

School Governance, Financial Management and Empowerment on Professional Development of School Administrators

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ABSTRACT

The study's main objective was to determine the impact on School Governance Financial Management and Empowerment on Professional development of school. The study revealed there is a strong leadership capacity in making informed decisions, effectively implementing policies, actively engaging stakeholders, and rigorously monitoring and evaluating school processes. Additionally, school administrators emphasizing that effective financial management practices are crucial for sustaining school operations and improving educational outcomes. Moreover, empowerment in the is region is critical for effective school leadership, fostering innovation, accountability, and continuous improvement.

The correlation coefficients between key dimensions of school governance, financial management, empowerment, and professional development among school administrators. The Pearson correlation values indicate strong positive relationships between empowerment factors-specifically professional autonomy and support for innovation and professional development components such as training and workshops, mentoring and coaching, and performance evaluation systems.

Keywords: School Governance, Financial Management, Leadership Empowerment, and Professional Development

INTRODUCTION

In today's rapidly shifting educational environment, the role of school administrators has become increasingly complex and demanding. They are not only expected to manage schools efficiently but also to lead pedagogical innovation, drive student achievement, and respond to crises such as the COVID-19 pandemic. Central to this role is access to effective, relevant, and continuous professional development (PD).

According to Barrera and Ursabia (2022), the pandemic exposed serious shortcomings in the preparedness of school administrators and teachers. In their study of elementary schools in the Philippines, they found that PD programs failed to equip educators with the necessary technological, financial, and pedagogical skills to adapt to remote learning. The sudden transition to online education highlighted systemic weaknesses in PD structures, particularly in terms of digital competencies and crisis leadership. Many

administrators had to improvise and learn on the job, revealing how traditional PD models were disconnected from real-time challenges.

A 2023 study published under PMCID: PMC10291225 reinforced this concern by highlighting how school principals were compelled to develop crisis management and adaptive leadership skills independently, due to a lack of formal PD support. This points to a critical flaw in existing PD frameworks, which are often reactive rather than proactive. Rather than providing forward-thinking, strategic training, most PD programs remain limited to basic administrative tasks or compliance-driven topics, leaving school leaders underprepared for dynamic and high-stakes situations.

Meanwhile, in the Gulf region, Al-Mahmoud et al. (2024) conducted a study on the effectiveness of virtual Communities of Practice (vCoPs) as PD tools. Their research revealed that vCoPs offered greater flexibility, relevance, and engagement than traditional workshops or seminars. This model allowed school leaders to interact, reflect, and grow through peer learning—something rarely achieved in one-size-fits-all PD formats. The authors stressed that while vCoPs showed promise, they were still underutilized and lacked systemic support, especially in regions where digital infrastructure remains uneven.

In the context of Philippine education, De Los Reyes and Paglinawan (2024) emphasized the importance of leadership competence and work adaptability in developing digital fluency among school administrators. Their study found that despite the national push for digital transformation in education, PD programs remained generic and did not address the nuanced realities of school heads in different locations—especially those in rural or underserved areas. As a result, many school administrators struggled with implementing education technologies effectively, demonstrating the critical need for context-specific and differentiated PD.

In a broader international context, Sahlin (2023) examined professional learning among Swedish school principals and found that most PD offerings lacked continuity and depth. The research revealed that experienced school leaders, in particular, felt underserved by existing PD programs, which often targeted novice administrators. This gap in differentiated professional learning limits the capacity of veteran leaders to engage in reflective, research-informed practice, and fosters a sense of professional stagnation.

In Australia, a nationwide study published by the Australian Catholic University (2025) found that over 50% of school principals were contemplating resignation due to burnout, overwhelming administrative burdens, and lack of institutional support. The study highlighted how current PD initiatives failed to provide training in well-being management, stress reduction, and emotional resilience—areas that are increasingly critical to sustaining effective leadership. Without PD that supports personal and professional sustainability, leadership attrition is likely to rise, threatening the stability of schools and systems.

Gümüş et al. (2024), in a meta-synthesis of school leadership challenges, stressed that principals often lack the autonomy, resources, and support to drive meaningful school improvement. Their analysis found that PD programs seldom provide school leaders with decision-making authority or tools to manage instructional leadership effectively. Moreover, many administrators felt constrained by top-down mandates that ignored local needs, further distancing PD from practical leadership realities.

Westberry and Hornor (2022) advocated for reimagining PD through leadership communities of practice, which emphasize peer support, practical knowledge-sharing, and long-term engagement. They argued that such approaches offer better opportunities for professional growth than traditional PD, which is frequently delivered through isolated workshops with limited follow-up. These leadership networks, when supported by institutional policy, can empower school leaders to become agents of change rather than passive recipients of training.

Across these studies from 2022 to 2025, a consistent theme emerges: current PD practices are insufficient in scope, design, and delivery. They often fail to build leadership capacity, do not reflect contextual realities, and are rarely sustained or supported by ongoing mentoring or collaboration. School administrators are frequently left without the tools, confidence, or institutional backing to lead effectively, particularly in times of crisis or systemic reform.

Given these limitations, it is imperative to rethink and redesign PD for school administrators. There is a growing consensus that PD must be practical, needs-based, adaptive, and inclusive. It must focus not only on knowledge delivery but also on skill application, emotional intelligence, digital fluency, and resilience-building. PD should empower school leaders to become visionary, strategic, and supportive of both teacher development and student learning.

Therefore, this study aims to explore how school administrators perceive their current professional development experiences, identify the key challenges they face, and propose responsive strategies to improve PD practices. By shedding light on these issues, the research intends to contribute to the creation of PD models that are not only more relevant and effective but also capable of empowering school leaders to thrive amid the complexities of modern education.

Statement of the Problem

This study aims to examine the impact of school governance, financial management, and empowerment on the professional development practices within school administration. Specifically, it seeks to address the following research questions:

1. What is the level of school administrators' school governance in terms of:
 - Decision-making
 - Policy implementation
 - Stakeholder involvement
 - Monitoring and evaluation
2. What is the level of school administrators' financial management in terms of:
 - Budget allocation
 - Accounting
 - Procurement
 - Asset Management
3. What is the level of school administrator's empowerment in terms of:
 - Decision-making authority
 - Professional autonomy
 - Capacity-building programs for leaders
 - Support for innovation
4. What is the level of school administrators' professional development in terms of:
 - Training and workshops
 - Mentoring and coaching
 - Performance evaluation systems
 - Continuous learning opportunities
5. What is the relationship between professional development and the following variables:
 - School governance
 - Financial management
 - empowerment

6. Which variable best predicts professional development?

Objectives of the Study

The main objective of this study is to determine the impact on School Governance Financial Management and leadership Empowerment on Professional development practices of school Administrator. Specifically, the study aimed to:

1. Determine the levels of school administrators' school governance in terms of:
 - a. Decision-making
 - b. Policy implementation
 - c. Stakeholder involvement
 - d. Monitoring and evaluation
2. Assess the level of school administrators' financial management in terms of:
 - a. Budget allocation
 - b. Accounting
 - c. Procurement
 - d. Asset Management
3. Ascertain the level of school administrators' empowerment in terms of:
 - a. Training and workshops
 - b. Mentoring and coaching
 - c. Performance evaluation systems
 - d. Continuous learning opportunities
4. determine the level of school administrators' professional development in terms of:
 - a. Decision-making authority
 - b. Professional autonomy
 - c. Capacity-building programs for leaders
 - d. Support for innovation
5. Correlate the professional development of school administrators and
 - a. School governance
 - b. Financial management and
 - c. Leadership empowerment
7. Identify the variables best professional development practices.

Significance of the Study

This study on School Governance, Financial Management, and Empowerment on Professional Development Practices of School Administrators is highly significant as it provides valuable insights into the challenges and opportunities in the Philippine education system. The findings of this research will benefit various stakeholders, including school administrators, teachers, policymakers, and future researchers.

School Administrators

This study could help school administrators understand the role of governance, financial management, and leadership empowerment in their professional development. By identifying key challenges and best

practices, school leaders could enhance their leadership skills, make informed decisions, and effectively manage school resources to improve educational outcomes.

Teachers and School Personnel

Effective school governance and leadership directly impact teachers' working conditions and professional growth. By improving administrators' professional development, this study can contribute to better school leadership, creating a supportive environment for teachers to thrive and improve instructional quality.

Policymakers and the Department of Education (DepEd)

This research would provide empirical data on the effectiveness of existing policies, such as the School-Based Management (SBM) Framework, DepEd's National Educators Academy of the Philippines (NEAP) Training Programs, and Financial Management Policies. Policymakers can use the findings to enhance existing policies and develop new initiatives to support school administrators' professional growth.

Educational Institutions

Schools, universities, and training institutions that offer leadership and management programs for administrators can use the findings to design more relevant and effective training programs that align with the needs of school heads and educational leaders.

This study could serve as a valuable reference for future research on school governance, financial management, leadership empowerment, and professional development. It may provide a foundation for further studies on improving educational leadership and administration in the Philippine context.

By addressing the gaps in school governance, financial management, and leadership empowerment, this study aims to strengthen the professional development practices of school administrators, ultimately contributing to the improvement of school management and the overall quality of education in the Philippines

Scope and Delimitation of the Study

This study focuses on the School Governance, Financial Management, and Empowerment on the Professional Development Practices of School Administrators in the schools of division of Lanao del sur. It aims to examine how governance structures, financial resource management, and leadership empowerment influence the professional development of school administrators.

The study specifically investigates the School Governance the policies, decision-making processes, and accountability mechanisms that affect the professional development of administrators. Financial Management the budgeting, allocation, and utilization of financial resources for professional development programs. Empowerment the level of autonomy and decision-making power given to school administrators in improving their leadership skills. Professional Development Practices the availability, accessibility, and effectiveness of training programs and leadership seminars for school administrators.

The study will gather data from public and private school administrators in schools of division of Lanao del sur, using a survey questionnaire. The time frame for data collection covers the academic year 2024-2025.

Delimitation of the Study

While the study aims to provide a comprehensive understanding of governance, financial management, and leadership empowerment in school administration, certain limitations must be acknowledged

Definition of Terms

To facilitate understanding of this study, the following terms are defined conceptually or operationally. Accounting refers to the systematic process of recording, analyzing, and reporting financial transactions to ensure transparency and accountability. It plays a critical role in financial management, allowing school administrators to track income, expenses, and budget utilization. Effective accounting practices contribute to well-informed financial decision-making and compliance with government regulations, ensuring that school resources are allocated efficiently for the benefit of students and educational programs.

Asset management in education pertains to the systematic approach of acquiring, maintaining, and optimizing school resources, such as buildings, classrooms, instructional materials, and technological equipment. It involves planning, monitoring, and evaluating how these resources are utilized to maximize their lifespan and efficiency. Proper asset management ensures that school facilities and tools are in good condition, supporting effective teaching and learning while minimizing financial waste and misallocation of resources.

Budget allocation refers to the process by which financial resources are distributed across various school needs, including teacher salaries, infrastructure maintenance, instructional materials, and professional development programs. In school governance, proper budget allocation ensures that funds are used efficiently and equitably to support educational objectives. Effective budget allocation considers the needs of stakeholders, compliance with national and local education policies, and financial sustainability in the long term.

Capacity-Building Programs for Leaders these programs are structured training initiatives aimed at strengthening the leadership and management competencies of school administrators. Capacity-building programs may include workshops, seminars, mentorship, and exposure to best practices in educational leadership. They are designed to enhance administrators' ability to make data-driven decisions, implement policies effectively, and create a supportive learning environment. Investing in capacity-building programs ensures that school leaders are well-equipped to address educational challenges and drive institutional improvements.

Continuous learning opportunities refer to professional development initiatives that enable school administrators and educators to stay updated with the latest educational trends, policies, and best practices. These may include formal training programs, online courses, leadership forums, and participation in academic research. Continuous learning promotes lifelong education among school leaders, ensuring that they remain competent in managing evolving challenges in the education sector.

Decision-making in school administration is the process of selecting the most appropriate course of action to address issues related to governance, financial management, and professional development. It involves analyzing data, consulting stakeholders, evaluating possible solutions, and implementing strategies that align with the school's goals and policies. Effective decision-making enhances school performance, fosters transparency, and ensures the sustainability of educational programs.

Decision-making authority refers to the level of autonomy given to school administrators in managing school operations, finances, and professional development programs. It determines the extent to which school heads can formulate policies, allocate resources, and implement educational reforms without excessive bureaucratic control. Granting appropriate decision-making authority to administrators empowers them to respond efficiently to school-specific challenges and improve institutional effectiveness.

Department of Education (DepEd) is the executive government agency in the Philippines responsible for formulating, implementing, and regulating policies related to basic education. DepEd oversees school governance, financial management, and professional development programs to ensure the delivery of quality education. It also provides guidelines on budgeting, teacher training, curriculum development, and assessment frameworks that influence the overall efficiency of school administration.

Financial management in education involves the strategic planning, allocation, monitoring, and evaluation of financial resources within a school. It ensures that funds are used effectively to support teaching, infrastructure development, and administrative functions. Proper financial management prevents misallocation, promotes accountability, and ensures that schools operate within budgetary constraints while maintaining high educational standards.

Leadership empowerment refers to the process of providing school administrators with the necessary authority, skills, and resources to lead effectively. It involves professional development training, mentorship programs, and opportunities for collaborative decision-making. Empowering school leaders fosters innovation, enhances administrative efficiency, and encourages proactive problem-solving in school governance and financial management.

Mentoring and coaching are professional development strategies where experienced school administrators provide guidance, support, and knowledge-sharing to less experienced colleagues. This process helps school leaders build confidence, improve decision-making skills, and adopt best practices in educational management. Effective mentoring and coaching programs contribute to leadership sustainability and continuous learning in school administration.

Monitoring and evaluation in school administration involve assessing the effectiveness of policies, programs, and financial management systems. It ensures that schools meet their goals, comply with government regulations, and improve educational outcomes. Regular monitoring allows administrators to identify areas that need improvement, while evaluation provides data-driven insights for policy adjustments and resource optimization.

National Educators Academy of the Philippines (NEAP) – NEAP is the training institution under DepEd responsible for designing and delivering professional development programs for teachers and school administrators in the Philippines. It provides leadership training, curriculum development workshops, and other capacity-building initiatives to enhance the competencies of educational leaders. NEAP plays a crucial role in improving school governance and instructional leadership nationwide.

Performance evaluation systems refer to structured frameworks used to assess the effectiveness of school administrators and educators. These systems typically include self-assessments, peer reviews, student performance metrics, and compliance with educational standards. Performance evaluations help identify strengths and areas for improvement, ensuring that school leaders continuously develop their professional competencies.

Policy implementation in school governance refers to the execution of educational policies, guidelines, and reforms as mandated by DepEd or other governing bodies. Successful implementation requires clear communication, stakeholder involvement, resource allocation, and continuous monitoring to ensure compliance and effectiveness.

Procurement in education refers to the process of acquiring goods, services, and resources needed for school operations. It involves budgeting, supplier selection, contract management, and financial accountability. Transparent procurement processes ensure that schools receive quality materials and services while preventing corruption and mismanagement.

Professional autonomy refers to the freedom of school administrators and educators to make decisions regarding curriculum implementation, teaching strategies, and school management without excessive external interference. A balance between autonomy and accountability fosters innovation and effective leadership in schools.

Professional development refers to continuous learning opportunities that enable school administrators and teachers to enhance their knowledge, skills, and leadership abilities. It includes formal training, workshops, conferences, and research engagement aimed at improving educational leadership and instructional effectiveness.

Professional Development Practices these refer to structured programs and activities designed to improve the skills and competencies of school administrators. Effective professional development practices include mentorship, leadership training, peer collaboration, and engagement in research-based learning.

School administration encompasses the management and leadership functions of school heads, including decision-making, governance, financial oversight, and policy implementation. Effective administration ensures that schools operate efficiently and provide high-quality education.

School governance involves the structures, policies, and decision-making processes that guide the management of educational institutions. It includes financial oversight, stakeholder participation, policy enforcement, and accountability measures to improve school performance.

School-Based Management (SBM) is a governance framework that decentralizes decision-making, allowing schools to have greater autonomy in managing their finances, resources, and programs. It emphasizes stakeholder involvement, transparency, and accountability to enhance school performance.

Stakeholder Involvement refers to the participation of parents, teachers, students, and community members in school decision-making processes. Strong stakeholder involvement leads to more inclusive policies and a supportive learning environment.

Support for Innovation refers to the encouragement and implementation of new teaching methods, leadership strategies, and technological advancements to improve school management and student learning outcomes. Training and Workshops refers to the Structured learning sessions designed to develop the competencies of school administrators and educators. These programs provide updated knowledge, leadership skills, and policy insights necessary for effective school governance.

THEORETICAL FRAMEWORK

This chapter presents the literature and studies that serve as the framework in the conceptualization of this research. It cites different views, ideas, opinions, discussions, and theories or information related to the study that reflect the performance of the school administrator in the Bangsamoro Autonomous Region in Muslim Mindanao. Furthermore, it also contains the hypothesized structural models and the hypothesis of the study.

Review of Related Literature and Studies

The topic of this research is “School Governance, Financial Management, and Empowerment on professional development of school administrators.” The chapter includes materials from the internet and a cross-section of the related studies that have been conducted locally and abroad.

School Governance

School governance plays a crucial role in ensuring that educational institutions function effectively and

efficiently. It involves decision-making processes, financial management, leadership strategies, and stakeholder involvement to achieve quality education (Bush, 2020). In the Philippines, the Department of Education (DepEd) has implemented several policies to enhance school governance, including School-Based Management (SBM) and financial accountability measures. This section presents a review of related literature and studies on school governance, focusing on its principles, challenges, and best practices.

According to Leithwood et al. (2019), school governance encompasses leadership structures, policy implementation, and financial oversight that ensure the smooth operation of educational institutions. Effective school governance is based on principles such as accountability, transparency, participatory decision-making, and strategic leadership (OECD, 2021). In the Philippines, the Enhanced Basic Education Act of 2013 (Republic Act 10533) emphasizes the importance of strong governance in delivering quality education.

School-Based Management (SBM) is one of the key governance frameworks used in the Philippines. It promotes decentralized decision-making, where school heads, teachers, parents, and community stakeholders actively participate in shaping school policies and programs (DepEd, 2020). Studies have shown that SBM enhances school autonomy and encourages innovation in teaching and administration (Brillantes & Fernandez, 2019).

One of the major components of school governance is financial management. According to Lunenburg (2021), efficient financial management ensures that schools can allocate resources properly, sustain programs, and comply with government regulations. In the Philippine context, financial transparency and accountability are emphasized through policies such as DepEd Order No. 13, s. 2016, which outlines financial reporting guidelines for schools.

A study by Guzman and Reyes (2021) found that public school administrators in the Philippines face challenges in managing limited resources due to budget constraints, delays in fund disbursement, and inadequate training in financial management. Proper financial governance can improve resource allocation, ensuring that funding supports key educational programs and infrastructure development (Saito & Capuno, 2022).

Empowerment is a crucial factor in school governance. Fullan (2019) highlights the importance of empowering school leaders to make data-driven decisions, foster collaboration, and address school-specific challenges. In the Philippines, DepEd Order No. 24, s. 2020 introduced leadership training programs for school administrators to strengthen governance practices.

Research by Bernardo and Rivera (2022) found that effective school governance is linked to strong leadership practices, where school heads play an active role in policy implementation, teacher supervision, and community engagement. However, some studies indicate that bureaucratic challenges and lack of decision-making autonomy hinder effective governance (Torres & Manansala, 2021).

Community and stakeholder involvement is a key aspect of school governance. Epstein (2020) emphasizes that parent-teacher collaboration, local government support, and private sector partnerships contribute to better governance outcomes. In the Philippines, programs such as the Brigada Eskwela initiative encourage active participation of stakeholders in school improvement projects.

A study by Santos et al. (2021) found that schools with high levels of stakeholder engagement perform better in governance indicators, such as resource management, program implementation, and student achievement. However, challenges such as lack of community awareness and limited funding hinder stakeholder participation in some schools.

Despite policies promoting good governance, several challenges remain in the Philippine education system. PIDS (2021) identified issues such as inadequate funding, bureaucratic inefficiencies, and lack of training for school administrators as barriers to effective governance. Additionally, external factors such as political interference and socio-economic disparities further complicate governance efforts (Manalang, 2020).

Several studies have proposed best practices to improve school governance in the Philippines: Strengthening School-Based Management (SBM): Schools that actively implement SBM policies tend to have better governance outcomes (DepEd, 2020). Enhancing Financial Management Training: Providing school administrators with capacity-building programs on financial management can improve transparency and efficiency (Luz, 2021). Promoting Collaborative Leadership: Encouraging shared decision-making among school leaders, teachers, and stakeholders can enhance governance effectiveness (Hallinger, 2020).

School governance plays a pivotal role in ensuring quality education through sound financial management, effective leadership, and active stakeholder engagement. While the Philippines has implemented several governance policies, challenges remain in financial transparency, decision-making autonomy, and stakeholder participation. Strengthening school-based governance frameworks and leadership development programs can further enhance governance effectiveness in Philippine schools.

Financial management plays a crucial role in ensuring the sustainability and efficiency of educational institutions. Effective financial management in schools involves budgeting, accounting, procurement, and resource allocation to support school operations and educational programs (Lunenburg, 2021). In the Philippines, the Department of Education (DepEd) has implemented various policies and reforms, such as DepEd Order No. 13, s. 2016, which establishes financial accountability guidelines for schools. However, challenges such as limited funding, bureaucratic delays, and lack of financial literacy among school administrators continue to hinder effective financial governance (Saito & Capuno, 2022). This section presents a review of literature and studies on financial management in school administration, with a particular focus on the Philippine context.

According to Brigham and Ehrhardt (2020), financial management is the process of planning, organizing, directing, and controlling financial resources to achieve institutional goals. In an educational setting, financial management ensures that schools can effectively allocate resources to support teaching, infrastructure, and student services (Lunenburg, 2021). Key principles of financial management in schools include: Transparency and Accountability – Schools must adhere to financial reporting and auditing policies to ensure proper use of funds (OECD, 2021). Efficiency in Budget Allocation – Financial resources must be allocated based on priorities such as teacher salaries, student programs, and facility maintenance (Guzman & Reyes, 2021). Cost-Effectiveness – Schools must maximize their limited resources while ensuring quality education delivery (Fullan, 2019).

Enhanced Basic Education Act of 2013 (Republic Act 10533) emphasizes the need for financial sustainability in schools. Additionally, DepEd Order No. 60, s. 2019 mandates the proper disbursement and liquidation of Maintenance and Other Operating Expenses (MOOE) funds in public schools (DepEd, 2020).

Budget allocation is a critical component of financial management in schools. According to Saito and Capuno (2022), public schools in the Philippines rely heavily on government funding, which is allocated through the General Appropriations Act (GAA). The school budget covers various expenses, including:

Personnel services (salaries and benefits of teachers and staff). MOOE (utilities, supplies, and operational costs). Capital outlay (infrastructure and equipment)

A study by Guzman and Reyes (2021) found that despite increased government funding for education, many schools still experience budget shortfalls due to delays in fund disbursement and misallocation of resources. Furthermore, some school heads lack proper training in financial planning, leading to inefficiencies in budget utilization.

Accounting in schools involves recording, reporting, and analyzing financial transactions to ensure compliance with government regulations. According to Luz (2021), financial reporting in Philippine public schools follows guidelines set by the Commission on Audit (COA) and the DepEd. Schools must submit financial statements detailing income, expenditures, and fund utilization.

However, a study by Torres and Manansala (2021) found that many public schools struggle with financial reporting due to a lack of trained accounting personnel and outdated financial systems. To address this, the government has introduced DepEd Order No. 39, s. 2016, which provides schools with standardized accounting procedures.

Procurement refers to the process of acquiring goods and services for school operations. In the Philippines, school procurement follows Republic Act 9184 (Government Procurement Reform Act), which ensures transparency and competitiveness in acquiring school resources (DepEd, 2020).

A study by Santos et al. (2021) revealed that procurement inefficiencies, such as delayed deliveries and lack of supplier accountability, affect the quality of education services. Similarly, poor asset management leads to resource wastage, as schools fail to maintain or properly utilize equipment and infrastructure. Implementing digital inventory systems and training school administrators in procurement policies can improve financial efficiency.

Despite existing financial management policies, several challenges persist in Philippine schools: Budget constraints – Schools often receive insufficient funding to cover all operational needs (PIDS, 2021). Delayed fund disbursement – Bureaucratic processes slow down the release of government funds, affecting school programs (Guzman & Reyes, 2021). Lack of financial training for school administrators – Many school heads lack expertise in budgeting and accounting (Torres & Manansala, 2021). Mismanagement of resources – Inefficiencies in procurement and asset management lead to financial losses (Saito & Capuno, 2022).

Several strategies have been proposed to improve financial management in Philippine schools: Strengthening Financial Literacy Training: Providing school heads with training on budgeting, accounting, and procurement can enhance financial decision-making (Luz, 2021). Implementing Digital Financial Systems: Using digital accounting and reporting tools can improve transparency and efficiency (OECD, 2021). Improving Fund Disbursement Processes: Reducing bureaucratic delays in fund allocation can help schools operate more efficiently (DepEd, 2020). Enhancing Stakeholder Involvement in Financial Oversight: Engaging parents, teachers, and community members in financial planning can promote accountability (Epstein, 2020).

Financial management is a critical aspect of school governance that ensures resources are effectively allocated to support educational goals. In the Philippines, government policies such as SBM and financial accountability measures aim to strengthen financial governance in schools. However, challenges such as budget constraints, bureaucratic inefficiencies, and lack of financial expertise among administrators persist. Strengthening financial training, implementing digital accounting systems, and improving

transparency in financial reporting can help address these issues and enhance financial management in Philippine schools.

Leadership empowerment in schools refers to the process of equipping school administrators, teachers, and other educational leaders with the authority, skills, and resources necessary to make decisions that improve educational outcomes (Bush, 2020). It involves training, mentoring, professional autonomy, and performance evaluation systems that help school leaders navigate challenges and create a positive learning environment (Hallinger & Heck, 2019).

Republic Act 9155 (Governance of Basic Education Act of 2001) provides a framework for empowering school leaders by decentralizing authority and allowing school heads to manage resources and lead educational reforms (DepEd, 2020). However, many school administrators still face challenges such as limited decision-making authority, inadequate leadership training, and bureaucratic constraints (Santos & Manansala, 2021).

This review explores key concepts, challenges, and best practices in leadership empowerment, particularly in the context of Philippine education. Leadership empowerment is based on several leadership theories, including: Transformational Leadership Theory – Focuses on inspiring and motivating staff to achieve organizational goals (Bass, 1999). Distributed Leadership Theory – Encourages shared decision-making and delegation of responsibilities among educators (Spillane, 2006). Servant Leadership – Emphasizes ethical leadership and prioritizes the needs of the school community (Greenleaf, 2002). Participative Leadership – Encourages collaboration and engagement of all stakeholders in decision-making (Yukl, 2013).

According to Hallinger & Heck (2019), effective school leadership depends on empowerment strategies such as: Providing continuous professional development for school heads, Granting school leaders autonomy in decision-making, Establishing performance evaluation systems, Promoting mentorship and coaching

DepEd's School-Based Management (SBM) framework supports leadership empowerment by decentralizing decision-making to school heads and strengthening stakeholder involvement in governance (Brillantes & Fernandez, 2019). However, studies indicate that many school administrators still struggle with limited authority, inadequate training, and insufficient support from higher offices (Guzman & Reyes, 2021).

Training and professional development are essential for leadership empowerment. The National Educators Academy of the Philippines (NEAP) provides training programs for school heads to enhance leadership skills. According to Saito & Capuno (2022), leadership training in the Philippines is often limited by insufficient funding, lack of structured programs, and bureaucratic delays.

A study by Torres and Manansala (2021) suggests that continuous leadership development through workshops, coaching, and mentoring programs can significantly improve school performance. Additionally, participation in international leadership programs has been found to enhance the competency of Filipino school administrators (Luz, 2021).

Empowered school leaders must have the autonomy to make key decisions regarding curriculum, finances, and school policies. However, a study by Santos et al. (2021) found that many Filipino school administrators feel constrained by bureaucratic policies, which limit their ability to implement reforms efficiently.

According to DepEd Order No. 42, s. 2017, school heads have the authority to manage school funds, oversee personnel, and implement academic programs. However, in practice, many schools face delays in

budget approval and restrictions on policy implementation, which hinder school improvement initiatives (Brillantes & Fernandez, 2019).

Mentoring and coaching are essential components of leadership empowerment. According to Fullan (2019), mentorship programs help school leaders gain practical insights from experienced administrators, improving their leadership effectiveness.

A study by Epstein (2020) found that mentoring programs for school principals improve decision-making skills, increase job satisfaction, and enhance teacher performance. In the Philippines, NEAP and DepEd training programs provide mentoring support, but access remains limited, particularly in rural schools (Saito & Capuno, 2022).

A well-structured performance evaluation system is critical for assessing the effectiveness of school administrators. According to OECD (2021), performance evaluation should focus on leadership effectiveness, staff development, and school outcomes.

DepEd Order No. 2, s. 2015 (Results-Based Performance Management System - RPMS) sets guidelines for evaluating school heads. However, a study by Guzman and Reyes (2021) found that many school leaders perceive RPMS as overly bureaucratic and lacking in practical assessment methods.

Despite efforts to empower school leaders, several challenges remain: Limited decision-making authority due to bureaucratic constraints (Santos et al., 2021). Inadequate leadership training and lack of access to professional development programs (Guzman & Reyes, 2021). Lack of financial and administrative support for school leaders, especially in rural areas (PIDS, 2021). Inconsistent implementation of performance evaluation systems, leading to inefficiencies in leadership assessment (Luz, 2021).

Several strategies have been proposed to enhance leadership empowerment in Philippine schools: Expanding Leadership Training Programs: Increasing the number of training sessions and workshops for school leaders can improve leadership effectiveness (OECD, 2021). Providing Greater Autonomy for School Heads: Allowing school leaders more flexibility in decision-making can enhance school performance (Hallinger & Heck, 2019). Strengthening Mentoring and Coaching Programs: Pairing new school heads with experienced mentors can improve leadership capabilities (Epstein, 2020). Improving Performance Evaluation Systems: Revising RPMS to include more qualitative assessments can help measure leadership impact more effectively (Saito & Capuno, 2022).

Leadership empowerment is essential for improving school governance and student learning outcomes. While policies such as SBM and RPMS aim to enhance leadership effectiveness in Philippine schools, challenges such as bureaucratic constraints, inadequate training, and limited decision-making authority persist.

Addressing these challenges through expanded leadership development programs, mentorship initiatives, and policy reforms can significantly strengthen leadership empowerment in school administration.

Professional development

Professional development plays a crucial role in enhancing the skills, knowledge, and competencies of school administrators and educators. According to Guskey (2002), professional development is a systematic process that aims to improve educational practices through continuous learning, training, and capacity-building programs. It equips school administrators with leadership skills, decision-making abilities, and innovative strategies to address the evolving challenges in education (Desimone, 2009).

In the Philippine education system, professional development is mandated by Republic Act 9155 (Governance of Basic Education Act of 2001) and further supported by the Department of Education's

(DepEd) policies such as the National Educators Academy of the Philippines (NEAP) programs and Results-Based Performance Management System (RPMS). However, challenges such as limited access to training, lack of financial support, and bureaucratic constraints hinder the full implementation of professional development programs for school administrators (Guzman & Reyes, 2021).

Professional development is anchored on several theories and models: Adult Learning Theory (Knowles, 1980) – Suggests that professional development should be self-directed, experiential, and problem-based. Transformational Leadership Theory (Bass, 1999) – Emphasizes that effective school leadership results from continuous learning and professional growth. Experiential Learning Theory (Kolb, 1984) – Highlights learning through experience, reflection, and practical application. Desimone's Professional Development Model (2009) – Identifies core features of effective professional development, including content focus, active learning, coherence, duration, and collective participation.

According to Desimone (2009), effective professional development programs must: Align with school goals and priorities, Provide hands-on, practical learning experiences, Include long-term engagement and follow-up support, Foster collaboration among educators and school leaders.

In the Philippines, professional development is institutionalized through various DepEd initiatives and policies: National Educators Academy of the Philippines (NEAP) – Responsible for the training and capacity-building of school leaders. Teacher Induction Program (TIP) – Provides orientation and professional development for newly hired educators. Results-Based Performance Management System (RPMS) – Establishes performance evaluation standards that align with professional development. DepEd Order No. 66, s. 2007 – Strengthens the School-Based Management (SBM) framework, which requires continuous training for school heads.

A study by Brillantes & Fernandez (2019) found that Filipino school administrators need more specialized training in leadership, finance, and policy implementation. Many school leaders express the need for ongoing mentorship and coaching, rather than one-time training sessions (Guzman & Reyes, 2021).

Despite efforts to improve professional development programs, several challenges persist: Limited access to training programs, particularly in rural areas (Saito & Capuno, 2022). Lack of financial and institutional support for continuous learning (Guzman & Reyes, 2021). Inconsistent implementation of training programs, leading to gaps in competency development (Torres & Manansala, 2021). Resistance to change among school administrators, affecting the adoption of new leadership practices (Epstein, 2020).

A study by PIDS (2021) found that professional development programs are often “one-size-fits-all” rather than tailored to the specific needs of school administrators. This results in limited effectiveness and low engagement among participants.

To enhance professional development in school administration, several best practices have been identified: Mentoring and Coaching Programs – Pairing new administrators with experienced mentors improves leadership skills (Fullan, 2019). Blended Learning Approaches – Combining face-to-face training with online learning increases accessibility (Saito & Capuno, 2022). Action Research and Reflective Practice – Encouraging administrators to engage in research-based decision-making fosters continuous learning (Hallinger & Heck, 2019). Professional Learning Communities (PLCs) – Establishing peer support groups enhances collaboration and knowledge sharing (Epstein, 2020). Competency-Based Training Programs – Aligning training content with school leadership standards ensures relevance and applicability (OECD, 2021).

A study by Guskey (2002) found that professional development programs that involve follow-up coaching and long-term engagement lead to higher effectiveness compared to one-time training workshops.

To address existing challenges, the following strategies can be implemented: Expand DepEd's NEAP Programs to include more targeted leadership training. Increase funding for professional development initiatives, particularly in underprivileged regions. Develop customized training programs based on the specific needs of school administrators. Implement a structured mentorship and coaching system to support continuous learning. Leverage technology for online training platforms, making learning more accessible.

According to Luz (2021), professional development in the Philippines must shift from compliance-based training to a competency-driven approach, where school leaders receive training that directly enhances their skills and problem-solving abilities.

Professional development is essential for improving school governance, leadership, and overall educational outcomes. While the Philippine education system has made strides in implementing professional development policies, challenges such as limited access, financial constraints, and ineffective training models remain. Addressing these issues through mentoring programs, blended learning approaches, competency-based training, and institutional support can significantly enhance the professional growth of school administrators.

School administrators play a critical role in ensuring the effectiveness of educational institutions. They are responsible for school governance, financial management, policy implementation, instructional leadership, and professional development (Hallinger & Heck, 2019). According to Fullan (2019), effective school administration is crucial in enhancing teacher performance, student learning outcomes, and overall school improvement.

In the Philippine education system, school administrators function under the governance of the Department of Education (DepEd), following policies such as the School-Based Management (SBM) framework, the Governance of Basic Education Act of 2001 (RA 9155), and the Results-Based Performance Management System (RPMS). However, despite these policies, many school leaders face challenges related to limited professional development opportunities, lack of financial resources, and bureaucratic constraints (Brillantes & Fernandez, 2019).

School administration is guided by several leadership and management theories that emphasize organizational effectiveness, leadership development, and school improvement: Transformational Leadership Theory (Bass, 1999) – Suggests that effective school administrators motivate and inspire teachers and staff to achieve organizational goals. Instructional Leadership Model (Hallinger, 2005) – Focuses on school administrators actively supporting teaching and learning through curriculum development and teacher supervision. Situational Leadership Theory (Hersey & Blanchard, 1977) – Highlights the need for administrators to adapt their leadership style based on the situation and the needs of their staff. Systems Theory (Von Bertalanffy, 1968) – Emphasizes that schools are complex organizations that require coordinated efforts in governance, finance, and stakeholder involvement.

According to Bush (2018), effective school administration requires a combination of leadership, financial management, policy implementation, and stakeholder engagement to create a conducive learning environment.

School administrators perform a variety of roles essential to school management. Studies indicate that their responsibilities include: Instructional Leadership – Ensuring curriculum implementation, teacher supervision, and professional development (Hallinger & Heck, 2019). School Governance and Decision-Making – Developing policies, enforcing rules, and ensuring compliance with DepEd regulations (Brillantes & Fernandez, 2019). Financial Management – Overseeing budget allocation, procurement, and

asset management (Luz, 2021). Stakeholder Engagement – Collaborating with teachers, parents, and community leaders to improve school performance (Epstein, 2020). Monitoring and Evaluation – Conducting assessments to measure school effectiveness and student learning outcomes (Desimone, 2009).

A study by Guzman & Reyes (2021) found that Filipino school administrators who actively engage in professional learning communities and leadership training programs tend to have better-performing schools compared to those who do not.

Despite the crucial role of school administrators, several challenges hinder their effectiveness: Lack of Professional Development – Many school heads do not receive sufficient leadership training, affecting their ability to manage schools effectively (PIDS, 2021). Limited Financial Resources – Budget constraints impact school operations, leading to difficulties in implementing programs (Saito & Capuno, 2022). Bureaucratic Constraints – Excessive paperwork and centralized decision-making limit the autonomy of school administrators (Torres & Manansala, 2021). Teacher Retention and Motivation Issues – Administrators struggle with maintaining teacher morale and addressing workload concerns (Guskey, 2002). Stakeholder Engagement Difficulties – Some school administrators face challenges in involving parents and the community in school activities (Epstein, 2020).

A report by the Philippine Institute for Development Studies (PIDS, 2021) highlighted that many school administrators in the Philippines feel overwhelmed by administrative duties, reducing their ability to focus on instructional leadership.

To address these challenges, research suggests the following best practices: Continuous Leadership Training and Mentoring – Programs such as those offered by NEAP (National Educators Academy of the Philippines) help build the capacity of school administrators (Brillantes & Fernandez, 2019). Implementation of Data-Driven Decision-Making – Using school performance data to inform policies and strategies improves governance (Luz, 2021). Strengthening Financial Management Skills – Training in budget allocation, procurement, and resource optimization helps improve school operations (OECD, 2021). Enhancing Stakeholder Collaboration – Building partnerships with parents, community leaders, and local government units fosters school improvement (Epstein, 2020). Adopting Digital Tools for School Management – Utilizing technology for record-keeping, communication, and monitoring enhances efficiency (Saito & Capuno, 2022).

A study by Fullan (2019) found that schools with strong leadership, active professional learning communities, and stakeholder collaboration tend to have higher student achievement rates.

school administrators operate under the Department of Education (DepEd) and must adhere to policies such as: Republic Act 9155 (Governance of Basic Education Act of 2001) – Defines the roles and responsibilities of school administrators. DepEd's School-Based Management (SBM) Policy – Promotes decentralized decision-making to improve school governance. Results-Based Performance Management System (RPMS) – Evaluates the performance of school administrators based on leadership competencies. National Educators Academy of the Philippines (NEAP) Programs – Provides training and development for school leaders.

However, despite these policies, a study by Guzman & Reyes (2021) found that many school administrators still lack access to continuous professional development programs, particularly in rural areas.

School administrators play a pivotal role in ensuring the success of educational institutions. Their responsibilities encompass instructional leadership, financial management, policy implementation, and

stakeholder engagement. However, challenges such as limited professional development, bureaucratic constraints, and financial limitations hinder their effectiveness. Implementing best practices such as mentorship programs, stakeholder collaboration, data-driven decision-making, and digital tools can help improve school administration.

To enhance the effectiveness of school administrators in the Philippines, it is essential to strengthen DepEd's training programs, increase financial support, and promote a culture of continuous learning.

Conceptual Framework

Aside from the review of related literature and studies discussed in the following concepts provide some bases in conceptualizing this study, several theories provide deeper intellectual underpinnings.

This study is anchored on several theories and concepts that support the relationship between School Governance, Financial Management, Leadership Empowerment, and Professional Development Practices of School Administrators. These theories provide a foundation for understanding how school administrators can effectively lead and manage schools while continuously developing their professional skills.

Transformational Leadership Theory (Bass, 1999). This theory emphasizes that effective school leaders inspire, motivate, and empower their staff to achieve organizational goals. Bass (1999) states that transformational leaders foster a culture of continuous learning, innovation, and professional development. In the context of this study, school administrators who apply transformational leadership principles can enhance their professional development and improve school governance.

Governance Theory explains the role of leadership in decision-making, policy implementation, and stakeholder engagement. Rhodes (1997) highlights that effective governance in schools requires collaboration among administrators, teachers, parents, and the community. This aligns with the study's focus on school governance as a key factor in professional development practices.

Resource-Based View (RBV) Theory (Barney, 1991). This theory suggests that an organization's resources, including financial and human capital, determine its success. Barney (1991) emphasizes that proper financial management, resource allocation, and investment in training programs contribute to professional development. In this study, RBV Theory explains how financial management affects the ability of school administrators to engage in continuous learning and leadership training.

Human Capital Theory (Schultz, 1961). This theory argues that investing in education and training enhances individuals' skills, productivity, and overall performance. Schultz (1961) suggests that continuous learning opportunities and leadership empowerment contribute to professional growth. The study applies this theory by examining how training programs, mentoring, and workshops help school administrators enhance their leadership and decision-making skills.

Stakeholder Theory emphasizes that organizations must consider the interests of all stakeholders to be successful. Freeman (1984) states that school governance should involve key stakeholders, including teachers, students, parents, and policymakers. In this study, stakeholder involvement is a critical aspect of governance that influences professional development practices.

Kolb's theory highlights that learning is most effective when individuals actively engage in experiences and reflect on them. Kolb (1984) suggests that professional development should involve practical training, real-world problem-solving, and mentorship opportunities. This study applies Kolb's theory to understand how mentoring, coaching, and leadership training contribute to the continuous growth of school administrators.

By integrating these theories, this study provides a strong foundation for analyzing how effective governance, financial management, and leadership empowerment contribute to the professional development of school administrators in the Philippines.

Hypothesis of the Study

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀: There is no significant relationship between professional development practices and school governance, financial management and empowerment.

METHODOLOGY

This chapter discusses the methodology of the study. It covers the research design, locale of the study, the respondents, research instruments, data-gathering procedure and statistical treatment.

Research Design

This study employs descriptive-correlational and structural Descriptive method will be used since it will be designed to describe the level of school governance (Decision-making, Policy implementation, Stakeholder involvement, Monitoring and evaluation) financial management (Budget allocation, Accounting, Procurement and Asset Management), and empowerment (Decision-making authority, Professional autonomy, Capacity-building programs for leaders, Support for innovation) that will affect the professional development practices of school administrators.

The purpose of administering the questionnaire is to allow the research participants show their ability to rate their experiences with regard to their school governance , financial management and empowerment. The process will allow the school administrators to gain understanding on the factors that affect their professional development practices.

Locale of the Study

This study was conducted in the Department of Education, Bangsamoro Autinomous Region in Muslim Mindanao. Philippines, specifically in the Basilan Schools Division – Covers elementary and secondary schools in the province of Basilan, except for Lamitan City, which has its own schools division. Lanao del Sur I & II Schools Divisions administer the educational institutions in the province of Lanao del Sur, with Lanao del Sur I being the largest division in terms of schools and teaching personnel. Maguindanao del Sur & Maguindanao del Norte Schools Divisions oversee the schools in the two Maguindanao provinces after the reorganization of the former Maguindanao division. Tawi-Tawi Schools Division supervises the schools in the island province of Tawi-Tawi, catering to both mainland and island municipalities. Sulu Schools Division (Note: Sulu has been recently excluded from BARMM due to a Supreme Court decision, but historical data may still be relevant to this study.) Cotabato City Schools Division includes schools within Cotabato City, which was transferred from DepEd Region XII to MBHTE-BARMM. Special Geographic Area (SGA) Schools Division manages schools from the 63 barangays in North Cotabato that voted to be part of BARMM in the 2019 plebiscite. Lamitan City Schools Division supervises the education system in the component city of Lamitan in Basilan.

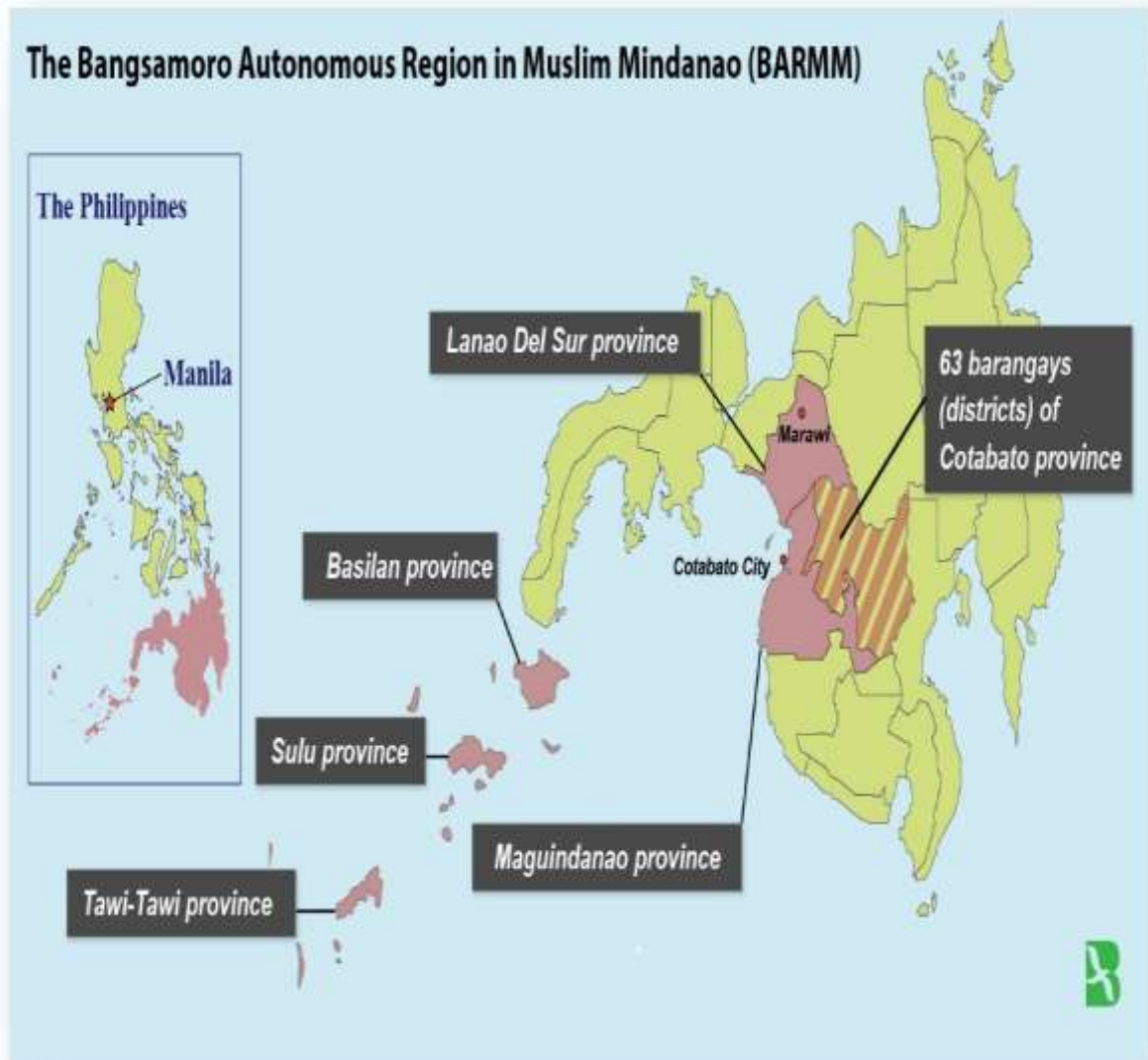


Figure 1. Map of the Bangsamoro Autonomous Region in Muslim Mindanao showing the locale of the study.

Respondents of the Study

The respondents of the study are the principals, administrators, school heads, and teachers for School Year 2024-2025. Three hundred (300) were taken in as the respondents of the study in the Department of Education, specifically in Bangsamoro Autonomous Region in Muslim Mindanao.

Sampling Procedure

Random sampling to be employed to determine the number of samples of teachers considered as participants in the study. It is composed of 890 teachers in the Department of Education in Bangsamoro Autonomous Region of Muslim Mindanao.

Research Instruments

In order to gather relevant information needed in the study, the researcher adapted the instrument of Bush, 2020; DepEd Governance Manual, 2019 utilize the school governance with Cronbach alpha 0.82, Financial management with Cronbach alpha 0.85. The empowerment was adapted from Fullan, 2014; with Cronbach alpha 0.89; DepEd Leadership Framework, 2019) and Professional Development will use the Professional Development Framework, 2019) with Cronbach alpha 0.87.

	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very Highly developed
4	3.51-4.50	Agree	Highly developed
3	2.51-3.50	Partly Agree	Moderately developed
2	1.51-2.50	Disagree	Less developed
1	1.00-1.50	Strongly Disagree	Not developed at all

Data-Gathering Procedure

A formal permission to conduct the research was secured from the Schools Division Superintendent of the different division with the proper recommendation of the chairperson in the advisory committee of Central Mindanao University.

The researcher will personally visit the different schools in the region, asking permission from the school principal. With the permission of the supervisors' office, letters were sent to the different schools seeking to ask the school principals' cooperation in the research. Another letter was sent to the teachers for their cooperation in answering the given questionnaire.

After all the respondents' responses to the questionnaire have been obtained, responses will then be tabulated and subjected to statistical treatment of the data for proper analysis and interpretation.

Statistical Techniques

The data was summarized, translated, and analyzed through the following techniques:

Descriptive statistics are used, such as frequency, percentage, mean, and standard deviation, to describe the independent variables, particularly the school governance, financial management, and empowerment. Also, the Pearson Product-Moment Correlation Coefficient or Pearson r was used to establish the relationship between the independent and dependent variables.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of data gathered from 300 school administrators and teacher-participants. It focused mostly on the following variables, namely: school governance, financial management, and empowerment.

The first part describes the level of Administrators' perception on school governance such as decision-making, policy implementation and stakeholder involvement and monitoring and evaluation. It also determines the level of financial management such as budget allocation, accounting, procurement and asset management. It also determines the level of empowerment such as decision-making authority, professional autonomy, capacity-building programs for leaders and support for innovation.

The second part presents the correlation of professional development practices in school administration on School governance, Financial management and Leadership empowerment. It also shows the variables that best predict professional development practices and school governance, financial management and empowerment.

Level of School Governance

The level of school governance of school administrators and teachers was measured through decision-making, policy implementation.

Decision-Making

Table 1 presents the mean values and qualitative description of school leaders' school governance in terms of Decision-Making, which has an average mean value of 4.44, qualitatively interpreted as highly developed.

Table 1. Level of School Governance in Decision-Making

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
The decision-making process in my school is transparent and well-structured.	4.48	Agree	Highly developed
The school effectively balances administrative authority with participatory decision-making.	4.46	Agree	Highly developed
I am given opportunities to contribute ideas and recommendations in school decisions.	4.46	Agree	Highly developed
School administrators involve teachers and staff in major decision-making processes.	4.45	Agree	Highly developed
Decision-making in my school is aligned with educational policies and goals.	4.42	Agree	Highly developed
I Data and feedback are considered before making school-wide decisions.	4.42	Agree	Highly developed
AVERAGE	4.44	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

The data revealed a highly developed level of school governance in decision-making, with an average mean score of 4.44, indicating strong agreement among respondents that decision-making processes in their schools are transparent, well-structured, participatory, and aligned with educational policies. Specifically, indicators such as transparency (mean = 4.48), balanced administrative authority with participatory decision-making (4.46), and involvement of teachers and staff in major decisions (4.45) underscore a collaborative governance culture that empowers stakeholders and supports effective school management.

This finding aligns with recent studies emphasizing that transparent and inclusive governance fosters trust and improves school outcomes (Sabaniah et al., 2025; Nguyen & Nguyen, 2023). Effective governance also correlates with sound financial management, which is critical for resource optimization and quality education delivery.

Research by Onesmo Amos et al. (2021) highlights that school leaders' financial management skills—including budgeting, fund mobilization, and auditing—are essential but often insufficient, necessitating capacity-building initiatives to enhance these competencies. Similarly, Wadasen (2024) identifies challenges such as lack of training and weak financial skills among school heads, recommending continuous professional development and empowerment to improve financial stewardship.

Furthermore, leadership empowerment and professional development practices are shown to strengthen decision-making and financial management capabilities, thereby enhancing school effectiveness and student learning outcomes (Wallace Foundation, 2023; SAGE Journals, 2023).

Collectively, these studies support the interpretation that strong, participatory governance coupled with robust financial management and leadership development forms the backbone of effective school administration and teaching practices.

Policy Implementation

Table 2 displays the mean scores and qualitative assessment of school leaders' governance regarding Policy Implementation, with an overall average mean of 4.33, indicating a highly developed level

Table 2. Level of School Governance in Policy Implementation

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
The administration provides necessary support for policy execution	4.37	Agree	Highly developed
Teachers and staff comply with school policies effectively.	4.35	Agree	Highly developed
My school ensures that policies are clearly communicated to all stakeholders.	4.33	Agree	Highly developed
Regular evaluations are conducted to assess the effectiveness of policies.	4.33	Agree	Highly developed
There is a system in place to monitor the proper implementation of school policies.	4.32	Agree	Highly developed

My school ensures that policies are clearly communicated to all stakeholders. 4.28 Agree Highly developed

AVERAGE 4.33 Agree Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Results showed a highly developed level of school governance in policy implementation, with an average mean score of 4.33 indicating strong agreement that schools provide necessary administrative support, ensure clear communication of policies, maintain compliance among teachers and staff, and conduct regular evaluations and monitoring to assess policy effectiveness.

Specifically, indicators such as administrative support for policy execution (mean = 4.37) and effective compliance by teachers and staff (4.35) highlight a robust framework for translating policies into practice. This finding is consistent with recent studies emphasizing that effective policy implementation in schools requires clear communication, ongoing monitoring, and stakeholder engagement to foster a positive culture receptive to change (Tandon, 2024; EducationOnline, 2024).

Curry et al. (2018) further illustrate that policy governance positively influences leadership and shared decision-making, although sustaining such governance models can be challenging without continuous commitment. Additionally, research by Sabaniah et al. (2025) and the New Normal School Governance study (2023) supports the notion that strong governance structures aligned with educational goals enhance accountability and continuous improvement.

Moreover, good governance practices, including transparency and stakeholder involvement as reported in Nepalese schools (Shikshyasandesh, 2023), contribute to effective policy adherence and school effectiveness.

Collectively, these studies affirm that well-supported, clearly communicated, and systematically monitored policy implementation is critical for school success and sustainability.

Stakeholder Involvement

Table 3 displays the mean scores and qualitative evaluation of school leaders' governance concerning Stakeholder Involvement, with an average mean value of 4.33, indicating a highly developed level.

Table 3. Level of School Governance in Policy Implementation

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
The school regularly conducts meetings with stakeholders to discuss school concerns.	4.38	Agree	Highly developed
Teachers and students are encouraged to contribute ideas for school improvement.	4.35	Agree	Highly developed

Stakeholder feedback is taken seriously and incorporated into school planning.	4.34	Agree	Highly developed
Partnerships with external organizations help improve school programs.	4.31	Agree	Highly developed
Stakeholder involvement has positively impacted school governance and management.	4.31	Agree	Highly developed
Parents and community members actively participate in school decision-making.	4.30	Agree	Highly developed
AVERAGE	4.33	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Table 3 illustrates a highly developed level of school governance in stakeholder involvement, with an average mean score of 4.33. The indicators reveal that schools regularly conduct meetings with stakeholders (mean = 4.38), encourage contributions from teachers and students (4.35), and seriously consider stakeholder feedback in school planning (4.34). Partnerships with external organizations and active participation of parents and community members in decision-making also received strong agreement, reflecting a collaborative approach to governance.

This finding aligns with existing literature emphasizing the critical role of stakeholder involvement in enhancing school governance and management. For example, studies have shown that higher stakeholder participation correlates with more effective school-based management and improved school performance (Journal of Inquiry & Action in Education, 2016; IJCRT, 2025).

Posri and Chansirisira (2023) underscores that strategic planning, decision-making, and monitoring involving stakeholders are key components of quality assurance in schools. Moreover, Celestino (2023) found that strong stakeholder engagement positively impacts school leadership, governance, and resource management, leading to better educational outcomes. The Department of Education's recent guidelines also advocate for empowering stakeholders in leadership roles to foster shared responsibility and accountability (DepEd DO_s2024_007, 2024).

Collectively, these studies confirm that active stakeholder involvement is essential for transparent decision-making, policy implementation, and continuous school improvement, supporting the highly developed governance practices reflected in the table.

Monitoring and Evaluation

Table 4 presents the mean values and qualitative description of school leaders' school governance in terms of Monitoring and Evaluation, which has an average mean value of 4.31, qualitatively interpreted as highly developed.

Table 4. Level of School Governance in Monitoring and Evaluation

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Teachers receive feedback on their performance based on monitoring results.	4.36	Agree	Highly developed
There are follow-up actions after monitoring and evaluation reports are released.	4.35	Agree	Highly developed
My school conducts regular assessments of educational programs and policies.	4.31	Agree	Highly developed
Data-driven decisions are made to enhance school administration.	4.30	Agree	Highly developed
School administrators use evaluation results to improve school management.	4.28	Agree	Highly developed
The school provides clear guidelines for evaluating student and teacher performance.	4.26	Agree	Highly developed
AVERAGE	4.31	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Table 4 indicates a highly developed level of school governance in monitoring and evaluation, with an average mean score of 4.31. The data show that teachers receive constructive feedback based on monitoring results (mean = 4.36), and follow-up actions are consistently taken after evaluation reports (4.35). Regular assessments of educational programs and policies (4.31), data-driven decision-making (4.30), and the use of evaluation results to improve school management (4.28) further highlight a systematic approach to continuous improvement.

Clear guidelines for evaluating both student and teacher performance (4.26) reinforce this structured governance practice. These findings align with current research emphasizing the critical role of monitoring and evaluation in school governance. The National Governance Association (2025) underscores that effective governing bodies use data and school visits to hold leaders accountable and drive improvement through informed questioning and oversight.

Tandon (2024) and Curry et al. (2018) highlights that rigorous evaluation frameworks support strategic decision-making and foster school improvement by identifying strengths and addressing weaknesses. Additionally, studies on school monitoring systems reveal that regular data collection and feedback loops are essential for tracking progress on key performance indicators such as enrollment, retention, and learner achievement, thereby enabling timely adjustments to programs and policies (Neliti, 2023). Government

guidance further recommends self-assessment combined with external reviews to ensure governance effectiveness, reduce workload, and build capacity for sustained school improvement (UK Department for Education, 2025). Collectively, these sources confirm that robust monitoring and evaluation practices are fundamental to effective school governance, promoting accountability, transparency, and continuous enhancement of educational outcomes.

Summary of School Leaders' and Teachers' Level of School Governance

Table 5 shows the summary of school governance in decision-making, policy implementation, stakeholder involvement, and monitoring and evaluation of school administrators and teachers. The decision-making of school administrators has an average value of 4.44, which is described as highly developed done which meaning that the school leaders are above average in terms of digital leadership.

Table 5. Summary of school leaders' level of School Governance

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Decision-making	4.44	Agree	Highly developed
Policy Implementation	4.33	Agree	Highly developed
Stakeholder Involvement	4.33	Agree	Highly developed
Monitoring and Evaluation	4.31	Agree	Highly developed
AVERAGE	4.44	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Table 5 summarizes the overall level of school governance as perceived by school leaders, showing consistently high mean scores across key governance dimensions. Decision-making received the highest mean score of 4.44, followed closely by policy implementation and stakeholder involvement, both at 4.33, and monitoring and evaluation at 4.31. All indicators fall within the "Agree" descriptive rating and are qualitatively interpreted as "Highly developed," resulting in an overall average mean of 4.35. This comprehensive assessment suggests that school leaders perceive their governance practices as robust, transparent, participatory, and systematic.

The high scores reflect strong leadership capacity in making informed decisions, effectively implementing policies, actively engaging stakeholders, and rigorously monitoring and evaluating school processes. These findings are consistent with recent studies highlighting the critical role of effective governance in enhancing school performance and educational outcomes (Sabaniah et al., 2025; Nguyen & Nguyen, 2023; Tandon, 2024). Furthermore, research by Celestino (2023) and the Department of Education (2024) emphasizes that well-developed governance structures foster accountability, collaboration, and continuous improvement, which are essential for sustainable school development. Overall, the data affirm that comprehensive governance practices are foundational to successful school leadership and management.

Level of Financial Management

Budget Allocation

Table 6 shows the financial management of the school administrators in terms of budget allocation. It is revealed that the indicator “The school ensures transparency in budget allocation and spending” got the highest mean of 4.47, with an interpretation of highly developed, and “There are measures in place to prevent overspending and misallocation of funds” got a mean of 4.34 and is interpreted as highly developed.

Table 6. Level of Financial Management in Budget Allocation

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
The school ensures transparency in budget allocation and spending.	4.47	Agree	Highly developed
There are measures in place to prevent overspending and misallocation of funds.	4.34	Agree	Highly developed
Budget planning involves input from key school administrators and staff.	4.33	Agree	Highly developed
My school allocates financial resources based on priority needs.	4.32	Agree	Highly developed
Budget distribution supports both academic and non-academic school activities.	4.28	Agree	Highly developed
The school regularly reviews and adjusts its budget based on changing needs	4.27	Agree	Highly developed
AVERAGE	4.33	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Results presented the level of financial management in budget allocation among school leaders, revealing an overall average mean score of 4.33, which is descriptively rated as "Agree" and qualitatively interpreted as "Highly developed." The highest-rated indicator is transparency in budget allocation and spending (mean = 4.47), indicating strong confidence in openness and accountability in financial processes.

Additionally, measures to prevent overspending and misallocation of funds (4.34), inclusive budget planning involving key administrators and staff (4.33), and allocation based on priority needs (4.32) reflect a well-structured and participatory budgeting process. The support for both academic and non-academic activities (4.28) and regular budget reviews and adjustments (4.27) further demonstrate adaptability and responsiveness to changing school requirements.

These findings align with recent research emphasizing the importance of transparent and participatory financial management in schools to ensure efficient resource utilization and sustainability.

Mestry (2016) highlights that inclusive budgeting practices improve accountability and stakeholder trust, while Onesmo Amos et al. (2021) stress the need for capacity-building to strengthen financial management skills among school leaders. Similarly, Wadasen (2024) identifies the critical role of continuous financial monitoring and adjustment in maintaining school operations effectively.

Studies by Cahaya-IC (2025) and Academia.edu (2018) also support the view that sound financial governance underpins successful school administration and enhances educational outcomes. Collectively, these insights confirm that highly developed budget allocation practices are fundamental to effective financial management in educational institutions.

Accounting

Table 7 shows the result of financial management in accounting. The accounting of school administrators has an average value of 4.37, which is described as highly developed done which meaning that the school administrators are above average in terms of accounting.

Table 7. Level of Financial Management in Accounting

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Financial audits are conducted regularly to ensure accountability.	4.40	Agree	Highly developed
Training on financial management is provided to school administrators.	4.39	Agree	Highly developed
My school maintains accurate financial records.	4.38	Agree	Highly developed
Accounting procedures comply with government regulations and policies.	4.36	Agree	Highly developed
Errors in financial reporting are corrected promptly.	4.35	Agree	Highly developed
The school's financial reports are accessible to relevant stakeholders.	4.34	Agree	Highly developed
AVERAGE	4.37	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Results revealed a highly developed level of financial management in accounting among school leaders, with an average mean score of 4.37. Key indicators include regular financial audits to ensure accountability (mean = 4.40). Prompt correction of errors in financial reporting (4.35) and accessibility of financial reports to relevant stakeholders (4.34) further underscore the robustness of accounting practices.

These align with best practices in school financial management, which emphasize transparency, accuracy, and regulatory compliance as foundational to effective governance. According to the Audit Commission’s “Keeping Your Balance” guidelines, schools must maintain detailed, up-to-date accounting records, conduct regular audits, segregate financial duties, and ensure secure handling of financial documents to prevent errors and fraud (Audit Commission, 2000).

Recent literature also highlights the importance of ongoing training for school administrators to enhance their financial competencies, enabling better budgeting, expenditure monitoring, and reporting (Onesmo Amos et al., 2021; Wadasen, 2024). Furthermore, effective accounting practices facilitate informed decision-making by providing clear insights into school finances, supporting resource allocation aligned with educational priorities (Vanco Payments, 2024). Monthly financial routines and use of specialized education-sector software are recommended strategies to improve efficiency and accuracy in school accounting (The Access Group, 2024).

Additionally, promoting financial stewardship through transparent reporting builds trust among stakeholders, including parents and funding agencies, which is critical for sustaining school operations and enhancing educational outcomes (CommunityPass, 2024)..

Procurement

Table 8 showcases the mean values and qualitative description of financial management in terms of procurement. School administrators agree in “competitive bidding as us for major purchases in school” as revealed in their obtained mean value of 4.35 described as highly developed and interpreted qualitatively.

Table 8. Level of Financial Management in Procurement

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Procurement processes in my school follow transparency and accountability guidelines.	4.37	Agree	Highly developed
There is a systematic process for handling procurement requests.	4.36	Agree	Highly developed
The school ensures that suppliers provide quality goods and services.	4.36	Agree	Highly developed
The procurement committee ensures compliance with policies and regulations.	4.36	Agree	Highly developed
Procurement decisions are based on cost-effectiveness and quality.	4.35	Agree	Highly developed
Competitive bidding is used for major purchases in my school.	4.31	Agree	Highly developed
AVERAGE	4.35	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed

2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Table 8 reflects a highly developed level of financial management in procurement within schools, with an overall average mean score of 4.35. The indicators reveal strong agreement that procurement processes adhere to transparency and accountability guidelines (mean = 4.37) and follow systematic procedures for handling requests (4.36). Schools also prioritize quality assurance from suppliers (4.36) and ensure that procurement committees comply with relevant policies and regulations (4.36). Furthermore, procurement decisions emphasize cost-effectiveness and quality (4.35), and competitive bidding is regularly used for major purchases (4.31), demonstrating a commitment to fairness and efficiency.

These findings are consistent with recent research emphasizing the critical role of transparent and well-regulated procurement practices in educational institutions to safeguard resources and promote ethical management.

Mestry (2016) highlights that adherence to procurement policies enhances accountability and prevents mismanagement of funds in schools. Similarly, Onesmo Amos et al. (2021) stress the importance of systematic procurement processes and compliance to ensure value for money and quality in school purchases.

Wadasen (2024) identifies that competitive bidding and supplier evaluation are key factors in achieving cost-effective procurement outcomes. Furthermore, Cahaya-IC (2025) and Academia.edu (2018) support the view that procurement transparency and committee oversight contribute significantly to sustainable school financial management. Collectively, these studies affirm that highly developed procurement practices are essential for maintaining integrity, efficiency, and sustainability in school financial operations.

Asset Management

Table 9 indicates a highly developed level of financial management in asset management among school leaders, with an overall average mean score of 4.39. The highest-rated indicator is the provision of asset management training to staff and administrators (mean = 4.52), which is qualitatively described as very highly developed, highlighting a strong emphasis on capacity building.

Other indicators such as regular inspection of school property (4.42), maintaining a complete inventory of assets and resources (4.40), and effective prevention of asset loss and damage (4.34) demonstrate systematic and proactive asset stewardship. Additionally, established guidelines for asset use and maintenance (4.34) and proper replacement or disposal of outdated assets (4.33) reflect well-structured policies ensuring sustainability and optimal utilization of resources.

Table 9. Level of Financial Management in Asset Management

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Asset management training is provided to staff and administrators.	4.52	Agree	Very Highly developed
School property is regularly inspected to ensure proper utilization.	4.42	Agree	Highly developed

My school maintains a complete inventory of assets and resources.	4.40	Agree	Highly developed
The administration effectively prevents loss and damage of school assets.	4.34	Agree	Highly developed
There are established guidelines for asset use and maintenance.	4.34	Agree	Highly developed
Outdated or non-functional assets are replaced or disposed of properly.	4.33	Agree	Highly developed
AVERAGE	4.39	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

These findings correspond with recent studies emphasizing the importance of comprehensive asset management in schools to safeguard resources, support operational efficiency, and enhance educational delivery. For instance, Mestry (2016) stresses that regular asset audits and staff training are critical components of effective school financial management.

Onesmo Amos et al. (2021) highlight that maintaining accurate inventories and enforcing asset use guidelines prevent resource wastage and financial leakages. Wadasen (2024) further notes that asset management policies contribute to long-term sustainability by ensuring timely replacement and proper disposal of non-functional resources. Moreover, Cahaya-IC (2025) and Academia.edu (2018) support the view that asset management is integral to transparent and accountable school governance. Collectively, these studies confirm that highly developed asset management practices are essential for maintaining the integrity, functionality, and sustainability of school resources.

Summary of School Leaders Level of Financial Management

Table 10 shows a summary of financial management in budget allocation, accounting, procurement, and asset management of school administrators and teachers. The budget allocation of school administrators has an average value of 4.33, which is described as highly developed done which means that the school leaders are above average in terms of digital leadership which has the highest mean value.

The overall level of financial management among school leaders across four key areas: budget allocation, accounting, procurement, and asset management. All indicators received mean scores ranging from 4.33 to 4.39, with an overall average mean of 4.36. Each area is descriptively rated as "Agree" and qualitatively interpreted as "Highly developed," indicating that school leaders demonstrate strong competencies in managing financial resources effectively and transparently.

Table 10. Summary of School Administrators' Level of Financial Management

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Budget Allocation	4.33	Agree	Highly developed

Accounting	4.37	Agree	Highly developed
Procurement	4.35	Agree	Highly developed
Asset Management	4.39	Agree	Highly developed
AVERAGE	4.36	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Results showed the highest score in asset management (4.39) reflects a particularly robust practice in safeguarding and utilizing school resources, while accounting (4.37) and procurement (4.35) also show well-established systems for ensuring accuracy, compliance, and cost-effectiveness. Budget allocation (4.33) highlights inclusive and priority-based financial planning.

These findings align with recent studies emphasizing that effective financial management practices are crucial for sustaining school operations and improving educational outcomes (Mestry, 2016; Onesmo Amos et al., 2021; Wadasen, 2024; Cahaya-IC, 2025; Academia.edu, 2018).

Collectively, these results underscore the importance of continuous capacity building and adherence to transparent procedures in fostering accountability and efficiency in school financial governance.

Level of Empowerment

Decision-making Authority

Table 11 reveals a highly developed level of empowerment in decision-making authority among school leaders, with an overall average mean score of 4.33. Respondents strongly agree that they are given opportunities to lead and make independent decisions (mean = 4.41) and feel trusted to participate in important governance decisions (4.38). The support for decentralized decision-making by school administration (4.37) and the clear distribution of leadership responsibilities (4.26) further emphasize a collaborative and empowering leadership environment.

Table 11. Level of Empowerment in Decision-making Authority

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
I am provided opportunities to lead and make independent decisions.	4.41	Agree	Highly developed
I am trusted to make important decisions in school governance.	4.38	Agree	Highly developed
The school administration supports decentralized decision-making.	4.37	Agree	Highly developed
School administrators have authority in key decision-making processes.	4.31	Agree	Highly developed
My opinions are valued in leadership discussions.	4.29	Agree	Highly developed

Leadership responsibilities are clearly defined and well-distributed.	4.26	Agree	Highly developed
AVERAGE	4.33	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Additionally, the recognition of administrators' authority in key decision-making processes (4.31) and the value placed on their opinions during leadership discussions (4.29) reflect inclusive and participatory governance practices. These findings are supported by recent research indicating that empowerment through decentralized decision-making enhances school leaders' confidence, accountability, and innovation capacity (LePALISSHE, 2022; Schmidt, 2025). Studies also show that clear role definitions and shared leadership responsibilities contribute to more effective school management and improved educational outcomes (Sabaniah et al., 2025; Wallace Foundation, 2023).

Furthermore, empowering school leaders fosters a positive organizational culture where collaboration and trust thrive, which is vital for navigating complex educational challenges (SAGE Journals, 2023). Overall, the data affirm that strong empowerment practices in decision-making authority are essential for effective school leadership and governance.

Professional Autonomy

Table 12 illustrates a highly developed level of empowerment in professional autonomy among school leaders, with an overall average mean score of 4.19. Respondents agree that their leadership roles enable them to introduce innovative solutions (mean = 4.26) and exercise autonomy in implementing leadership strategies (4.21).

Table 12. Level of Empowerment in Professional Autonomy

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
My leadership role allows me to introduce innovative solutions.	4.26	Agree	Highly developed
I have autonomy in implementing leadership strategies.	4.21	Agree	Highly developed
I have control over planning and executing school improvement initiatives.	4.19	Agree	Highly developed
My school supports independent decision-making for administrators.	4.18	Agree	Highly developed
There is flexibility in how I manage and supervise my team.	4.16	Agree	Highly developed

The school culture promotes autonomy while maintaining accountability.	4.15	Agree	Highly developed
AVERAGE	4.19	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Additionally, They also report having significant control over planning and executing school improvement initiatives (4.19) and appreciate the school's support for independent decision-making (4.18). Flexibility in managing and supervising teams (4.16) and a school culture that balances autonomy with accountability (4.15) further highlight a supportive environment for professional independence

These findings are consistent with contemporary research emphasizing that professional autonomy is crucial for fostering innovation, motivation, and effective leadership in schools (LePALISSHE, 2022; Schmidt, 2025). Studies by Sabaniah et al. (2025) and the Wallace Foundation (2023) underline that autonomy enables school leaders to tailor strategies to their unique contexts, leading to improved school performance and staff engagement.

Moreover, SAGE Journals (2023) note that autonomy coupled with accountability creates a balanced leadership approach that drives sustainable school improvement.

Overall, the data affirm that high levels of professional autonomy empower school leaders to lead effectively while maintaining responsibility for outcomes.

Capacity-Building Programs for Leaders

Table 13 reveals a highly developed level of empowerment in capacity-building programs for school leaders, with an overall average mean score of 4.25. Respondents agree that professional leadership training has significantly improved their performance (mean = 4.30) and that training opportunities are relevant to their needs (4.29).

The presence of mentors guiding leadership skill development (4.26) and participation in workshops on leadership and management (4.23) further underscore the comprehensive support provided. Additionally, schools are reported to offer leadership development programs consistently (4.20), reflecting a strong institutional commitment to capacity building

Table 13. Level of Empowerment in Capacity-Building Programs for Leaders

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Professional leadership training has helped me improve my performance.	4.30	Agree	Highly developed
Leadership training opportunities are relevant to the needs of school administrators.	4.29	Agree	Highly developed

I have mentors who guide me in developing my leadership skills.	4.26	Agree	Highly developed
I have attended capacity-building workshops on leadership and management.	4.23	Agree	Highly developed
Professional leadership training has helped me improve my performance.	4.23	Agree	Highly developed
My school provides leadership development programs for administrators.	4.20	Agree	Highly developed
AVERAGE	4.25	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

These findings are supported by recent research emphasizing the critical role of sustained, relevant, and collaborative capacity-building initiatives in enhancing school leadership effectiveness. For example, a qualitative study by Meyer-Looze et al. (2021) highlights that leadership development programs combining peer collaboration, coaching, and job-embedded learning significantly improve principals' ability to focus on student learning and instructional improvement. Similarly, a study on virtual professional learning communities (VPLCs) demonstrates that ongoing, interactive training with mentor support fosters reflective practice and instructional leadership capacity among school leaders (Frontiers in Education, 2023). Capacity-building initiatives have also been linked to improved teacher support, student learning, and overall school effectiveness (Day et al., 2016; ERIC, 2022).

Moreover, research underscores that mentoring and coaching embedded within leadership programs enhance engagement, knowledge transfer, and practical application in school settings (ERIC, 2021). Lastly, studies on capacity-building effectiveness stress the importance of aligning training.

Support for Innovation

Table 14 shows a highly developed level of empowerment in support for innovation among school leaders, with an average mean score of 4.36. Indicators reveal strong agreement that schools encourage innovative teaching and administrative strategies (mean = 4.48), recognize and reward innovative practices (4.39), and provide resources for implementing innovative projects (4.37). Support for creative problem-solving and experimentation (4.34), encouragement for teachers and staff to suggest new ideas (4.32), and integration of innovation into leadership training programs (4.26) further demonstrate a comprehensive culture of innovation.

Table 14. Level of Empowerment in Support for Innovation

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
My school encourages innovative teaching and administrative strategies	4.48	Agree	Highly developed
The administration recognizes and rewards innovative practices.	4.39	Agree	Highly developed
I am given resources to implement innovative projects.	4.37	Agree	Highly developed
School leaders support creative problem-solving and experimentation	4.34	Agree	Highly developed
Teachers and staff are encouraged to suggest new ideas for improvement	4.32	Agree	Highly developed
Innovation is integrated into leadership training programs.	4.26	Agree	Highly developed
AVERAGE	4.36	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

These findings align with contemporary research emphasizing the importance of fostering a school culture that promotes trust, collaboration, and accountability to drive innovation. For example, the Future Ready initiative highlights that deliberately creating a culture of innovation involves engaging staff in collaborative processes, encouraging experimentation, and providing time and resources for innovation to flourish.

Similarly, ISC Research stresses the need for establishing innovation teams and clear processes to support teachers in transforming ideas into feasible projects, underscoring the role of leadership in guiding innovation. New Leaders (2023) emphasize that innovation requires experimentation, collaboration, and reflection within a safe environment where staff feel supported to take risks.

Kaltura (2025) identifies innovative teaching strategies such as flipped classrooms and personalized learning as key methods to enhance student engagement and learning outcomes. Additionally, UnifyHighSchool (2024) points out that innovation in schools extends beyond technology to include creativity, resourcefulness, and community involvement, all of which require strong leadership support and alignment with the school vision.

Together, these studies confirm that a supportive, well-resourced, and strategically guided environment is essential for fostering innovation in schools, consistent with the highly developed empowerment for innovation reflected in the table.

Summary of school administrators' level of Empowerment

Table 15 summarizes the overall level of empowerment among school leaders across four key dimensions: decision-making authority, professional autonomy, capacity-building programs, and support for innovation.

Table 15. Summary of school leaders' level of Empowerment

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Decision-making Authority	4.33	Agree	Highly developed
Professional Autonomy	4.37	Agree	Highly developed
Capacity Building Programs	4.35	Agree	Highly developed
Support for Innovation	4.39	Agree	Highly developed
AVERAGE	4.36	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Additionally, All areas received mean scores ranging from 4.33 to 4.39, with an overall average mean of 4.36. Each dimension is descriptively rated as "Agree" and qualitatively interpreted as "Highly developed," indicating that school leaders feel well-empowered in their roles.

The highest score in support for innovation (4.39) reflects a strong culture encouraging creativity and resource availability, while professional autonomy (4.37) and capacity-building programs (4.35) highlight leaders' independence and ongoing development. Decision-making authority (4.33) underscores the trust and opportunities provided for leadership participation.

These findings align with recent research emphasizing that empowerment in these areas is critical for effective school leadership, fostering innovation, accountability, and continuous improvement (LePALISSHE, 2022; Schmidt, 2025; Sabaniah et al., 2025; Wallace Foundation, 2023; SAGE Journals, 2023). Collectively, the data affirm that well-developed empowerment practices contribute significantly to successful school governance and improved educational outcomes.

Level of Professional Development in School Administration

Training and Workshops

Table 16 highlights a highly developed level of professional development practices in training and workshops among school leaders, with an overall average mean score of 4.23. Respondents agree that they have attended relevant training programs within the past year (mean = 4.29) and have access to both local and international training opportunities (4.24).

The provision of funding by the school for professional development workshops (4.23) and the alignment of training sessions with leadership skill improvement (4.23) and career goals (4.22) further emphasize institutional support for continuous learning.

Table 16. Level of Professional Development Practices in Training and Workshops

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
I have attended relevant training programs in the last year.	4.29	Agree	Highly developed
I have access to both local and international training opportunities.	4.24	Agree	Highly developed
The school provides funding for professional development workshops	4.23	Agree	Highly developed
Training sessions are designed to improve my leadership skills.	4.23	Agree	Highly developed
Training programs are aligned with my career goals as an administrator.	4.22	Agree	Highly developed
Workshop content is updated regularly to reflect new trends..	4.21	Agree	Highly developed
AVERAGE	4.23	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Additionally, the regular updating of workshop content to reflect new trends (4.21) indicates responsiveness to evolving educational needs. These findings are consistent with recent research underscoring the importance of ongoing, relevant, and well-supported professional development in enhancing school leaders' competencies and effectiveness.

Day et al. (2016) emphasize that targeted training aligned with career aspirations fosters leadership growth and school improvement.

Monitoring and Coaching

Table 17 demonstrates a highly developed level of professional development practices in monitoring and coaching for school administrators, with an overall average mean score of 4.22. Respondents agree that coaching sessions are regularly scheduled (mean = 4.33) and that formal mentorship programs are available to support administrators (4.25).

Table 17. Level of Professional Development Practices in Monitoring and Coaching

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Coaching sessions are scheduled regularly for administrators.	4.33	Agree	Highly developed
A formal mentorship program is available for administrators.	4.25	Agree	Highly developed

I receive coaching from experienced school leaders.	4.21	Agree	Highly developed
The mentorship program supports both new and experienced leaders.	4.20	Agree	Highly developed
Mentoring has helped me develop my leadership abilities.	4.19	Agree	Highly developed
My mentor provides practical strategies for managing school challenges.	4.16	Agree	Highly developed
AVERAGE	4.22	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Additionally, They also report receiving coaching from experienced school leaders (4.21) and note that mentorship programs cater to both new and seasoned leaders (4.20). The positive impact of mentoring on leadership development (4.19) and the provision of practical strategies by mentors to address school challenges (4.16) further highlight the effectiveness of these support mechanisms.

These findings align with current research emphasizing the critical role of coaching and mentoring in building leadership capacity and improving school management.

For instance, Meyer-Looze et al. (2021) found that coaching combined with peer collaboration significantly enhances principals' instructional leadership skills. Additionally, Frontiers in Education (2023) highlights the benefits of virtual professional learning communities and mentorship in fostering reflective practice and continuous growth. Studies also indicate that structured mentorship programs increase leader confidence, decision-making abilities.

Performance Evaluation Systems

Table 18 reveals a highly developed level of professional development practices in performance evaluation systems among school leaders, with an overall average mean score of 4.18. Respondents agree that they use evaluation feedback to improve their leadership practices (mean = 4.24) and receive regular, constructive performance evaluations (4.20).

Additionally, Evaluation results are perceived as helpful in identifying areas for professional growth (4.19), and schools provide support for improvement based on these evaluations (4.19). Additionally, performance assessments are conducted using clear and fair criteria (4.15) and follow a structured, systematic process (4.13). These findings align with recent research emphasizing the critical role of well-designed performance evaluation systems in enhancing school leadership effectiveness.

Table 18. Level of Professional Development Practices in Performance Evaluation Systems

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
I use evaluation feedback to improve my leadership practices.	4.24	Agree	Highly developed
My performance is regularly evaluated with constructive feedback..	4.20	Agree	Highly developed
Evaluation results help identify areas for professional growth.	4.19	Agree	Highly developed
The school provides support for improvement based on performance evaluations.	4.19	Agree	Highly developed
Performance assessments are based on clear and fair criteria.	4.15	Agree	Highly developed
Evaluations are conducted in a structured and systematic manner.	4.13	Agree	Highly developed
AVERAGE	4.18	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at al

The implications of the findings highlight the critical importance of strategic workforce planning in enhancing faculty recruitment and retention within higher education institutions. High levels of planning maturity and alignment with institutional goals are associated with improved agility, responsiveness, and long-term workforce stability, enabling universities to better meet evolving academic and operational demands.

Ogden (2022) emphasizes that effective workforce planning ensures institutions have the right people with the right skills at the right time, driving both performance and cost efficiency. Internationally, a 2024 study by Wang and colleagues found that strategic HR practices significantly bolster talent retention by fostering work engagement and job satisfaction in the education sector.

The EFMD Global Blog (2025) identifies competitive compensation, professional development, and supportive organizational culture as key factors in reducing faculty attrition and promoting retention. The TIAA-CREF Institute (2017) further asserts that integrating HR as a strategic partner in academic decision-making leads to the creation of high-performance environments and a sustainable faculty workforce.

Collectively, these studies demonstrate that institutions investing in robust, data-driven workforce planning and HR strategies are better positioned to attract, retain, and develop faculty talent, ensuring academic excellence and institutional resilience in a rapidly changing higher education landscape.

Continuous Learning Opportunities

Table 19 reflects a highly developed level of professional development practices in continuous learning opportunities among school leaders, with an overall average mean score of 4.38. Respondents agree strongly that financial assistance is available for further studies (mean = 4.45), and that they regularly engage in self-directed learning to enhance their skills (4.42).

The school provides access to educational research and materials (4.42), encourages pursuit of higher education and certifications (4.36), and promotes a culture of lifelong learning (4.34). Continuous learning is widely regarded as essential for administrators (4.33), underscoring a supportive environment for ongoing professional growth.

Table 19. Level of Professional Development Practices in Continuous Learning Opportunities

INDICATOR	MEAN	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
Financial assistance is available for further studies.	4.45	Agree	Highly developed
I regularly engage in self-directed learning to enhance my skills.	4.42	Agree	Highly developed
The school provides access to educational research and materials.	4.42	Agree	Highly developed
I am encouraged to pursue higher education and certifications.	4.36	Agree	Highly developed
The school promotes a culture of lifelong learning	4.34	Agree	Highly developed
Continuous learning is considered essential for administrators.	4.33	Agree	Highly developed
AVERAGE	4.38	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

These findings are supported by extensive research emphasizing the critical role of continuous learning in effective school leadership. New Leaders (2023) highlight everyday strategies for K12 leaders to prioritize continuous learning, even amid busy schedules, underscoring its importance for sustained leadership effectiveness¹. Studies show that continuous professional development (CPD) programs, including self-directed learning and formal training, help school leaders adapt to evolving educational challenges and improve school outcomes (Frontiers in Education, 2022).

Education Week (2015) stresses that ongoing learning is key to career success for principals, helping them stay current with best practices and leadership skills. Strobel Education (2024) emphasizes that continuous learning broadens knowledge, rejuvenates leadership approaches, and fosters innovation in school management.

Furthermore, fostering a culture of lifelong learning within schools enhances teacher satisfaction, student outcomes, and overall school innovation (Strobel Education, 2024; Studentscholarships.org, 2024). Professional organizations, conferences, and workshops also provide valuable continuing education opportunities, facilitating networking and access to cutting-edge research (Best Masters in Education, 2023).

European school leadership programs reinforce that leaders who actively participate in professional learning positively influence their entire school community, driving impactful and equitable learning interventions (European School Education, 2023).

Lastly, Teaching Channel (2024) advocates for ongoing, focused professional development that deepens instructional knowledge over time, led by engaged school leaders who model lifelong learning. Collectively, these studies confirm that continuous learning opportunities, supported by financial aid, resources, and a culture that values growth, are fundamental to empowering school leaders and enhancing educational effectiveness.

Summary of School Leaders' level of Professional Development

Table 20 summarizes the overall level of professional development practices among school leaders, covering training and workshops, mentoring and coaching, performance evaluation systems, and continuous learning opportunities. The mean scores range from 4.18 to 4.38, with an overall average mean of 4.25. Each area is descriptively rated as "Agree" and qualitatively interpreted as "Highly developed," indicating that school leaders perceive strong support for their ongoing professional growth.

Table 20. Summary of School Administrators' level of Professional Development Practices

INDICATOR	MEAN	QUALITATIVE DESCRIPTION	QUALITATIVE INTERPRETATION
Training and Workshops	4.23	Agree	Highly developed
Mentoring and Coaching	4.22	Agree	Highly developed
Performance Evaluation System	4.18	Agree	Highly developed
Continuous Learning Opportunities	4.38	Agree	Highly developed
AVERAGE	4.25	Agree	Highly developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very Highly developed
3.51-4.50	Agree	Highly developed
2.51-3.50	Partly Agree	Moderately developed
1.51-2.50	Disagree	Less developed
1.00-1.50	Strongly Disagree	Not developed at all

Continuous learning opportunities received the highest rating (4.38), reflecting robust access to resources, financial assistance, and a culture that promotes lifelong learning. Training and workshops (4.23) and mentoring and coaching (4.22) also demonstrate well-established practices that enhance leadership skills and capacity. The performance evaluation system (4.18), while slightly lower, still indicates a structured and constructive approach to feedback and growth.

These findings align with recent research emphasizing that comprehensive professional development is essential for effective school leadership, fostering innovation, accountability, and continuous improvement (Meyer-Looze et al., 2021; Day et al., 2016; Frontiers in Education, 2023; New Leaders, 2023). Overall, the data affirm that well-developed empowerment through professional development practices significantly contributes to successful school governance and improved educational outcomes.

Correlation of School Governance, Financial Management, Empowerment and Professional Development of School Administrators

Pearson Product-Moment Correlation was used to determine the degree or strength of the variables used in this research paper. The Pearson's Correlation was run to find out the relationship between the dependent variable, which is the Professional Development of School Administrators resulting from training and workshops, mentoring and coaching, performance evaluation systems and continuous learning opportunities, and the independent variables namely: school governance, financial management, and empowerment which was according to the respondents' perceptions through the survey questionnaire.

Table 21. Correlation of School Governance, Financial Management, Empowerment and Professional Development of School Administrators

Independent Variables	Pearson Coefficient (r-value)	Probability (P-Value)
Empowerment of School Administrators		
Professional Autonomy	0.726	<.001**
Support for Innovation	0.584	<.001**
Professional Development		
Training and Workshops	0.894	<.001**
Mentoring and Coaching	0.893	<.001**
Performance Evaluation Systems	0.870	<.001**

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

The correlation coefficients between key dimensions of school governance, financial management, empowerment, and professional development among school administrators. The Pearson correlation values indicate strong positive relationships between empowerment factors-specifically professional autonomy ($r = 0.726$, $p < .001$) and support for innovation ($r = 0.584$, $p < .001$)-and professional development components such as training and workshops ($r = 0.894$, $p < .001$), mentoring and coaching ($r = 0.893$, $p < .001$), and performance evaluation systems ($r = 0.870$, $p < .001$).

These statistically significant correlations at the 0.01 level suggest that as school administrators experience greater empowerment and receive more professional development support, their effectiveness in governance and financial management is likely enhanced.

This strong linkage between empowerment and professional development aligns with Khumalo's (2023) study, which highlights that school management teams often lack adequate financial skills due to insufficient and fragmented training, underscoring the need for continuous professional development frameworks to empower administrators in financial management.

Wadasen (2024) further supports this by identifying challenges such as lack of training and complex policies faced by school heads, recommending collaborative budget planning and capacity-building as

best practices to improve financial accountability. The International Journal for Multidisciplinary Research (2024) emphasizes that school heads' growing career expectations require efficient financial management practices supported by ongoing training and evaluation mechanisms.

Moreover, research from the International Journal of Research and Policy (2023) stresses that good governance, characterized by inclusive decision-making and stakeholder engagement, correlates with improved resource management and school operations.

Lastly, the International Journal of Educational Management (2021) confirms that principals' decision-making authority and governance capabilities are foundational to school effectiveness, which is strengthened through empowerment and professional development.

Regression Analysis of School Governance, Financial Management Empowerment on Professional Development of School Administrators

The regression analysis reveals that all three variables significantly predict the professional development of school administrators. Professional autonomy ($B = 0.335$, $\text{Beta} = 0.339$, $t = 6.550$, $p = .001$) is a strong positive predictor, indicating that administrators with greater autonomy tend to experience better professional growth. Similarly, capacity building programs for leaders ($B = 0.286$, $\text{Beta} = 0.310$, $t = 6.116$, $p = .001$) significantly contribute to professional development, suggesting that increased access to leadership training enhances administrators' growth. Among the three, support for innovations ($B = 0.624$, $\text{Beta} = 0.389$, $t = 7.858$, $p = .001$) has the highest standardized Beta coefficient, making it the strongest predictor. This highlights the critical role of fostering innovation in advancing the professional development of school administrators.

Table 22. Regression Analysis of Variables that Best Predict Professional Development of School Administrators

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.545	0.349		1.560	.120
Empowerment					
Professional Autonomy	.335	.051	.339	6.550	.001
Capacity Building Programs for Leaders	0.286	0.047	0.310	6.116	.001
Support for Innovations	0.624	0.079	0.389	7.858	.001

$R = 0.843$, $R^2 = 0.710$, $F = 48.366$, $p\text{-value} = .000$

Table 22 presents the results of a regression analysis identifying which empowerment variables best predict the professional development of school administrators. The model shows a strong overall fit, with an R value of 0.843 and an R^2 of 0.710, indicating that approximately 71% of the variance in professional development is explained by the three predictor variables: professional autonomy, capacity-building programs for leaders, and support for innovations. All three predictors have statistically significant positive effects on professional development, with support for innovations having the strongest

standardized coefficient ($\beta=0.389$ \beta = 0.389 $\beta=0.389$, $p=.001$ $p = .001$ $p=.001$), followed by professional autonomy ($\beta=0.339$ \beta = 0.339 $\beta=0.339$, $p=.001$ $p = .001$ $p=.001$) and capacity-building programs ($\beta=0.310$ \beta = 0.310 $\beta=0.310$, $p=.001$ $p = .001$ $p=.001$).

This indicates that school administrators who experience greater professional autonomy, have access to relevant capacity-building programs, and receive strong support for innovation are more likely to engage effectively in professional development activities.

The findings align with recent research emphasizing the critical role of empowerment in fostering continuous learning and leadership growth. For instance, Meyer-Looze et al. (2021) highlight that leadership development programs combining autonomy with collaborative learning and innovation opportunities significantly enhance principals' instructional leadership skills. Similarly, Frontiers in Education (2023) underscores that environments encouraging innovation and autonomy, supported by structured capacity-building, promote reflective practice and sustained leadership improvement. The Wallace Foundation (2023) also emphasizes that empowering school leaders through autonomy and innovation support is key to driving effective professional development and school improvement.

Furthermore, Sabaniah et al. (2025) demonstrate that capacity-building initiatives tailored to leaders' needs increase their competence and confidence, directly impacting their professional growth. Lastly, research by the International Journal of Educational Management (2021) confirms that professional autonomy and innovation support are vital predictors of school leaders' engagement in meaningful professional development, which in turn enhances school effectiveness.

In summary, results confirmed that professional autonomy, capacity-building programs, and support for innovation are significant predictors of professional development among school administrators. These insights advocate for leadership development frameworks that prioritize empowerment and innovation to foster continuous learning and improve educational outcomes.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the findings of the study. Likewise, conclusions drawn from the findings are also presented as well as the recommendations proposed.

Summary

The purpose of the study was to determine the level of school governance, financial management, and empowerment on Professional Development Practices of school administrators. Specifically, this study aimed to: Determine the levels of school governance of professional development of school administrators in Bangsamoro autonomous region in Muslim Mindanao in terms of Decision-making, Policy implementation, Stakeholder involvement, Monitoring, and evaluation., Assess the level of financial management on professional development in terms of: Budget allocation, Accounting, Procurement, Asset Management, Ascertain the level of empowerment on professional development in terms of: Training and workshops, Mentoring and coaching, Performance evaluation systems, Continuous learning opportunities and Describe the level of professional development practices in school administration in terms of: Decision-making authority, Professional autonomy, Capacity-building programs for leaders, Support for innovation, Correlate the professional development practices in school administration and Identify the best professional development practices.

Utilizing a quantitative research design, data were collected from 300 respondents, providing a robust sample to analyze the levels and interconnections of these critical leadership dimensions. The descriptive statistics reveal that school leaders perceive their governance, financial management, and empowerment practices as highly developed, with mean scores consistently above 4.3 across key indicators such as decision-making, policy implementation, budget allocation, professional autonomy, and support for innovation.

Correlation analysis further demonstrated strong, statistically significant positive relationships between empowerment factors (professional autonomy and support for innovation) and professional development components (training, mentoring, and performance evaluation), with Pearson coefficients ranging from 0.58 to 0.89 ($p < .001$).

The regression analysis identified professional autonomy, capacity-building programs, and support for innovation as significant predictors of professional development, collectively explaining 71% of the variance ($R^2 = 0.710$, $p < .001$). These findings imply that empowering school administrators through autonomy, continuous capacity building, and fostering innovation is essential to enhancing their professional growth.

The results underscore the importance of creating supportive leadership environments that prioritize empowerment and provide structured development opportunities, which ultimately contribute to more effective school governance and improved educational outcomes. This study highlights the need for policymakers and educational stakeholders to invest in comprehensive empowerment strategies and tailored professional development programs to sustain and strengthen school leadership capacity.

Conclusions

The following are drawn from the findings mentioned above:

The study conclusively demonstrates significant relationships between professional development practices and the combined factors of school governance, financial management, and empowerment, supported by strong correlations (0.58–0.89) and regression analysis ($R^2=0.710$) that identify professional autonomy, capacity-building programs, and innovation support as key predictors.

These findings lead to the rejection of both null hypotheses: Ho1 (no relationship between variables) is rejected due to the robust interdependence observed, while Ho2 (no predictive variables) is rejected as the analysis confirms that empowerment factors, particularly autonomy and innovation support, are critical drivers of effective professional development.

The results underscore the necessity of fostering leadership environments that prioritize structured empowerment strategies, ethical governance, and targeted financial investments to enhance school administrators' professional growth and institutional outcomes.

Recommendations

Based on the conclusion given, the following are hereby recommended:

In order to meet the challenges associated with expectations, school administrators may prioritize structured empowerment through decentralized decision-making, innovation grants, and mentorship programs, while enhancing financial literacy training and data-driven monitoring systems to track professional development efficacy..

Teachers should receive targeted support via peer-led workshops, micro-credentialing programs, and collaborative learning communities to refine pedagogical strategies and adapt to evolving curricula.

Learners benefit from inclusive practices such as participatory decision-making in school policies and access to technology-enhanced learning environments that align with administrators' capacity-building initiatives.

The community must engage through transparent stakeholder involvement, such as advisory committees and feedback forums, to ensure alignment between school goals and local needs, fostering trust and shared accountability. Collectively, these efforts create a cohesive ecosystem that sustains professional growth, enhances educational quality, and strengthens community-school partnerships.

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