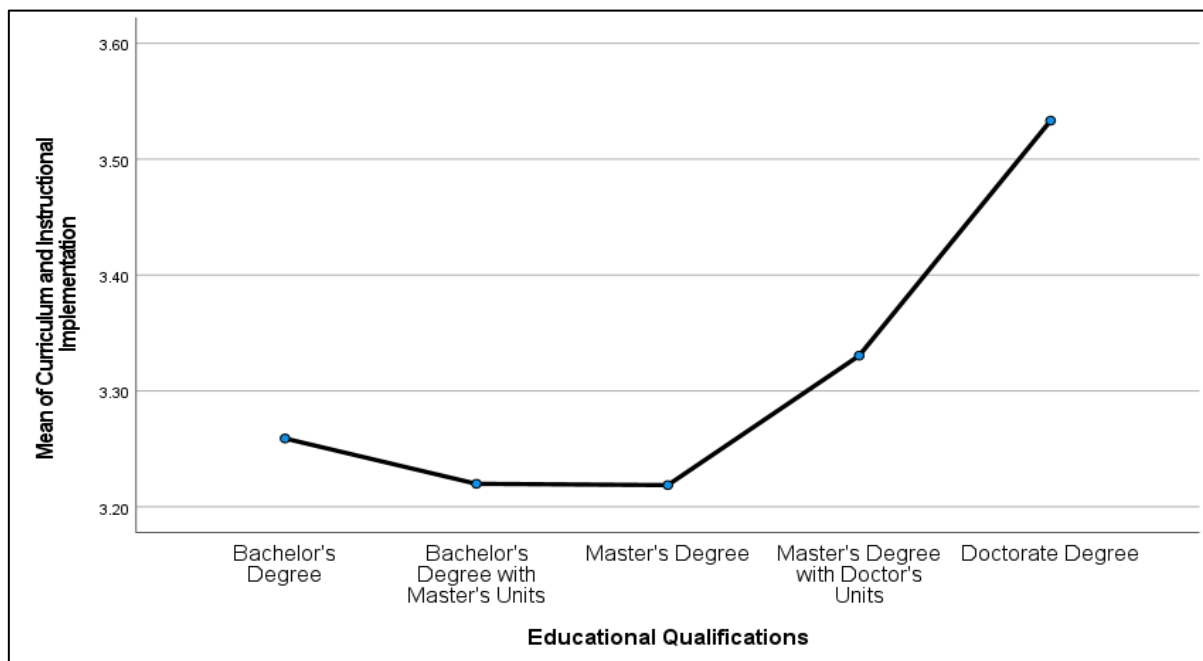


Fig 3 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to Current Educational Management in terms of Curriculum and Instructional Implementation when Grouped According to Educational Qualifications

The results suggest that the significant difference in the perception of respondents—when grouped according to educational qualifications—can be attributed to the noticeable gap between those holding a Doctorate degree and those with only a Master’s degree. This is clearly shown in the means plot, where respondents with a Doctorate degree

recorded the highest mean, while those with a Master’s degree recorded the lowest. This gap highlights that respondents with higher academic qualifications tend to have a more favorable or distinct view of the current educational management practices, particularly in terms of curriculum and instructional implementation.

Similarly, Figure 4 shows the results of the Scheffé post hoc test and the accompanying means plot, which were used to determine where the significant differences occur when respondents are grouped based on their present rank. The post hoc analysis identifies which specific ranks (e.g., Teacher I, Teacher II, Master Teacher, Head Teacher, etc.) differ

significantly from each other in terms of their perceptions. This suggests that respondents' views on curriculum and instructional implementation also vary depending on their current rank or position in the school system, with some ranks showing more favorable or critical assessments than others.

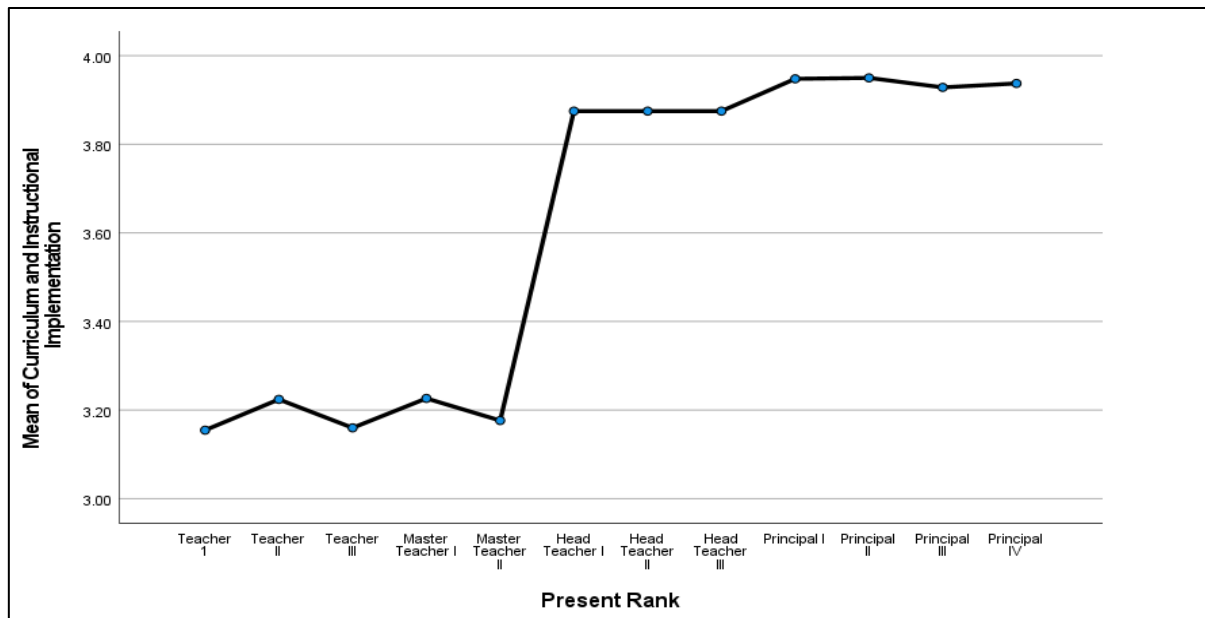


Fig 4 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to Current Educational Management in terms of Curriculum and Instructional Implementation when Grouped According to Present Rank

The figure clearly illustrates the means plot that the difference lies between respondents who are principal I, principal II and teacher I, as manifested on the highest and lowest mean values of present rank profile variable.

Figure 5 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to current educational management in terms of curriculum and instructional implementation when grouped according to length of service.

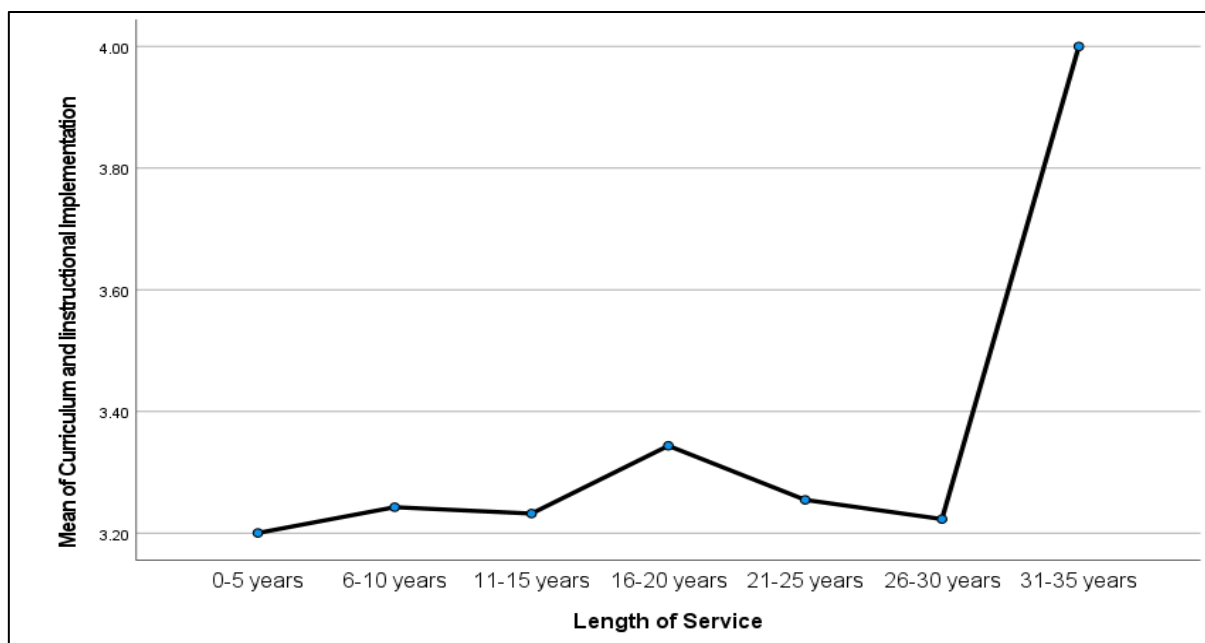


Fig 5 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to Current Educational Management in terms of Curriculum and Instructional Implementation when Grouped According to Length of Service

The figure clearly illustrates the means plot that the difference lies between respondents whose length of service of 31-35 years and 0-5 years, as manifested on the highest and lowest mean values of length of service profile variable.

• *Resource Management*

Table 17 presents the analysis of variance to test difference in the perception of respondents to current educational management in terms of resource management when grouped according to profile variables.

Table 17 Analysis of Variance to test Difference in the Perception of Respondents to Current Educational Management in terms of Resource Management when Grouped According to Profile Variables

Sources of Variations		SS	DF	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	1.800	4	0.450	1.048	0.382	Do Not Reject Ho (Not Significant)
	Within Groups	356.100	829	0.430			
	Total	357.900	833				
Sex	Between Groups	0.227	1	0.227	0.528	0.468	Do Not Reject Ho (Not Significant)
	Within Groups	357.673	832	0.430			
	Total	357.900	833				
Educational Qualifications	Between Groups	3.793	4	0.948	2.220	0.065	Do Not Reject Ho (Not Significant)
	Within Groups	354.108	829	0.427			
	Total	357.900	833				
Present Rank	Between Groups	10.590	11	0.963	2.279	0.010	<b>Ho is Rejected (Significant)</b>
	Within Groups	347.310	822	0.423			
	Total	357.900	833				
Length of Service	Between Groups	3.075	6	0.512	1.194	0.307	Do Not Reject Ho (Not Significant)
	Within Groups	354.826	827	0.429			
	Total	357.900	833				
Number of Trainings	Between Groups	1.848	5	0.370	0.859	0.508	Do Not Reject Ho (Not Significant)
	Within Groups	356.052	828	0.430			
	Total	357.900	833				

The computed P-value for age (0.382), sex (0.468), educational qualifications (0.065), length of service (0.307), and number of trainings attended (0.508) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of respondents to current educational management of schools in terms of resource management when they are grouped according to age, sex, educational qualifications, length of service, and number of trainings attended.

On the other hand, the P-value for present rank (0.010) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to current educational management of schools in terms of resource management when they are grouped according to present rank.

The result signifies that the perception of respondents to current educational management of schools in terms of resource management differs as to their present rank; while no substantial statistically detected difference in terms of their age, sex, educational qualifications, length of service, and number of trainings attended.

The findings suggest that respondents' perceptions of resource management in schools are generally consistent regardless of age, sex, educational qualifications, length of service, and number of trainings attended. This implies that these demographic and professional factors do not

significantly shape how respondents evaluate the management and allocation of school resources. However, present rank was found to have a significant effect, indicating that administrators, senior teachers, and those in higher-ranking positions may have different perspectives compared to lower-ranking staff. This difference could be attributed to varying levels of involvement in resource planning, budget allocation, and policy implementation, as those in higher positions typically have more responsibility in decision-making processes related to resource management.

Recent studies support these findings. In the Philippines, De Guzman and Ramos (2022) examined how school administrators and teachers perceive resource allocation and found that perceptions significantly varied based on administrative rank, as higher-ranking officials were more engaged in financial planning and policy enforcement. This aligns with the current study's result that present rank affects perception of resource management. Similarly, a study by Thompson and Li (2021) in Canada found that school leaders had a more strategic view of resource distribution, while lower-ranked staff were less involved in decision-making, leading to differing perspectives. These studies reinforce the idea that organizational hierarchy plays a crucial role in shaping opinions on school resource management.

Figure 6 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to current educational management in terms of resource management when grouped according to present rank.

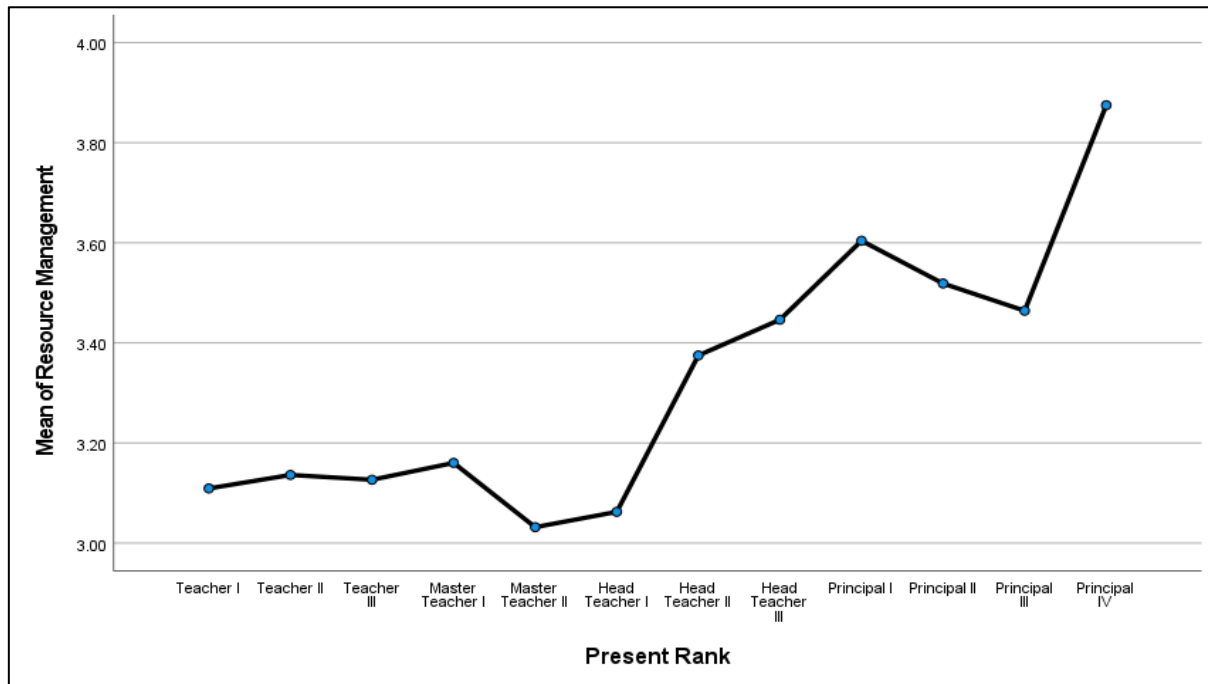


Fig 6 Post Hoc using Scheffe Test and Means Plot in Determining where the Difference lies in the Perception of Respondents to Current Educational Management in terms of Resource Management when Grouped According to Present Rank

The figure clearly illustrates the means plot that the difference lies between respondents who are principal IV and master teacher II, as manifested on the highest and lowest mean values of present rank profile variable.

➤ *Test of Difference in the Perception of Respondents to the Accountability in School Operations when Grouped According to Profile Variables*

• *Compliance to Educational Standards*

Table 18 shows the analysis of variance to test difference in the perception of respondents to the accountability in school operations in terms of compliance to educational standards when grouped according to profile variables.

The computed P-value for age (0.210), sex (0.935), educational qualifications (0.729), present rank (0.179), and number of trainings (0.063) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of respondents to the accountability in school operations in terms of compliance to educational standards when they are grouped according to age, sex, educational qualifications, present rank, and number of trainings attended.

On the other hand, the P-value for length of service (0.046) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to the accountability in school operations in terms of compliance to educational standards when they are grouped according to length of service.

Table 18 Analysis of Variance to test Difference in the Perception of Respondents to the Accountability in School Operations in terms of Compliance to Educational Standards when Grouped According to Profile Variables

Sources of Variations		SS	DF	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	1.049	4	0.262	1.469	0.210	Do Not Reject Ho (Not Significant)
	Within Groups	147.924	829	0.178			
	Total	148.973	833				
Sex	Between Groups	0.001	1	0.001	0.007	0.935	Do Not Reject Ho (Not Significant)
	Within Groups	148.972	832	0.179			
	Total	148.973	833				
Educational Qualifications	Between Groups	0.365	4	0.091	0.510	0.729	Do Not Reject Ho (Not Significant)
	Within Groups	148.608	829	0.179			
	Total	148.973	833				
Present Rank	Between Groups	2.692	11	0.245	1.375	0.179	Do Not Reject Ho (Not Significant)
	Within Groups	146.281	822	0.178			
	Total	148.973	833				
Length of Service	Between Groups	2.289	6	0.382	2.151	0.046	<b>Ho is Rejected (Significant)</b>
	Within Groups	146.684	827	0.177			

	Total	148.973	833				
Number of Trainings	Between Groups	1.865	5	0.373	2.099	0.063	Do Not Reject Ho (Not Significant)
	Within Groups	147.108	828	0.178			
	Total	148.973	833				

The result signify that the perception of respondents to the accountability in school operations in terms of compliance to educational standards differs as to their length of service; while no substantial statistically detected difference in terms of their age, sex, educational qualifications, present rank, and number of trainings attended.

The findings indicate that the respondents' perceptions of accountability in school operations, specifically in compliance with educational standards, do not significantly differ based on age, sex, educational qualifications, present rank, or the number of trainings attended. This suggests a general consensus among educators and school staff, regardless of these demographic and professional factors. However, a significant difference was observed when grouped according to length of service, implying that those with more years in the profession may have different perspectives on compliance compared to those with less experience. This could be attributed to seasoned educators having a broader understanding of policy implementation, regulatory changes, and institutional accountability measures over time, leading to variations in perception.

Supporting these findings, a study by Cruz and Bautista (2021) in the Philippines examined teachers' perceptions of compliance with educational policies and found that experience played a critical role in shaping views on regulatory adherence, as veteran teachers exhibited a deeper understanding of policy enforcement compared to newer educators. Similarly, a study by Wang and Chen (2022) in China highlighted that teachers with longer tenure had a greater awareness of compliance mechanisms and school accountability structures, leading to differences in perception compared to less experienced colleagues. These studies reinforce the idea that length of service influences how educators assess school compliance with educational standards.

Figure 7 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the accountability in school operations in terms of compliance to educational standards when grouped according to length of service.

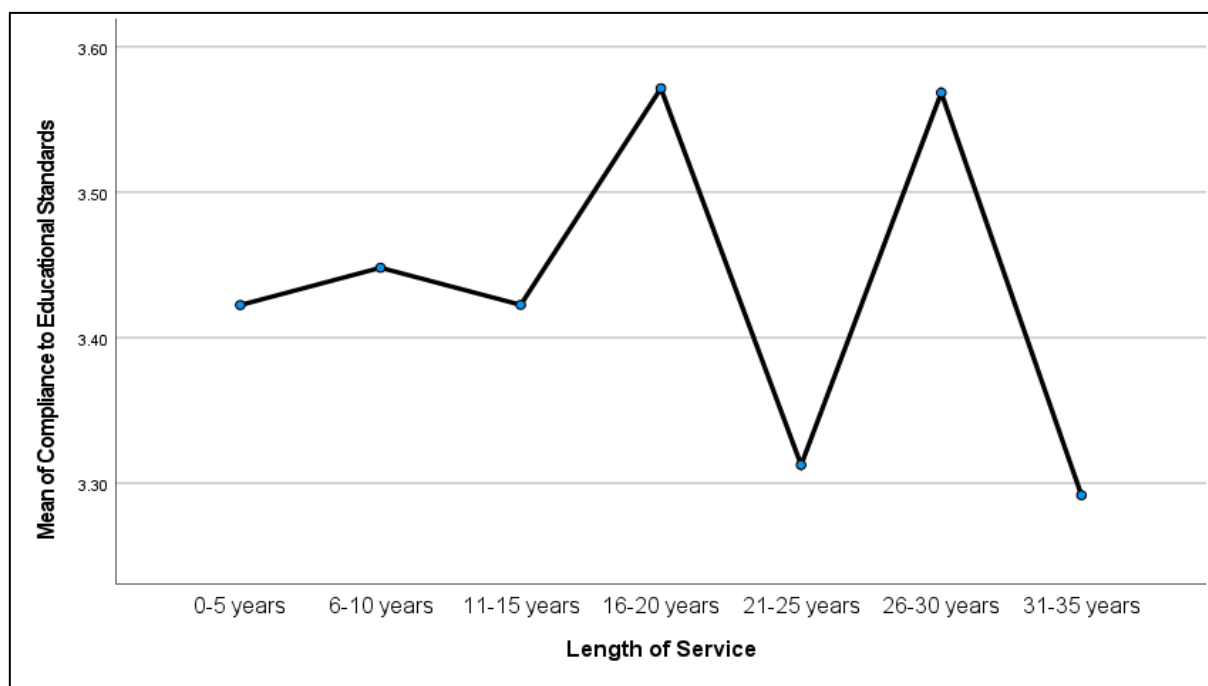


Fig 7 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Accountability in School Operations in terms of Compliance to Educational Standards when Grouped According to Length of Service

The figure clearly illustrates the means plot that the difference lies between respondents whose length of service of 16-20 years and 31-35 years, as manifested on the highest and lowest mean values of length of service profile variable.

- *Transparency*  
Table 19 presents the analysis of variance to test difference in the perception of respondents to the accountability in school operations in terms of transparency when grouped according to profile variables.

The computed P-value for age (0.189), sex (0.741), educational qualifications (0.171), length of service (0.088), and number of trainings (0.174) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the

perception of respondents to the accountability in school operations in terms of transparency when they are grouped according to age, sex, educational qualifications, length of service, and number of trainings attended.

Table 19 Analysis of Variance to test Difference in the Perception of Respondents to the Accountability in School Operations in terms of Transparency when Grouped According to Profile Variables

Sources of Variations		SS	DF	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	0.954	4	0.239	1.539	0.189	Do Not Reject Ho (Not Significant)
	Within Groups	128.498	829	0.155			
	Total	129.452	833				
Sex	Between Groups	0.017	1	0.017	0.109	0.741	Do Not Reject Ho (Not Significant)
	Within Groups	129.435	832	0.156			
	Total	129.452	833				
Educational Qualifications	Between Groups	0.994	4	0.248	1.603	0.171	Do Not Reject Ho (Not Significant)
	Within Groups	128.459	829	0.155			
	Total	129.452	833				
Present Rank	Between Groups	4.375	11	0.398	2.614	0.003	<b>Ho is Rejected (Significant)</b>
	Within Groups	125.077	822	0.152			
	Total	129.452	833				
Length of Service	Between Groups	1.708	6	0.285	1.843	0.088	Do Not Reject Ho (Not Significant)
	Within Groups	127.744	827	0.154			
	Total	129.452	833				
Number of Trainings	Between Groups	1.194	5	0.239	1.542	0.174	Do Not Reject Ho (Not Significant)
	Within Groups	128.258	828	0.155			
	Total	129.452	833				

On the other hand, the P-value for present rank (0.003) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to the accountability in school operations in terms of transparency when they are grouped according to present rank.

The result signify that the perception of respondents to the accountability in school operations in terms of transparency differs as to their present rank; while no substantial statistically detected difference in terms of their age, sex, educational qualifications, present rank, and number of trainings attended.

The findings reveal that respondents' perceptions of accountability in school operations concerning transparency do not significantly differ based on age, sex, educational qualifications, length of service, or the number of trainings attended. This indicates a shared understanding and agreement among educators regarding transparency practices, regardless of their demographic and professional backgrounds. However, a significant difference was observed when respondents were grouped according to their present rank, suggesting that school administrators, senior teachers, and lower-ranked educators may have differing perspectives

on transparency. This disparity could be attributed to variations in access to financial information, decision-making processes, and involvement in administrative duties, with higher-ranked personnel having a broader view of transparency measures compared to lower-ranked staff.

Supporting these findings, a study by Reyes and Dela Cruz (2021) in the Philippines found that transparency in school management was perceived differently among teachers and administrators, with higher-ranked personnel reporting a greater awareness of financial disclosures and policy implementation. Similarly, a study by Ahmed and Zhang (2022) in Malaysia indicated that school leaders had a more comprehensive understanding of transparency measures than rank-and-file teachers, largely due to their involvement in decision-making and policy execution. These studies align with the current findings, reinforcing that rank and administrative responsibilities influence perceptions of transparency in school operations.

Figure 8 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the accountability in school operations in terms of transparency when grouped according to present rank.

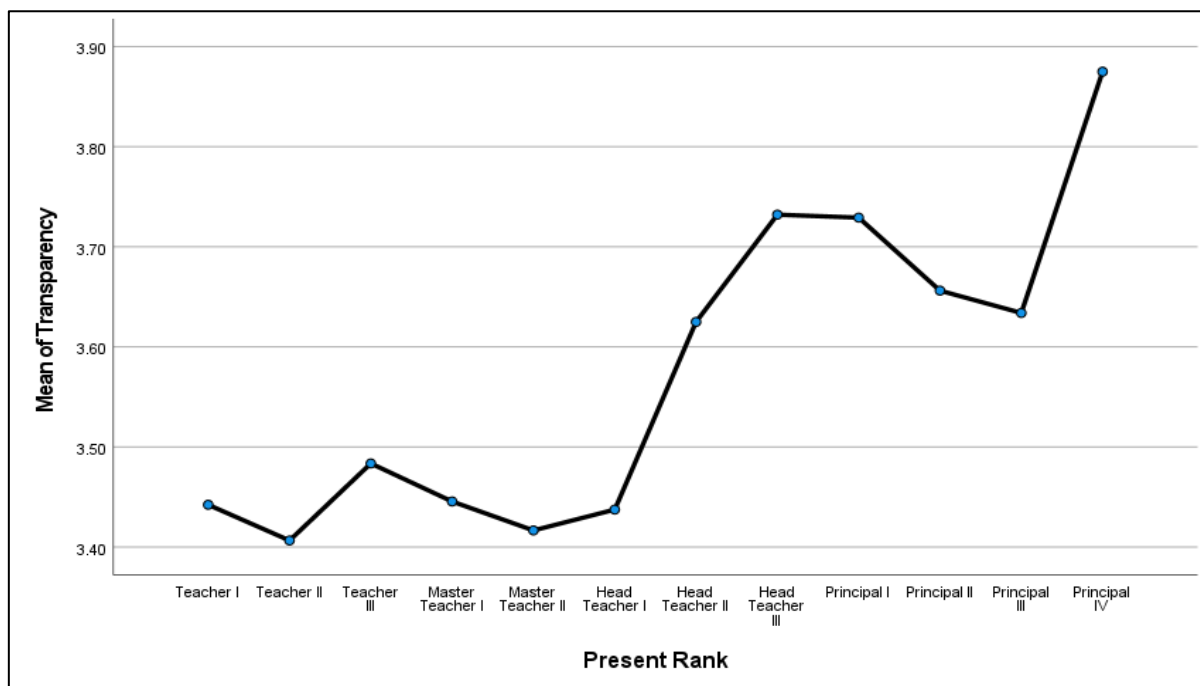


Fig 8 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Accountability in School Operations in terms of Transparency when Grouped According to Present Rank

The figure clearly illustrates the means plot that the difference lies between respondents who are principal IV and teacher II, as manifested on the highest and lowest mean values of present rank profile variable.

• *Feedback Mechanisms*

The analysis of variance to test difference in the perception of respondents to the accountability in school operations in terms of feedback mechanisms when grouped according to profile variables is presented in table 20.

Table 20 Analysis of Variance to test Difference in the Perception of Respondents to the Accountability in School Operations in terms of Feedback Mechanisms when Grouped According to Profile Variables

Sources of Variations		SS	DF	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	0.448	4	0.112	0.617	0.651	Do Not Reject Ho (Not Significant)
	Within Groups	150.486	829	0.182			
	Total	150.934	833				
Sex	Between Groups	0.022	1	0.022	0.123	0.726	Do Not Reject Ho (Not Significant)
	Within Groups	150.911	832	0.181			
	Total	150.934	833				
Educational Qualifications	Between Groups	0.823	4	0.206	1.136	0.338	Do Not Reject Ho (Not Significant)
	Within Groups	150.111	829	0.181			
	Total	150.934	833				
Present Rank	Between Groups	2.591	11	0.236	1.305	0.216	Do Not Reject Ho (Not Significant)
	Within Groups	148.343	822	0.180			
	Total	150.934	833				
Length of Service	Between Groups	0.996	6	0.166	0.915	0.483	Do Not Reject Ho (Not Significant)
	Within Groups	149.938	827	0.181			
	Total	150.934	833				
Number of Trainings	Between Groups	2.016	5	0.403	2.241	0.048	<b>Ho is Rejected (Significant)</b>
	Within Groups	148.918	828	0.180			
	Total	150.934	833				

The computed P-value for age (0.651), sex (0.726), educational qualifications (0.338), present rank (0.216), and length of service (0.483) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of respondents to the accountability in school operations in terms of feedback mechanisms when they are grouped

according to age, sex, educational qualifications, present rank, and length of service.

On the other hand, the P-value for number of trainings (0.048) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to the

accountability in school operations in terms of feedback mechanisms when they are grouped according to number of trainings.

The result signify that the perception of respondents to the accountability in school operations in terms of feedback mechanisms differs as to their number of trainings; while no substantial statistically detected difference in terms of their age, sex, educational qualifications, present rank, and length of service.

The findings indicate that respondents' perceptions of accountability in school operations concerning feedback mechanisms do not significantly vary based on age, sex, educational qualifications, present rank, or length of service. This suggests a general consensus among educators regarding the feedback processes implemented in their schools, regardless of demographic and professional differences. However, a significant difference was observed when respondents were grouped according to the number of trainings attended. This implies that teachers who have undergone more professional development programs may have a heightened awareness of effective feedback mechanisms compared to those with fewer training experiences. It is possible that training enhances educators' understanding of the importance of structured feedback,

thereby influencing their perception of how well their schools facilitate and utilize these mechanisms.

Similar findings were reported in a study by Cruz and Santos (2021) in the Philippines, which found that teachers who attended frequent professional development sessions had a stronger appreciation for feedback mechanisms in school operations, as training provided them with insights into best practices for feedback collection and response. Likewise, a study by Wang and Lee (2022) in South Korea highlighted that educators who participated in more training programs perceived school feedback mechanisms as more structured and effective, reinforcing the idea that training plays a vital role in shaping educators' perceptions of accountability in educational institutions. These studies align with the present findings, emphasizing that professional development directly influences teachers' views on feedback mechanisms in schools.

Figure 9 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the accountability in school operations in terms of feedback mechanisms when grouped according to number of trainings and professional development related to school management and accountability.

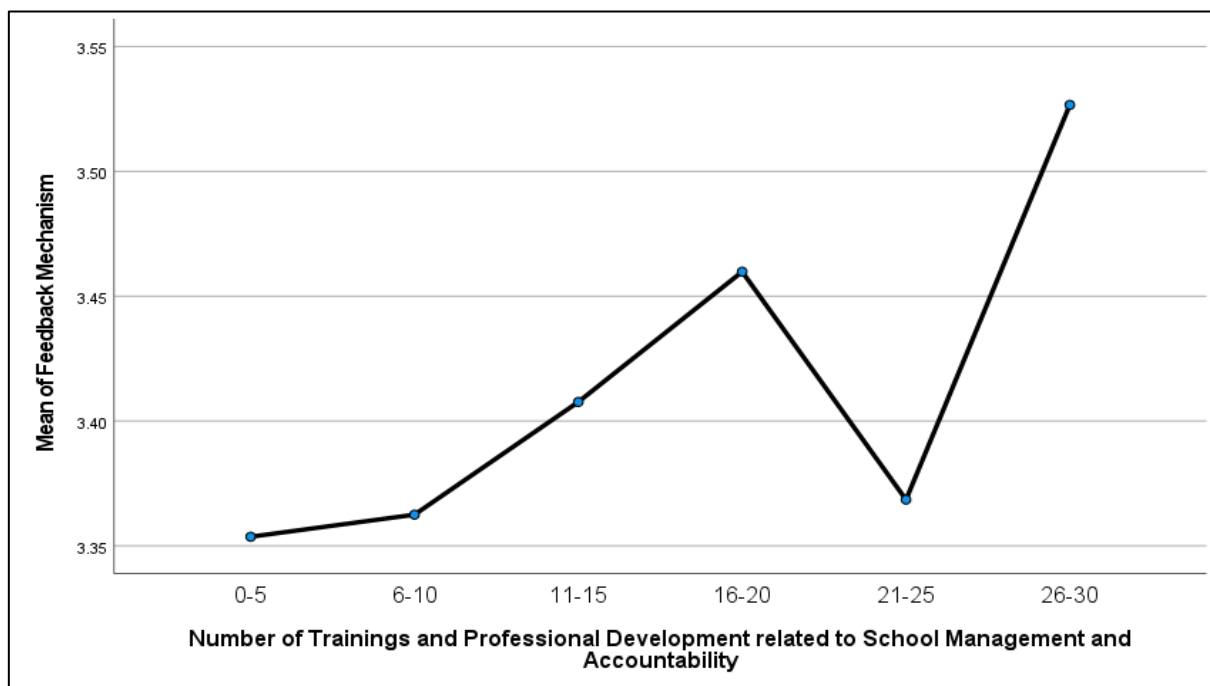


Fig 9 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Accountability in School Operations in terms of Feedback Mechanisms when Grouped According to Number of Trainings and Professional Development related to School Management and Accountability

The figure clearly illustrates the means plot that the difference lies between respondents whose number of trainings of 26-30 and 0-5, as manifested on the highest and lowest mean values of numbers of trainings and professional development related to school management and accountability profile variable.

• *Monitoring and Evaluation*

Table 21 shows the analysis of variance to test difference in the perception of respondents to the accountability in school operations in terms of monitoring and evaluation when grouped according to profile variables.

Table 21 Analysis of Variance to test Difference in the Perception of Respondents to the Accountability in School Operations in terms of Monitoring and Evaluation when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	2.269	4	0.567	3.372	0.010	<b>Ho is Rejected (Significant)</b>
	Within Groups	139.451	829	0.168			
	Total	141.720	833				
Sex	Between Groups	0.017	1	0.017	0.097	0.755	Do Not Reject Ho (Not Significant)
	Within Groups	141.703	832	0.170			
	Total	141.720	833				
Educational Qualifications	Between Groups	1.835	4	0.459	2.719	0.029	<b>Ho is Rejected (Significant)</b>
	Within Groups	139.884	829	0.169			
	Total	141.720	833				
Present Rank	Between Groups	9.918	11	0.902	5.623	0.000	<b>Ho is Rejected (Significant)</b>
	Within Groups	131.802	822	0.160			
	Total	141.720	833				
Length of Service	Between Groups	2.087	6	0.348	2.060	0.056	Do Not Reject Ho (Not Significant)
	Within Groups	139.633	827	0.169			
	Total	141.720	833				
Number of Trainings	Between Groups	2.007	5	0.401	2.379	0.037	<b>Ho is Rejected (Significant)</b>
	Within Groups	139.712	828	0.169			
	Total	141.720	833				

The computed P-value for sex (0.755) and length of service (0.056) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of respondents to the accountability in school operations in terms of monitoring and evaluation when they are grouped according to sex and length of service.

On the other hand, the P-value for age (0.010), educational qualifications (0.029), present rank (0.000), and number of trainings (0.037) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to the accountability in school operations in terms of monitoring and evaluation when they are grouped according to age, educational qualifications, present rank, and number of trainings.

The result signify that the perception of respondents to the accountability in school operations in terms of monitoring and evaluation differs as to their age, educational qualifications, present rank, and number of trainings; while no substantial statistically detected difference in terms of their sex and length of service.

The findings suggest that respondents' perceptions of accountability in school operations in terms of monitoring and evaluation vary significantly when grouped according to age, educational qualifications, present rank, and number of trainings attended. This indicates that individuals with different professional backgrounds and levels of experience may have differing levels of awareness, expectations, or engagement with monitoring and evaluation processes in schools. Older educators and those with higher educational

qualifications may possess a more critical perspective on these practices due to their accumulated experience and expertise. Additionally, teachers in higher ranks or those who have attended more training programs may have a more informed understanding of how monitoring and evaluation should be conducted, leading to significant differences in perception. However, no significant difference was observed based on sex and length of service, suggesting that these factors do not substantially influence how educators perceive accountability mechanisms in school operations.

Similar results were found in a study by Dela Cruz and Ramirez (2021) in the Philippines, which revealed that teachers with advanced degrees and those who held leadership positions had stronger opinions on school monitoring and evaluation processes due to their deeper involvement in administrative functions. Additionally, a study by Johnson and Kim (2022) in the United States highlighted that teachers who frequently attended professional development programs exhibited a more comprehensive understanding of accountability mechanisms in schools, aligning with the present study's findings that training influences perceptions of monitoring and evaluation. These studies reinforce the idea that educational qualifications, training exposure, and leadership roles play a crucial role in shaping educators' perceptions of accountability in school operations.

Figure 10 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the accountability in school operations in terms of monitoring and evaluation when grouped according to age.

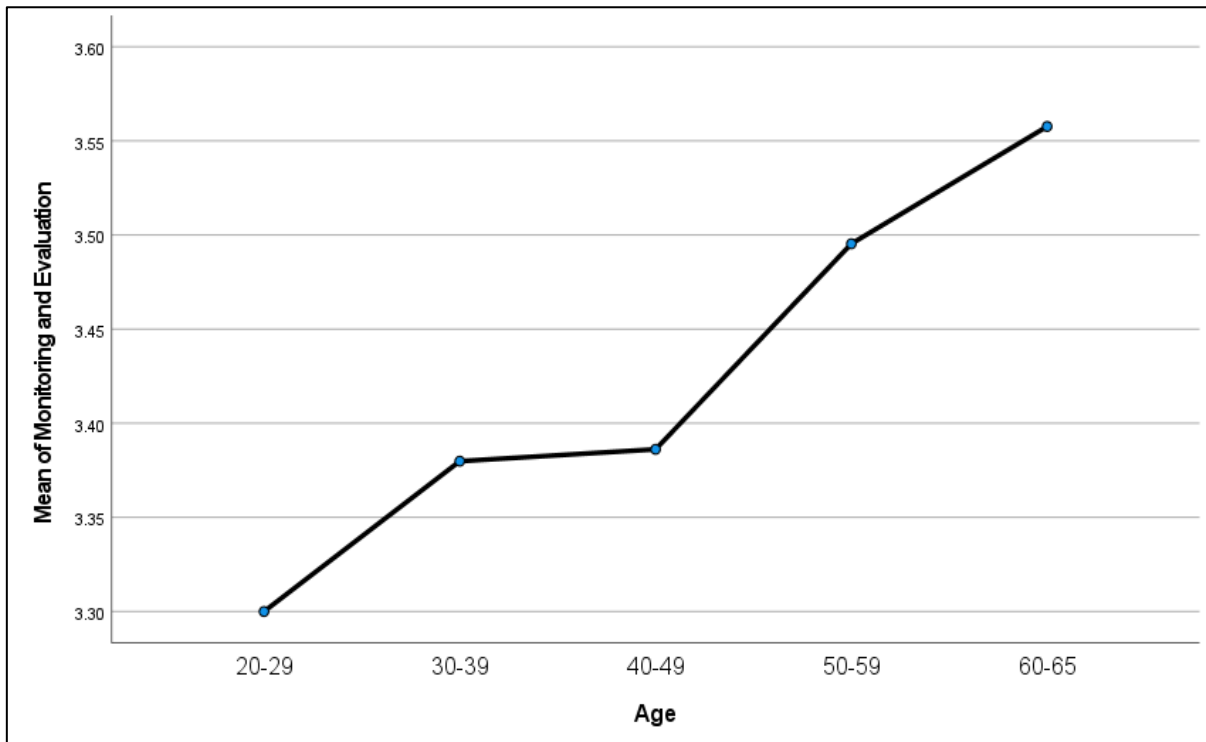


Fig 10 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Accountability in School Operations in terms of Monitoring and Evaluation when Grouped According to Age

The figure clearly illustrates the means plot that the difference lies between respondents whose age are 60-65 and 20-29 years old, as manifested on the highest and lowest mean values of age profile variable.

Figure 11 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the accountability in school operations in terms of monitoring and evaluation when grouped according to educational qualifications.

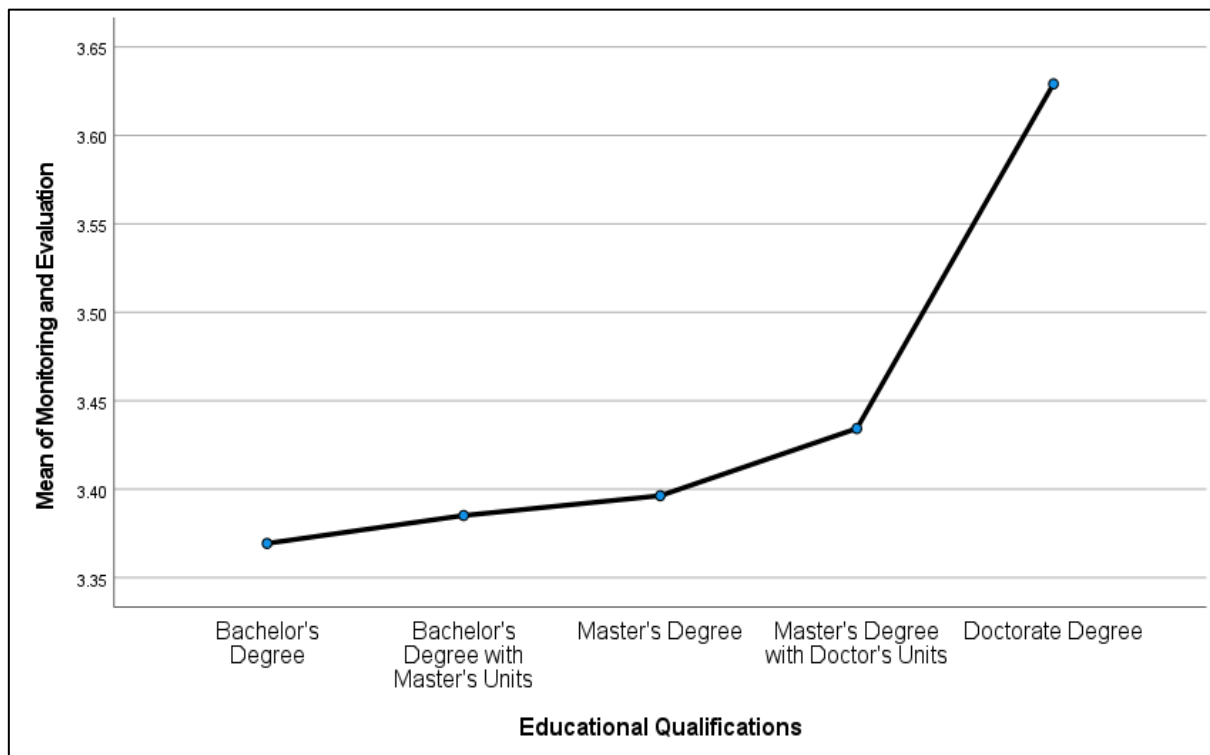


Fig 11 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Accountability in School Operations in terms of Monitoring and Evaluation when Grouped According to Educational Qualifications

The figure clearly illustrates the means plot that the difference lies between respondents who are doctorate degree and bachelor’s degree, as manifested on the highest and lowest mean values of educational qualifications profile variable.

Figure 12 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the accountability in school operations in terms of monitoring and evaluation when grouped according to present rank.

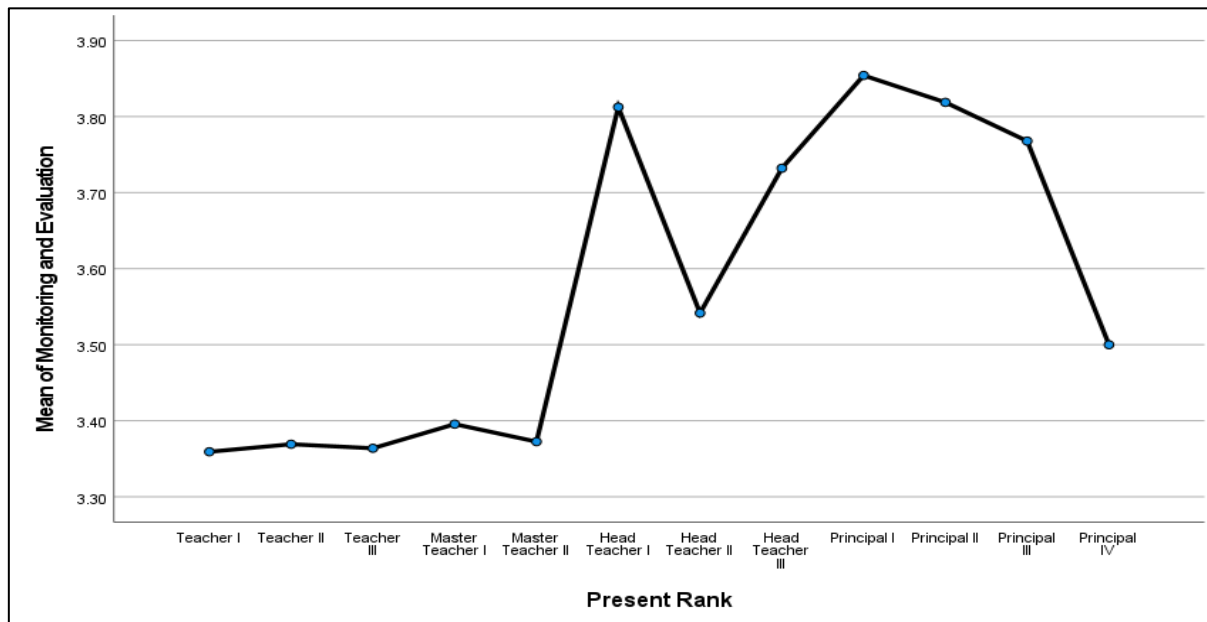


Fig 12 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Accountability in School Operations in terms of Monitoring and Evaluation when Grouped According to Present Rank

The figure clearly illustrates the means plot that the difference lies between respondents who are principal I and teacher I, as manifested on the highest and lowest mean values of present rank profile variable.

Figure 13 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the accountability in school operations in terms of monitoring and evaluation when grouped according to number of trainings and professional related to school management and accountability.

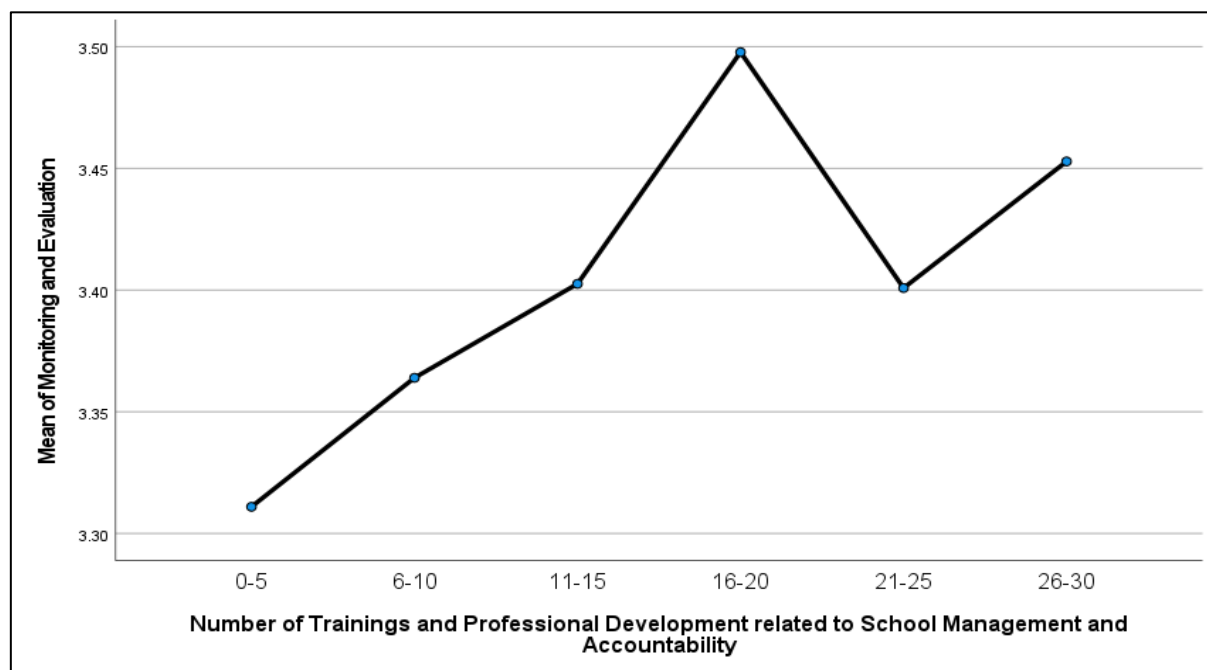


Fig 13 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Accountability in School Operations in terms of Monitoring and Evaluation when Grouped According to Number of Trainings and Professional related to School Management and Accountability

The figure clearly illustrates the means plot that the difference lies between respondents whose number of trainings of 16-20 and 0-5, as manifested on the highest and lowest mean values of numbers of trainings and professional development related to school management and accountability profile variable.

➤ *Test of Difference in the Perception of Respondents to the Challenges Faced when Grouped According to Profile Variables*

• *Staff Competency and Professional Development*

Table 22 presents the analysis of variance to test difference in the perception of respondents to the challenges faced in terms of staff competency and professional development when grouped according to profile variables.

Table 22 Analysis of Variance to test Difference in the Perception of Respondents to the Challenges Faced in terms of Staff Competency and Professional Development when Grouped According to Profile Variables

Sources of Variations		SS	Df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	1.181	4	0.295	0.819	0.513	Do Not Reject Ho (Not Significant)
	Within Groups	298.752	829	0.360			
	Total	299.934	833				
Sex	Between Groups	0.137	1	0.137	0.380	0.538	Do Not Reject Ho (Not Significant)
	Within Groups	299.797	832	0.360			
	Total	299.934	833				
Educational Qualifications	Between Groups	2.927	4	0.732	2.042	0.087	Do Not Reject Ho (Not Significant)
	Within Groups	297.007	829	0.358			
	Total	299.934	833				
Present Rank	Between Groups	15.088	11	1.372	3.958	0.000	<b>Ho is Rejected (Significant)</b>
	Within Groups	284.845	822	0.347			
	Total	299.934	833				
Length of Service	Between Groups	5.074	6	0.846	2.372	0.028	<b>Ho is Rejected (Significant)</b>
	Within Groups	294.859	827	0.357			
	Total	299.934	833				
Number of Trainings	Between Groups	7.934	5	1.587	4.499	0.000	<b>Ho is Rejected (Significant)</b>
	Within Groups	292.000	828	0.353			
	Total	299.934	833				

The computed P-value for age (0.513), sex (0.538), and educational qualifications (0.087) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of respondents to the challenges faced in terms of staff competency and professional development when they are grouped according to age, sex and educational qualifications.

On the other hand, the P-value for present rank (0.000), length of service (0.028), and number of trainings (0.000) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to the challenges faced in terms of staff competency and professional development when they are grouped according to present rank, length of service, and number of trainings.

The result signify that the perception of respondents to the challenges faced in terms of staff competency and professional development differs as to their present rank, length of service, and number of trainings; while no substantial statistically detected difference in terms of their age, sex and educational qualifications.

The findings indicate that respondents' perceptions of challenges related to staff competency and professional development significantly vary when grouped according to

present rank, length of service, and number of trainings attended. This suggests that educators who hold higher positions, have longer tenures, or have undergone more training are likely to have distinct perspectives on professional development challenges. Higher-ranked educators may have greater awareness of competency gaps due to their supervisory roles, while those with more years in service may have witnessed changes in professional development practices over time. Similarly, individuals with more training experiences may have higher expectations for professional growth opportunities, making them more critical of existing programs. On the other hand, no significant differences were found based on age, sex, or educational qualifications, suggesting that these factors do not considerably influence how respondents perceive professional development challenges. This could be attributed to the standardized training programs provided to educators, which aim to equip all teachers with similar competencies regardless of personal demographic factors.

A study by Santiago and Dizon (2021) in the Philippines supports these findings, revealing that teachers' perceptions of professional development challenges are largely influenced by their career progression and the number of training programs they have attended, rather than by their age or gender. Similarly, research by Williams and Chen (2022) in Australia found that teachers with longer service durations and higher administrative ranks had more critical views on

professional development, citing gaps in leadership training and competency-based learning. These studies align with the present findings, emphasizing that professional rank, experience, and training exposure shape educators' perceptions of competency and growth challenges in the educational sector.

Figure 14 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of staff competency and professional development when grouped according to present rank.

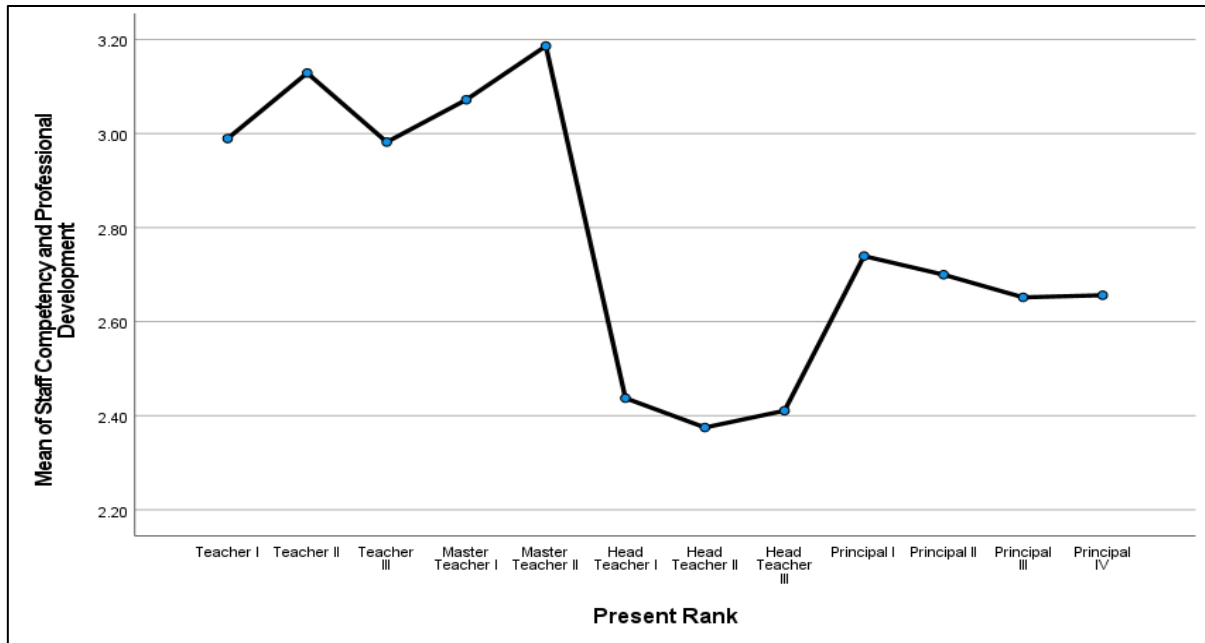


Fig 14 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Staff Competency and Professional Development when Grouped According to Present Rank

The figure clearly illustrates the means plot that the difference lies between respondents who are master teacher II and head teacher II, as manifested on the highest and lowest mean values of present rank profile variable.

Figure 15 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of staff competency and professional development when grouped according to length of service.

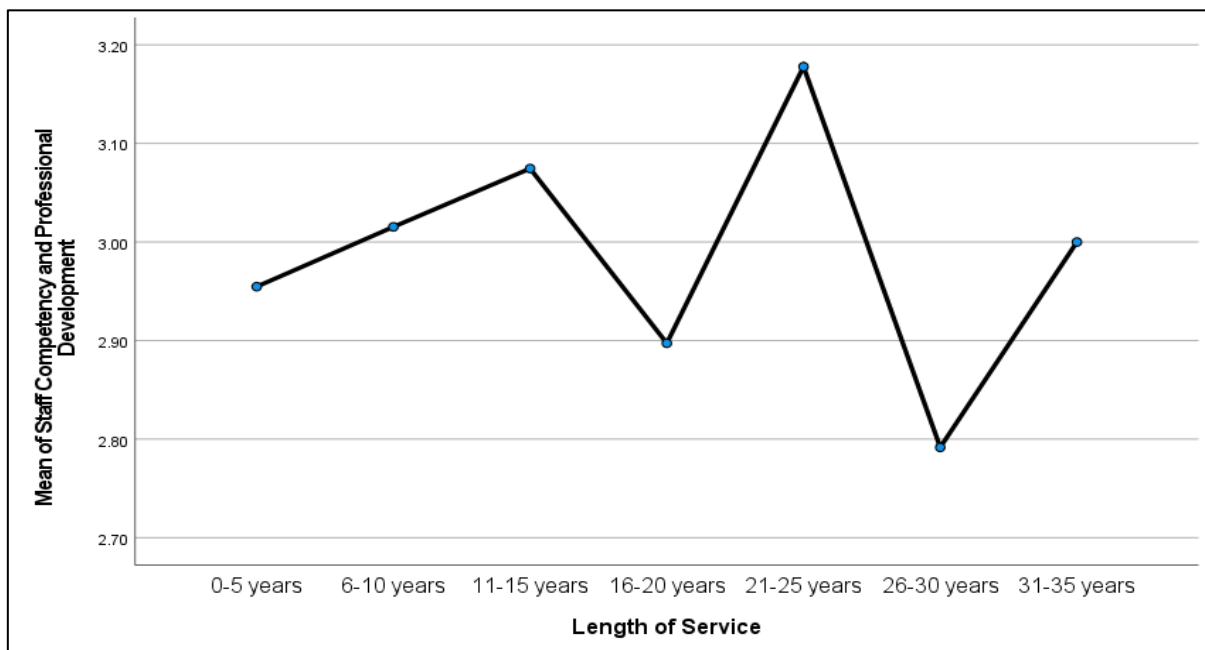


Fig 15 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Staff Competency and Professional Development when Grouped According to Length of Service

The figure clearly illustrates the means plot that the difference lies between respondents whose length of service of 21-25 years and 26-30 years, as manifested on the highest and lowest mean values of length of service profile variable.

Table 16 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of staff competency and professional development when grouped according to number of trainings and professional related to school management and accountability.

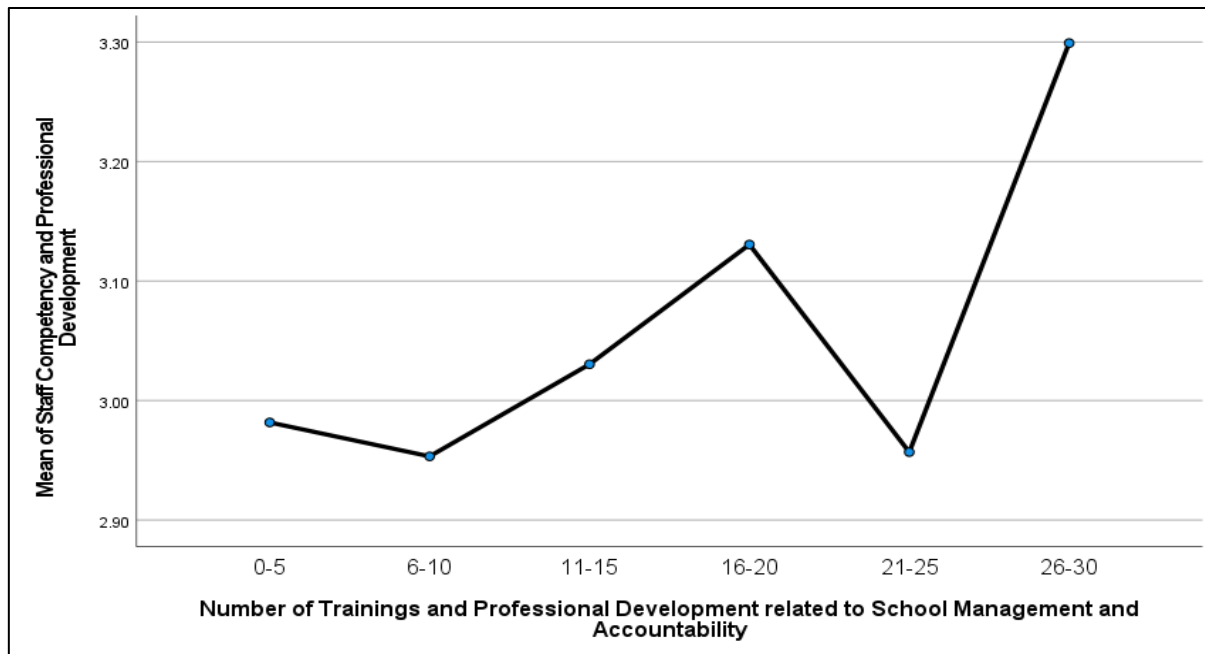


Fig 16 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Staff Competency and Professional Development when Grouped According to Number of Trainings and Professional related to School Management and Accountability

The figure clearly illustrates the means plot that the difference lies between respondents whose number of trainings of 26-30 and 6-10, as manifested on the highest and lowest mean values of numbers of trainings and professional development related to school management and accountability profile variable.

• Adherence to Policies and Standards

Table 23 shows the analysis of variance to test difference in the perception of respondents to the challenges faced in terms of adherence to policies and standards when grouped according to profile variables.

Table 23 Analysis of Variance to test Difference in the Perception of Respondents to the Challenges Faced in terms of Adherence to Policies and Standards when Grouped According to Profile Variables

Sources of Variations		SS	Df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	4.691	4	1.173	1.833	0.120	Do Not Reject Ho (No Significant)
	Within Groups	530.493	829	0.640			
	Total	535.184	833				
Sex	Between Groups	0.115	1	0.115	0.179	0.672	Do Not Reject Ho (No Significant)
	Within Groups	535.069	832	0.643			
	Total	535.184	833				
Educational Qualifications	Between Groups	6.928	4	1.732	2.718	0.029	<b>Ho is Rejected (Significant)</b>
	Within Groups	528.256	829	0.637			
	Total	535.184	833				
Present Rank	Between Groups	11.512	11	1.047	1.643	0.082	Do Not Reject Ho (Not Significant)
	Within Groups	523.672	822	0.637			
	Total	535.184	833				
Length of Service	Between Groups	3.116	6	0.519	0.807	0.564	Do Not Reject Ho (Not Significant)
	Within Groups	532.068	827	0.643			
	Total	535.184	833				
Number of Trainings	Between Groups	5.565	5	1.113	1.740	0.123	Do Not Reject Ho (Not Significant)
	Within Groups	529.619	828	0.640			
	Total	535.184	833				

The computed P-value for age (0.120), sex (0.672), present rank (0.082), length of service (0.564), and number of trainings (0.123) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of respondents to the challenges faced in terms of adherence to policies and standards when they are grouped according to age, sex, present rank, length of service, and number of trainings.

On the other hand, the P-value for educational qualifications (0.029) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to the challenges faced in terms of adherence to policies and standards when they are grouped according to educational qualifications.

The result signify that the perception of respondents to the challenges faced in terms of adherence to policies and standards differs as to their educational qualifications; while no substantial statistically detected difference in terms of their age, sex, present rank, length of service, and number of trainings.

The findings indicate that respondents' perceptions of challenges in adherence to policies and standards in educational management significantly vary based on their educational qualifications. This suggests that educators with higher qualifications may have a more in-depth understanding of policies and regulations, making them more

critical of their implementation and adherence. On the other hand, those with lower educational attainment may perceive fewer challenges due to limited exposure to policy intricacies or differences in administrative responsibilities. The absence of significant differences across age, sex, present rank, length of service, and number of trainings implies that these factors do not substantially influence how respondents view policy adherence challenges. This could be attributed to standardized policy dissemination methods and uniform compliance expectations across different demographic groups, ensuring a consistent understanding of policies regardless of personal background.

A study by Mendoza and Cruz (2021) in the Philippines supports these findings, highlighting that teachers with higher academic qualifications tend to be more critical of policy adherence issues due to their advanced knowledge of regulatory frameworks. Similarly, research by Johnson and Lee (2022) in the United States found that educators with postgraduate degrees exhibited stronger concerns regarding policy compliance, citing discrepancies between theoretical frameworks and practical implementation. These studies align with the present research, emphasizing that educational attainment plays a crucial role in shaping educators' perceptions of policy adherence challenges.

Figure 17 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of adherence to policies and standards when grouped according to educational qualifications.

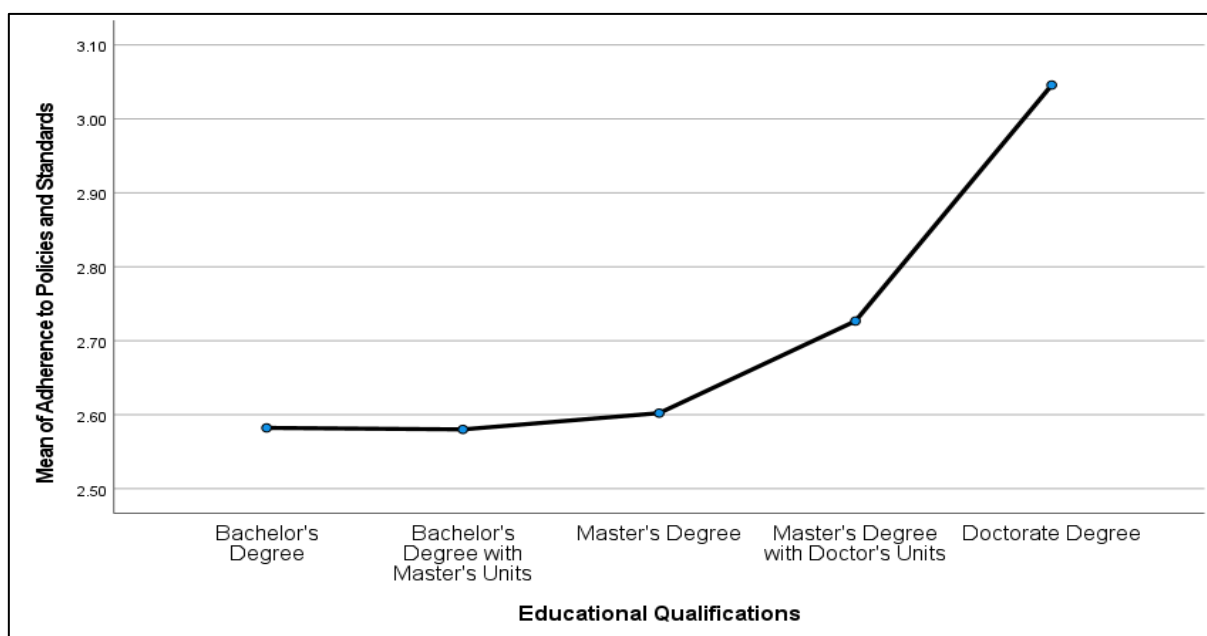


Fig 17 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Adherence to Policies and Standards when Grouped According to Educational Qualifications

The figure clearly illustrates the means plot that the difference lies between respondents who are doctorate degree and bachelor's degree, bachelor's degree with master's units, as manifested on the highest and lowest mean values of educational qualifications profile variable.

- *Transparency and Accountability*

The analysis of variance to test difference in the perception of respondents to the challenges faced in terms of transparency and accountability when grouped according to profile variables is presented in table 24.

The computed P-value for sex (0.203), and length of service (0.698) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception of respondents to the challenges faced in terms of transparency and accountability when they are grouped according to sex and length of service.

On the other hand, the P-value for age (0.003), educational qualifications (0.031), present rank (0.000), and number of trainings (0.002) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception of respondents to the challenges faced in terms of transparency and accountability when they are grouped according to age, educational qualifications, present rank, and number of trainings.

The result signify that the perception of respondents to the challenges faced in terms of transparency and accountability differs as to their age, educational qualifications, present rank, and number of trainings; while no substantial statistically detected difference in terms of their sex and length of service.

The findings suggest that respondents’ perceptions of transparency and accountability challenges in educational management vary significantly based on their age, educational qualifications, present rank, and number of trainings attended. This implies that individuals with different levels of experience, academic background, and professional standing have distinct perspectives on how transparency and accountability are implemented within their schools. Younger educators or those with fewer qualifications may perceive transparency issues differently compared to more experienced or highly qualified personnel, who might have greater exposure to institutional decision-making processes. Additionally, variations in perceptions based on present rank and training frequency indicate that administrative roles and continuous professional development shape individuals’ awareness and expectations of accountability measures. Meanwhile, the lack of significant differences in perception based on sex and length of service suggests that these factors do not play a substantial role in shaping how educators assess transparency and accountability, likely due to standardized protocols that apply across different genders and years of service.

Table 24 Analysis of Variance to test Difference in the Perception of Respondents to the Challenges Faced in terms of Transparency and Accountability when Grouped According to Profile Variables

Sources of Variations		SS	DF	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	13.895	4	3.474	3.974	0.003	<b>Ho is Rejected (Significant)</b>
	Within Groups	724.661	829	0.874			
	Total	738.556	833				
Sex	Between Groups	1.441	1	1.441	1.626	0.203	Do Not Reject Ho (Not Significant)
	Within Groups	737.115	832	0.886			
	Total	738.556	833				
Educational Qualifications	Between Groups	9.382	4	2.346	2.667	0.031	<b>Ho is Rejected (Significant)</b>
	Within Groups	729.174	829	0.880			
	Total	738.556	833				
Present Rank	Between Groups	31.323	11	2.848	3.310	0.000	<b>Ho is Rejected (Significant)</b>
	Within Groups	707.233	822	0.860			
	Total	738.556	833				
Length of Service	Between Groups	3.414	6	0.569	0.640	0.698	Do Not Reject Ho (Not Significant)
	Within Groups	735.142	827	0.889			
	Total	738.556	833				
Number of Trainings	Between Groups	17.136	5	3.427	3.933	0.002	<b>Ho is Rejected (Significant)</b>
	Within Groups	721.420	828	0.871			
	Total	738.556	833				

A study by Dela Cruz and Ramirez (2021) in the Philippines supports these findings, revealing that administrators and senior teachers exhibit greater concern about transparency and accountability issues than junior staff due to their direct involvement in policy enforcement and financial management. Similarly, a study by Wilson and Carter (2022) in Australia found that school leaders with advanced qualifications and extensive training were more likely to perceive transparency-related challenges, emphasizing the role of professional development in fostering accountability awareness. These studies align with the present

findings, highlighting that factors such as age, educational attainment, and administrative rank significantly influence how transparency and accountability are perceived in educational institutions.

Figure 18 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of transparency and accountability when grouped according to age.

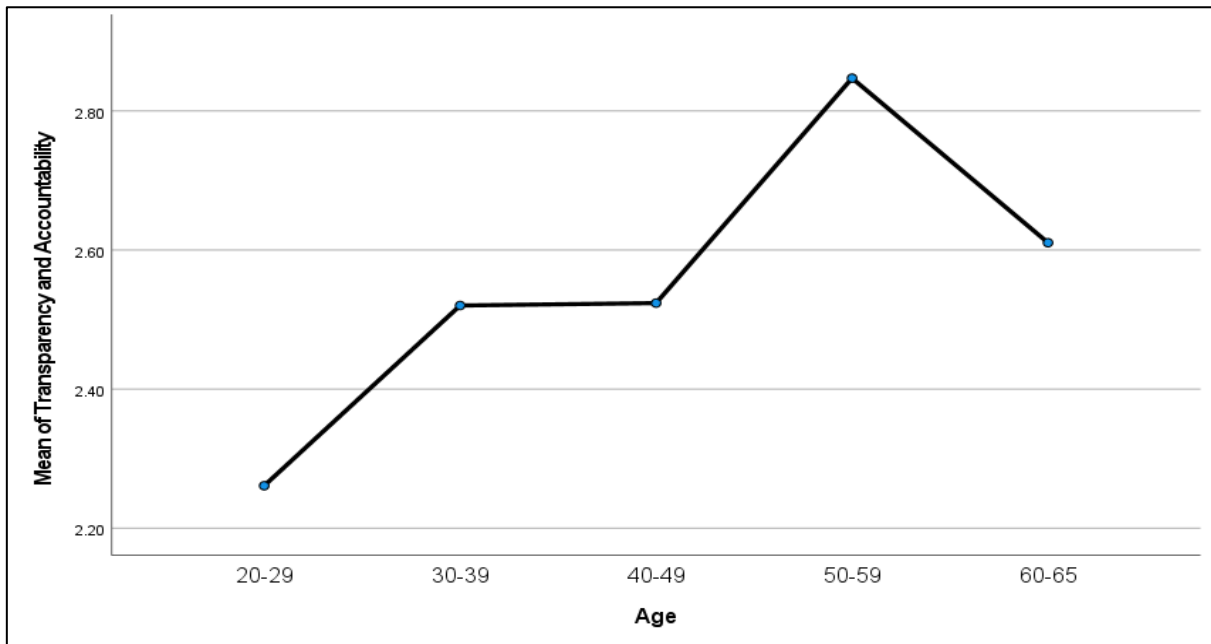


Fig 18 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Transparency and Accountability when Grouped According to Age

The figure clearly illustrates the means plot that the difference lies between respondents whose age are 50-59 and 20-29 years old, as manifested on the highest and lowest mean values of age profile variable.

Figure 19 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of transparency and accountability when grouped according to educational qualifications.

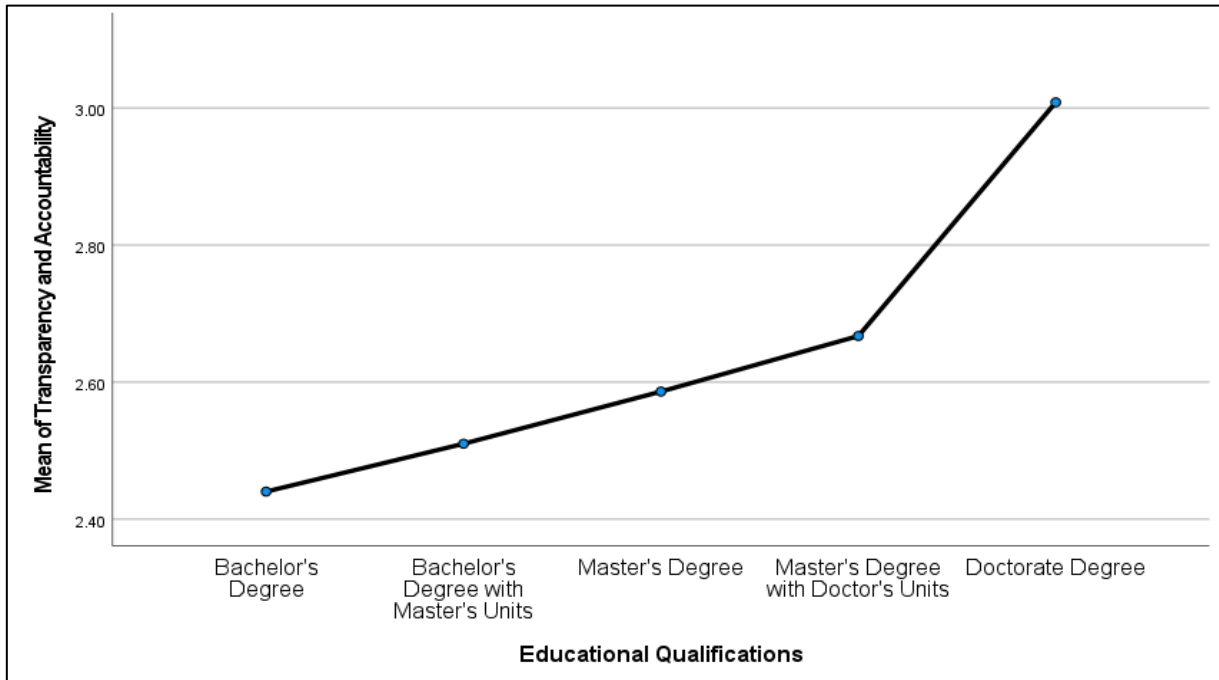


Fig 19 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Transparency and Accountability when Grouped According to Educational Qualifications

The figure clearly illustrates the means plot that the difference lies between respondents who are doctorate degree and bachelor's degree, as manifested on the highest and lowest mean values of educational qualifications profile variable.

Figure 20 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of transparency and accountability when grouped according to present rank.

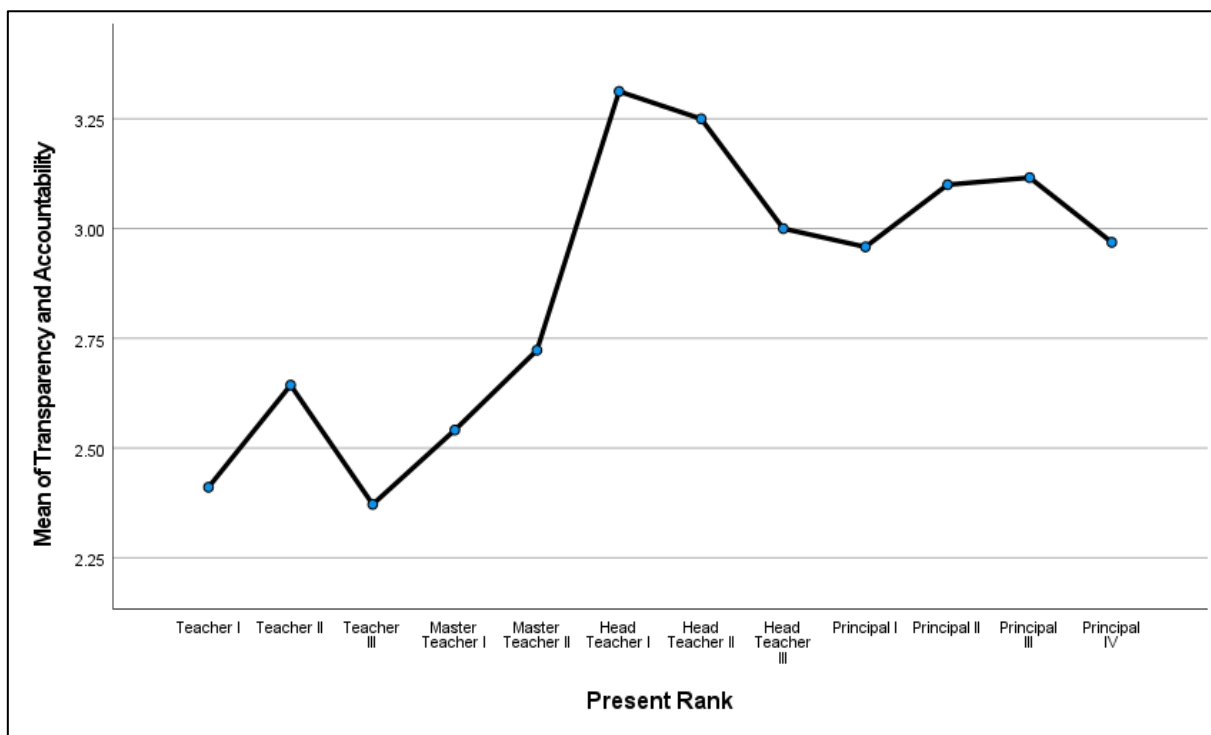


Fig 20 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Transparency and Accountability when Grouped According to Present Rank

The figure clearly illustrates the means plot that the difference lies between respondents who are head teacher I and teacher III, as manifested on the highest and lowest mean values of present rank profile variable.

Figure 21 illustrates the post hoc using scheffe test and means plot in determining where the difference lies in the perception of respondents to the challenges faced in terms of transparency and accountability when grouped according to number of trainings and professional related to school management and accountability.

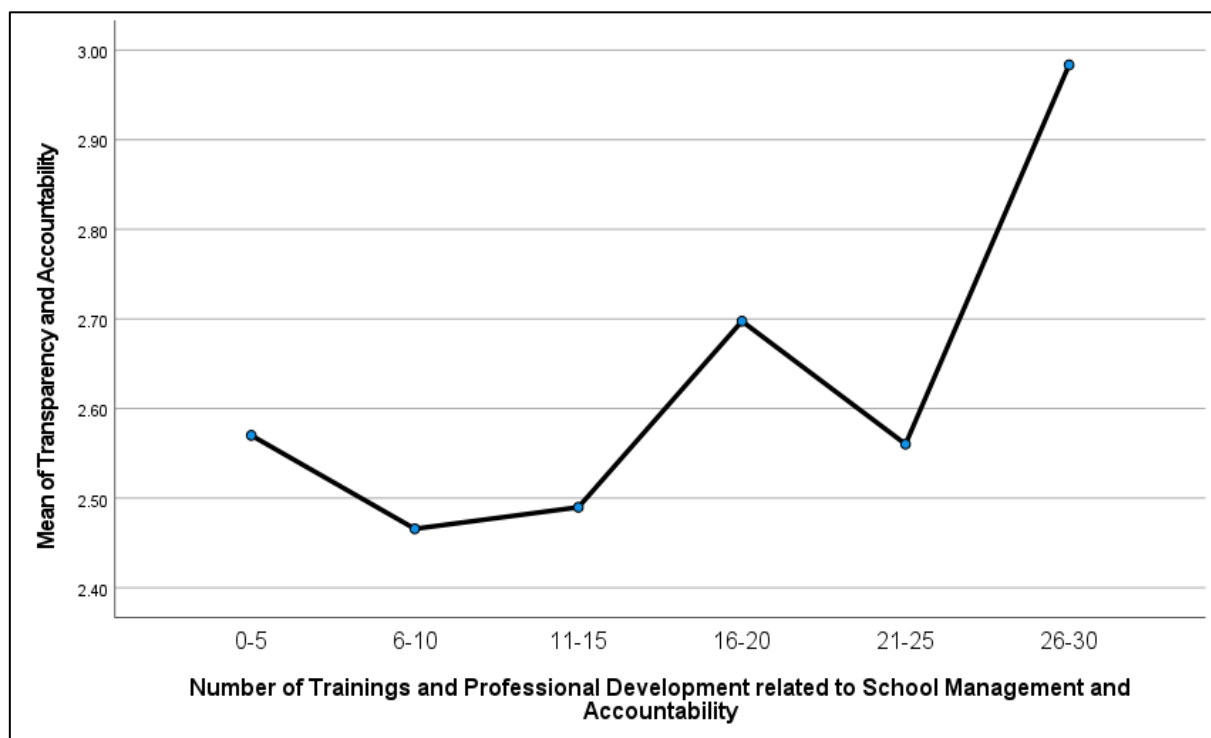


Fig 21 Post Hoc using Scheffe Test and Means Plot in determining where the Difference lies in the Perception of Respondents to the Challenges Faced in terms of Transparency and Accountability when Grouped According to Number of Trainings and Professional related to School Management and Accountability

The figure clearly illustrates the means plot that the difference lies between respondents whose number of trainings of 26-30 and 6-10, as manifested on the highest and lowest mean values of numbers of trainings and professional development related to school management and accountability profile variable.

➤ *Test of Relationship between Perception of Respondents on Current Educational Management and Accountability in Operations*

Table 25 presents the Pearson product moment coefficient of correlation to test relationship between perception of respondents on current educational management and accountability in operations.

Table 25 Pearson Product Moment Coefficient of Correlation to test Relationship between Perception of Respondents on Current Educational Management and Accountability in Operations

Sources of Correlations		Current Educational Management	Accountability in Operations	Decision/ Interpretation
<b>Current Educational Management</b>	Pearson Correlation	1	0.676**	<b>High Positive Correlation (Ho is Rejected)</b>
	Sig. (2-tailed)		0.000	
	N	834	834	
<b>Accountability in Operations</b>	Pearson Correlation	0.676**	1	
	Sig. (2-tailed)	0.000		
	N	834	834	
**. Correlation is significant at the 0.01 level (2-tailed).				

The computed Pearson r value of 0.676 denotes high positive correlation. The computed P-value 0.000 is less than (<) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was high positive correlation between the perception of respondents on current educational management and their accountability in operations.

The findings signify that as the level of educational management among respondents increases, there is a high tendency that their accountability to school operations also increases.

The findings indicate a strong positive correlation between respondents' perceptions of current educational management and their accountability in school operations. This suggests that when educators perceive school management as effective, they are more likely to demonstrate higher accountability in their roles. Effective educational management fosters a culture of responsibility, where clear policies, transparent decision-making, and professional support contribute to a heightened sense of duty among educators. The rejection of the null hypothesis and the statistically significant correlation further emphasize the interconnectedness of structured management practices and accountability mechanisms in schools. This implies that improving leadership strategies, policy implementation, and

institutional governance can significantly enhance educators' commitment to maintaining operational accountability, ultimately leading to better educational outcomes.

A study by Santos and Reyes (2021) in the Philippines supports these findings, showing that strong administrative leadership positively influences teachers' adherence to accountability standards in school operations. Their research found that schools with well-defined management practices exhibited higher levels of compliance with institutional policies and ethical standards. Similarly, a study by Zhang and Liu (2022) in China emphasized that accountability in school operations is directly linked to the effectiveness of educational management, particularly in terms of policy enforcement, resource allocation, and stakeholder engagement. These studies reinforce the present findings by illustrating how improved educational management structures contribute to a culture of accountability among school personnel.

➤ *Test of Relationship between Perception of Respondents on Current Educational Management and Challenges*

Table 26 shows the Pearson product moment coefficient of correlation to test relationship between perception of respondents on current educational management and challenges.

Table 26 Pearson Product Moment Coefficient of Correlation to Test Relationship between Perception of Respondents on Current Educational Management and Challenges

Sources of Correlations		Current Educational Management	Challenges	Decision/ Interpretation
<b>Current Educational Management</b>	Pearson Correlation	1	0.461**	<b>Low Positive Correlation (Ho is Rejected)</b>
	Sig. (2-tailed)		0.000	
	N	834	834	
<b>Challenges</b>	Pearson Correlation	0.461**	1	
	Sig. (2-tailed)	0.000		
	N	834	834	
**. Correlation is significant at the 0.01 level (2-tailed).				

The computed Pearson r value of 0.461 denotes low positive correlation. The computed P-value 0.000 is less than (<) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was low positive correlation between the perception of respondents on current educational management the challenges they faced in schools.

The findings signify that as the level of current educational management of respondents increases, there is a low tendency that the challenges they faced in school operations also increases.

The findings indicate a low but positive correlation between respondents' perceptions of current educational management and the challenges they face in school operations. This suggests that while improvements in educational management may help mitigate challenges, the relationship is not strongly pronounced. Factors such as institutional policies, resource availability, and external socio-economic conditions may still significantly contribute to the challenges faced by schools, regardless of perceived management effectiveness. The rejection of the null hypothesis highlights that there is a statistically significant relationship, meaning that even though the correlation is weak, better management strategies still play a role in addressing operational difficulties. This underscores the need for a more holistic approach to educational management that

not only focuses on leadership and policy implementation but also considers systemic and contextual barriers in school administration.

A study by Dela Cruz and Fernandez (2021) in the Philippines supports these findings, revealing that while strong leadership and management practices positively influence school performance, they do not completely eliminate operational challenges such as resource constraints and policy compliance issues. Similarly, a study by Wang and Chen (2022) in Taiwan found that although effective school management contributed to improved organizational efficiency, challenges related to bureaucratic regulations and stakeholder expectations persisted, indicating a limited but present correlation between management and operational difficulties. These studies align with the present findings, reinforcing that while educational management is a crucial factor in addressing school challenges, it is not the sole determinant.

➤ *Test of Relationship between Perception of Respondents on Accountability in Operations and Challenges*

The Pearson product moment coefficient of correlation to test relationship between perception of respondents on accountability in operations and challenges is presented in table 27.

Table 27 Pearson Product Moment Coefficient of Correlation to test Relationship between Perception of Respondents on Accountability in Operations and Challenges

Sources of Correlations		Accountability in Operations	Challenges	Decision/ Interpretation
<b>Accountability in Operations</b>	Pearson Correlation	1	0.404**	<b>Low Positive Correlation (Ho is Rejected)</b>
	Sig. (2-tailed)		0.000	
	N	834	834	
<b>Challenges</b>	Pearson Correlation	0.404**	1	
	Sig. (2-tailed)	0.000		
	N	834	834	
**. Correlation is significant at the 0.01 level (2-tailed).				

The computed Pearson r value of 0.404 denotes low positive correlation. The computed P-value 0.000 is less than (<) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was low positive correlation between the perception of respondents on their accountability in school operations and the challenges they faced.

The findings signify that as the level of accountability of respondents in school operations increases, there is a low tendency that the challenges they faced in school operations also increases.

The findings suggest a low but significant positive correlation between respondents' perceptions of their accountability in school operations and the challenges they face. This means that as school personnel take on greater accountability in managing school operations, they may also experience a slight increase in the challenges they encounter. This could be due to the additional responsibilities and

expectations that come with higher levels of accountability, such as stricter adherence to policies, increased workload, and greater scrutiny in decision-making. While accountability is crucial for ensuring transparency and efficiency in school management, it may also expose individuals to operational difficulties, particularly in environments with limited resources and institutional constraints. Thus, while accountability fosters a more structured and responsible approach to school management, it must be supported by adequate resources, training, and policy interventions to prevent an overwhelming burden on educators and administrators.

A study by Reyes and Santos (2021) in the Philippines found a similar trend, indicating that while accountability measures improve school governance, they also introduce administrative challenges such as increased reporting requirements and compliance pressures. Likewise, research by Zhang and Liu (2022) in China demonstrated that while school leaders who embraced higher accountability standards

improved institutional efficiency, they also faced greater challenges related to workload management and conflict resolution. These studies support the present findings, affirming that accountability, while essential for effective school operations, may also contribute to the complexity of challenges faced by school personnel.

➤ *Proposed Action Plan to be Implemented in Enhancing Educational Management and Ensuring School Accountability in Zone I Schools Division of Zambales*

The proposed action plan aimed to address and enhance educational management while ensuring school accountability in Zone I Schools Division of Zambales is presented in Table 28.

Table 28 Proposed Action Plan to be Implemented in Enhancing Educational Management and Ensuring School Accountability in Zone I Schools Division of Zambales

Key Area	Objective	Specific Activities	Person(s) Involved	Time Frame	Proposed Budget
Staff Competency and Professional Development	To enhance the skills and knowledge of educators and administrators	- Conduct quarterly workshops on differentiated instruction and learner-centered strategies- Facilitate leadership training for aspiring school heads- Provide hands-on ICT integration training- Invite external experts for special seminars	School Heads, Teachers, DepEd Officials, Training Facilitators	Quarterly	PHP 200,000
Adherence to Policies and Standards	To ensure compliance with educational guidelines and policies	- Conduct regular classroom observations and school compliance audits- Organize policy orientation sessions for new and existing staff- Develop a compliance tracker tool for schools	School Administrators, Policy Makers, Teachers	Bi-Annually	PHP 150,000
Transparency and Accountability	To promote ethical governance and responsible management of school resources	- Form an internal audit committee for regular fund audits- Hold community consultations and public hearings for budget planning- Publish an annual School Report Card to communicate performance and financial status	School Heads, Finance Officers, Community Representatives	Annually	PHP 180,000

The proposed action plan addresses three essential areas in educational management: staff competency and professional development, adherence to policies and standards, and transparency and accountability. Each area is designed to target specific needs within the school system, with clearly outlined objectives, activities, and assigned stakeholders, supported by a defined time frame and budget allocation.

In the area of staff competency and professional development, the primary goal is to enhance the skills and knowledge of educators and administrators. To achieve this, quarterly workshops will be conducted focusing on differentiated instruction and learner-centered strategies. Leadership training sessions will be provided for aspiring school heads, along with hands-on training in integrating ICT into classroom teaching. Additionally, external experts will be invited to facilitate seminars that introduce innovative educational practices. These activities will involve school heads, teachers, DepEd officials, and training facilitators, and are allocated a budget of PHP 200,000 on a quarterly basis. This initiative aims to ensure that school personnel remain competent and updated in both pedagogical and leadership domains. For the adherence to policies and standards, the objective is to strengthen compliance with educational guidelines and ensure that schools operate within regulatory frameworks. Activities include regular classroom observations and compliance audits, policy orientation sessions for both new and existing staff, and the development

of a compliance tracker tool to support internal monitoring. These efforts are planned to take place bi-annually with a budget of PHP 150,000 and will involve school administrators, policy makers, and teachers. Strengthening policy awareness and institutional accountability is essential for upholding educational quality and consistency across schools.

Lastly, under transparency and accountability, the goal is to promote ethical governance and responsible resource management. To support this, an internal audit committee will be established to regularly review financial records, while public budget hearings and community consultations will be conducted to ensure inclusive planning and transparency. Furthermore, each school will publish an annual School Report Card to communicate performance outcomes and financial status to stakeholders. These activities are scheduled annually with a proposed budget of PHP 180,000, engaging school heads, finance officers, and community representatives. Promoting transparency not only fosters community trust but also ensures that resources are used effectively and responsibly.

**IV. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the findings, the conclusions arrived at and the recommendations offered by the researcher.

➤ *Summary of Findings*

Based on the respondents' responses gathered through the questionnaire, the data were analyzed and the following are the summary of the interpretations in the findings.

• *Demographic Profile of Respondents*

- ✓ Age. Majority with 347 or 41.60% belong to age group of 40-49 years old; while 26 or 3.10% belong to age group of 60-65 years old.
- ✓ Sex. Majority with 493 or 59.10% are female; while 341 or 40.90% are male.
- ✓ Educational Qualifications. Majority of the respondents with 382 or 45.80% earned units in Master's; while 30 or 3.60% are doctorate degree holders.
- ✓ Present Rank. The present rank of the majority of respondents is Teacher II with 257 or 30.80%; while 2 or 0.20% are Head Teacher I.
- ✓ Length of Service. Majority of the respondents are 11-15 years in service with 389 or 46.60%; while 3 or 0.40% are 31-35 years in service.
- ✓ Number of Trainings and Professional Development Related to School Management and Accountability. Majority of the respondents attended 6-10 trainings and professional development related to school management and accountability with 340 responses or 40.80%; while 41 or 4.90% attended 0-5 trainings and professional development related to school management and accountability.

• *Perceived Current Educational Management Practices in Schools in Zone I Schools Division of Zambales*

- ✓ Curriculum and Instructional Implementation. The respondents agreed on the current educational management practices in schools in Zone I Schools Division of Zambales in terms of curriculum instruction and implementation, manifested on the computed overall weighted mean of 3.24.
- ✓ Resource Management. The respondents agreed on the current educational management practices in schools in Zone I Schools Division of Zambales in terms of resource management, manifested on the computed overall weighted mean of 3.15.

• *Ensuring Accountability in School Operations*

- ✓ Compliance to Educational Standards. The respondents strongly agreed that they ensured accountability in school operations in terms of compliance to educational standards, manifested on the computed overall weighted mean of 3.45.
- ✓ Transparency. The respondents strongly agreed that they ensured accountability in school operations in terms of transparency, manifested on the computed overall weighted mean of 3.46.
- ✓ Feedback Mechanisms. The respondents strongly agreed that they ensured accountability in school operations in terms of feedback mechanisms, manifested on the computed overall weighted mean of 3.40.

- ✓ Monitoring and Evaluation. The respondents strongly agreed that they ensured accountability in school operations in terms of monitoring and evaluation, manifested on the computed overall weighted mean of 3.40.

• *Challenges Schools Face in Maintaining Quality and Compliance in Educational Management*

- ✓ Staff Competency and Professional Development. The respondents agreed on the challenges schools face in maintaining quality and compliance in educational management in terms of staff competency and professional development, manifested on the computed overall weighted mean of 3.02.
- ✓ Adherence to Policies and Standards. The respondents agreed on the challenges schools face in maintaining quality and compliance in educational management in terms of adherence to policies and standards, manifested on the computed overall weighted mean of 2.62.
- ✓ Transparency and Accountability. The respondents agreed on the challenges schools face in maintaining quality and compliance in educational management in terms of transparency and accountability, manifested on the computed overall weighted mean of 2.55.

• *Test of Difference in the Perception of Respondents to Current Educational Management when Grouped According to Profile Variables*

- ✓ Curriculum and Instructional Implementation. The significance values for sex (0.406), and number of trainings (0.124) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance values for age (0.000), educational qualifications (0.001), present rank (0.000), and length of service (0.027) were lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
- ✓ Resource Management. The significance values for age (0.382), sex (0.468), educational qualifications (0.065), length of service (0.307), and number of trainings attended (0.508) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance value for present rank (0.010) was lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.

• *Test of Difference in the Perception of Respondents to the Accountability in School Operations when Grouped According to Profile Variables*

- ✓ Compliance to Educational Standards. The significance values for age (0.210), sex (0.935), educational qualifications (0.729), present rank (0.179), and number of trainings (0.063) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is

- accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance values of service (0.046) was lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
- ✓ Transparency. The significance values for age (0.189), sex (0.741), educational qualifications (0.171), length of service (0.088), and number of trainings (0.174) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance value for present rank (0.003) was lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
  - ✓ Feedback Mechanisms. The significance values for age (0.651), sex (0.726), educational qualifications (0.338), present rank (0.216), and length of service (0.483) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance value of trainings (0.048) was lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
  - ✓ Monitoring and Evaluation. The significance values for sex (0.755) and length of service (0.056) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance values for age (0.010), educational qualifications (0.029), present rank (0.000), and number of trainings (0.037) were lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
  - *Test of Difference in the Perception of Respondents to the Challenges Faced when Grouped According to Profile Variables*
  - ✓ Staff Competency and Professional Development. The significance values for age (0.513), sex (0.538), and educational qualifications (0.087) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance values for present rank (0.000), length of service (0.028), and number of trainings (0.000) were lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
  - ✓ Adherence to Policies and Standards. The significance values for age (0.120), sex (0.672), present rank (0.082), length of service (0.564), and number of trainings (0.123) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance value for educational qualifications (0.029) was lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
  - ✓ Transparency and Accountability. The significance values for sex (0.203), and length of service (0.698) were greater than ( $>$ ) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on the perception. On the other hand, the significance values for age (0.003), educational qualifications (0.031), present rank (0.000), and number of trainings (0.002) were lower than ( $<$ ) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on the perception.
  - *Test of Relationship between Perception of Respondents on Current Educational Management and Accountability in Operations*  
The computed Pearson r value of 0.676 denotes high positive correlation. The computed P-value 0.000 is less than ( $<$ ) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was high positive correlation between the perception of respondents on current educational management and their accountability in operations.
  - *Test of Relationship between Perception of Respondents on Current Educational Management and Challenges*  
The computed Pearson r value of 0.461 denotes low positive correlation. The computed P-value 0.000 is less than ( $<$ ) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was low positive correlation between the perception of respondents on current educational management the challenges they faced in schools.
  - *Test of Difference between Perception of Respondents on Accountability in Operations and Challenges*  
The computed Pearson r value of 0.404 denotes low positive correlation. The computed P-value 0.000 is less than ( $<$ ) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was low positive correlation between the perception of respondents on their accountability in school operations and the challenges they faced.
  - *Proposed Action Plan to be Implemented in Enhancing Educational Management and Ensuring School Accountability in Zone I Schools Division of Zambales*  
The proposed action plan aimed to address and enhance educational management while ensuring school accountability in Zone I Schools Division of Zambales.
  - *Conclusions*  
Based on the foregoing results of the study, the researcher concluded that:
    - The respondents are early adults, female, Master's unit earners, Teacher II, with adequate years of service, who attended adequate number of trainings and professional development related to school management and accountability.
    - The respondents agreed on the current educational management practices in School in Zone I Schools Division of Zambales.

- The respondents strongly agreed that they ensured accountability in school operations in School in Zone I Schools Division of Zambales.
- The respondents agreed on the challenges that schools in Zone I Schools Division of Zambales faced in maintaining quality and compliance in educational management.
- There was significant difference on the perception of respondents to current educational management of schools in terms of curriculum and instructional implementation when they are grouped according to age, educational qualifications, present rank, and length of service; and significant in terms of resource management as to present rank.
- There was significant difference on the perception of respondents to the accountability in school operations in terms of compliance to educational standards when they are grouped according to length of service; significant in terms of transparency as to present rank; significant in terms of feedback mechanisms as to number of trainings attended; and significant in terms of monitoring and evaluation as to age, educational qualifications, present rank, and number of trainings attended.
- There was significant difference on the perception of respondents to the challenges faced in terms of staff competency and professional development when they are grouped according to present rank, length of service, and number of trainings; significant in terms of adherence to policies and standards as to educational qualifications; and significant in terms of transparency and accountability as to age, educational qualifications, present rank, and number of trainings attended.
- There was high positive correlation between the perception of respondents on current educational management and their accountability in operations.
- There was low positive correlation between the perception of respondents on current educational management the challenges they faced in schools.
- There was low positive correlation between the perception of respondents on their accountability in school operations and the challenges they faced.
- The proposed action plan aimed to address and enhance educational management while ensuring school accountability in Zone I Schools Division of Zambales.

#### ➤ Recommendation

In view of the conclusion of the study, the following are recommended.

- Strengthen career development opportunities for Master's unit earners and Teacher II personnel by offering advanced leadership and administrative training programs. This will enhance their competencies and prepare them for higher responsibilities.
- Develop continuous assessment programs to ensure that school management practices remain aligned with evolving educational standards and best practices. These programs should include regular evaluations, feedback sessions, and curriculum reviews.
- Implement a structured accountability framework that incorporates regular audits, stakeholder consultations, and transparency mechanisms such as public reporting. This will reinforce responsible school governance.
- Provide targeted support and resources to schools struggling with compliance. This can include mentorship, additional training, and close monitoring to help them meet established standards in educational management.
- Establish differentiated training modules based on teachers' rank, length of service, and qualifications. This ensures that professional development is relevant and effectively addresses competency gaps across all levels.
- Enhance feedback mechanisms through digital platforms that allow teachers and administrators to monitor compliance, track evaluation results, and submit concerns or suggestions in real time.
- Customize professional development programs to meet the specific needs of educators, using data on rank, experience, and qualifications to design targeted interventions.
- Strengthen alignment between policies and accountability measures by regularly reviewing guidelines and ensuring that implementation strategies are consistently monitored and adjusted as needed.
- Address management-related challenges through proactive initiatives such as mentorship programs, collaborative planning sessions, and peer learning groups that promote shared leadership and problem-solving.
- Provide capacity-building initiatives for school administrators to enhance their skills in leadership, resource management, and accountability, ultimately improving school operations and efficiency.
- Ensure the sustainable execution of the action plan by embedding its key strategies into existing school development plans and aligning them with broader DepEd programs and initiatives.
- Conduct further studies to explore the relationship between educational management practices and school accountability. Including additional variables will help validate current findings and guide future policy and program development.

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