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## Management Practices of School Heads on School Performance and Career Growth of Teachers in Geographically Isolated and Disadvantaged Areas (GIDA) Schools

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### Abstract

**Aim:** This study examined the management practices of school heads in geographically isolated and disadvantaged areas (GIDA) schools and their relationship with school performance and teachers' career growth in the Tboli West District for the School Year 2024-2025.

**Methodology:** Using a quantitative descriptive-correlational research design, the study involved 13 school administrators and 110 elementary and secondary school teachers.

**Results:** Findings reveal that school heads demonstrated moderate levels of management practices, with resource management receiving the highest rating, followed by monitoring, supervision, leadership, and training and development. Teachers also experienced moderate career growth, particularly in professional development, awards, and recognition, though promotion and reassignment opportunities were slightly lower. Regarding school performance, dropout, retention, and participation rates were rated very high, ensuring student engagement, while enrollment rate was categorized as average, indicating challenges in attracting new students.

**Conclusion:** Findings revealed that school heads demonstrated moderate levels of management practices, with resource management receiving the highest rating, followed by monitoring, supervision, leadership, and training and development. Teachers also experienced moderate career growth, particularly in professional development, awards, and recognition, though promotion and reassignment opportunities were slightly lower. Regarding school performance, dropout, retention, and participation rates were rated very high, ensuring student engagement, while enrollment rate was categorized as average, indicating challenges in attracting new students. A strong positive correlation was found between management practices and school performance ( $r = .789, p < .002$ ), underscoring the impact of effective management on educational outcomes. However, the correlation between management practices and teachers' career growth was very strong ( $r = 0.979, p < .001$ ), indicating that effective management practices support professional development, recognition and promotion opportunities for teachers.

**Keywords:** school management, GIDA schools, school performance, career growth, teacher development

### INTRODUCTION

Teachers and school administrators have seen significant changes in their workplaces over the years as the education systems evolved at a rapid pace of change. Good management needs to be established. Since it had a significant impact on teachers' motivation and effectiveness as well as the atmosphere and performance of schools, school and personnel management had gained attention in education agenda. The increased in the effectiveness and equity of education, the school and its employees must have effective management practices.

Globally, teacher excellence has emerged as one of the primary issues and concerns in education. A performing principal creates excellent teachers that create quality graduates. Standard of education services provided by the state and educational institutions.

In Tboli, Geographically Isolated and Disadvantaged Areas school heads are met with serious challenges and opportunities that need a good management practice. In fact, lack of resources, a variety of duties, and the



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need to maintain a prominent position in the community all affect the role of school heads in rural school districts (Preston & Barnes, 2017).

Previous studies on management in GIDA schools for many years, the efficacy of the educational management strategies used by school administrators had been well-documented. Nonetheless, the majority of the research had focused on improving the results for students. Particularly in GIDA schools, little is known about how management prioritizes teachers' excellence as judged by both teachers and school administrators.

A study conducted by Borgofios school operations and support both teachers and students. By implementing strong management practices, school heads enhance not only institutional effectiveness but also foster a culture of continuous improvement and professional growth within their schools.

They found out that the school principals had different practices in terms of school practices in management most specially in the urban areas. The study also suggested that other researchers should conduct studies on other variables such as school location and the nature of the school like in GIDA schools.

These circumstances and motivations drive the researcher to carry out the study in order to provide insights on various management domains and practices that school heads are expected to be familiar with and executed their work as managers and leaders. The researcher specifically concentrated on the management strategies used by school administrators in GIDA schools that can help teachers advance their careers for the sake of this study.

### Theoretical and Conceptual Framework

The foundation of this study is rooted in Bass's (1985) transformational leadership theory, which emphasizes that effective leaders inspire and empower their team members by modeling strength, integrity, and authenticity. In an educational setting, this leadership style is particularly relevant as school heads play a pivotal role in shaping the learning environment, cultivating an inclusive culture, and promoting high standards for teaching and learning. This aligns with the principles set forth in the Governance of Basic Education Act of 2001 (Republic Act No. 9155), which outlines the responsibilities of school heads as both instructional leaders and administrative managers. According to this act, school heads are entrusted with authority, accountability, and responsibility in defining the school's vision, mission, goals, and objectives.

This study is further grounded in Borgonos's (2022) concept of elementary school head management practices, which identifies key domains of school management: leadership, monitoring, supervision, training and development, and resource management. Borgonos argues that these practices enable school heads to strategically guide school operations and support both teachers and students. By implementing strong management practices, school heads enhance not only institutional effectiveness but also foster a culture of continuous improvement and professional growth within their schools.

In addition, this study is aligned with Sustainable Development Goal (SDG) 4, which emphasizes ensuring inclusive, equitable, and quality education for all. SDG 4 underscores the need for accessible and high-quality basic education, which school heads in GIDA schools strive to uphold.

Moreover, this study draws on the Department of Education (DepEd) Order No. 42, s. 2017, also known as the Philippine Professional Standards for Teachers (PPST). The PPST outlines a framework for teacher practices, highlighting different domains and strands that encompass professional development. According to the PPST, effective teacher practice requires continuous professional growth, aligning closely with the role of school heads in facilitating activities to refine their skills and advance in their careers.

Thus, in this study, the management practices of school heads; including leadership, mentoring, supervision, teachers' training and development, and resource management represent the independent variables. These practices are expected to influence the dependent variables, which are the school performance in GIDA schools, in terms of access and quality of education and the career growth of teachers. By examining the relationships between these variables, this study sought to uncover how school heads' management practices impact not only the operational and educational performance of schools but also contribute to the career advancement and motivation of teachers.

### Objectives

The research aimed to determine the management practices of school heads in GIDA schools and its relationship on school performance and career growth of teachers in Tboli West District for School Year 2024-2025.

Specifically, this study sought to answer the following questions:

1. What is the extent of the management practices of school heads in GIDA school in terms of:
  - 1.1 leadership;



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- 1.2 monitoring;
- 1.3 supervising;
- 1.4 training and development; and
- 1.5 resources management?
2. What is the extent of career growth of teachers in GIDA school in terms of:
  - 3.1. professional learning and development;
  - 3.2. awards and recognition; and
  - 3.3 promotion and reassignment?
3. What is the level of school performance of GIDA school in terms of?
  - 3.1 access; and
  - 3.2 quality?
4. Is there any significant relationship between the extent of the management practices of school heads and the level of school performance?
5. Is there any significant relationship between the extent of the management practices of the school head and the extent of the of the career growth of teachers?

### Hypotheses

In this study, the following hypotheses in null form were tested:

1. There is no significant relationship between the extent of the management practices of school heads and the level of school performance?
2. There is no significant relationship between the extent of the management practices of school head and the level of teachers' performance in terms of community involvement.

### METHODS

#### Research Design

This study utilized a descriptive-correlation method. Descriptive method research aims to collect fact and obtain an accurate description of exiting status but also effort to trace interrelationship between facts that will provide a deeper insight into the phenomena.

#### Population and Sampling

This study was conducted in the Division of South Cotabato, specifically in Tboli South Cotabato at Tboli West District. The researcher chose all school heads and the teachers of GIDA schools purposefully. The respondents of this study were all the school heads and teachers of GIDA schools in T'boli District. Specifically, the 13 identified school heads and 110 elementary and secondary teachers of GIDA schools in the School Year 2024-2025.

#### Instrument

Self made survey questionnaire was used to collect the necessary data in this study. Said instrument was validated by experts in the field.

#### Data Collection

The data were gathered, read, and analyzed following the objective of the study and in adherence to all protocols in the conduct of research.

#### Treatment of Data

The researcher utilized mean and standard deviation to determine the extent of the management practices of school head in GIDA schools; the level of school performance; and the career growth of teachers.

Moreover, to determine the significant relationship between the extent of the management practices of school head and the school performance, and level of teachers' performance, Spearman Rho Rank coefficient was used.

Below were the range and description utilized to determine the extent of the management practices, the level of teachers' performance in GIDA schools and the significant relationship of the variables.



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### Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

### RESULTS and DISCUSSION

The results of the details collected for the study are presented, examined, and interpreted in this chapter. This involves assessing the management practices of school heads on school performance and career growth of teachers in Geographically Isolated and Disadvantaged Areas (GIDA) schools.

**Table 1. Summary of the Extent of the Management Practices of School Heads in GIDA Schools**

Indicators	Mean	SD	Verbal Description
1. Resource Management	3.21	0.310	Moderate
2. Monitoring	3.19	0.482	Moderate
3. Supervision	3.15	0.484	Moderate
4. Leadership	3.01	0.395	Moderate
5. Training and development	2.88	0.341	Moderate
<b>Overall</b>	<b>3.09</b>	<b>0.260</b>	<b>Moderate</b>

Among the five key areas assessed, resource management received the highest rating ( $M = 3.21$ ,  $SD = 0.310$ ), highlighting the school heads' commitment to ensuring proper allocation and utilization of financial, material, and technological resources. This implies a strong emphasis on maintaining facilities, updating instructional materials, and efficiently managing school budgets.

However, the lowest-rated indicator was training and development ( $M = 2.88$ ,  $SD = 0.341$ ), suggesting that while professional growth opportunities exist, there is room for improvement in providing more structured and extensive teacher development programs.

The strong school management practices are essential for fostering a productive educational environment, yet continuous improvements in professional development and resource allocation remain critical for long-term success. Similarly, Pont et al. (2020) highlight that while effective leadership and supervision contribute significantly to school performance, targeted investments in teacher training and resource management can further enhance sustainability and instructional quality.



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**Table 2. Summary of the Extent of Career Growth of Teachers.**

Indicators	Mean	SD	Verbal Description
1. Professional Growth	3.05	0.460	moderate
2. AWARD/Recognition/special assignment/designation	2.96	0.479	moderate
3. Promotion	2.91	0.416	moderate
<b>Overall Mean</b>	<b>2.98</b>	<b>0.303</b>	<b>moderate</b>

In the the three indicators, professional growth received the highest rating ( $M = 3.05$ ,  $SD = 0.460$ ), suggesting that teachers actively engage in professional development opportunities and skill enhancement. However, the moderate rating indicates that there is still room for improvement in ensuring that all teachers have equal access to training and career advancement initiatives.

The lowest-rated indicator was promotion ( $M = 2.91$ ,  $SD = 0.416$ ), suggesting that teachers perceive challenges in advancing their careers through promotion or reassignment. This could be due to unclear promotion policies, limited opportunities, or delays in career progression.

The overall extent of teachers' career growth was rated as moderate, with an overall mean of 2.98 and a standard deviation of 0.303. This indicates that while career growth opportunities exist, they may not be fully optimized to meet teachers' professional aspirations.

The findings suggest that teachers experience strong career growth opportunities, particularly in professional development, but there is room to further enhance promotion processes and recognition programs to ensure equitable and transparent career advancement for all teachers. The findings conform to the study of Kraft and Papay (2019), which highlights that sustained professional development opportunities significantly contribute to teacher effectiveness and career growth. Similarly, Grissom et al. (2021) emphasize the importance of transparent and merit-based promotion systems in ensuring equitable career advancement and job satisfaction among educators.

**Table 3. Level of School Performance of GIDAs Schools in terms of Access**

Indicators	Means	SD	Qualitative Description
Dropout Rate	4.00	0.00	Very High
Retention Rate	4.00	0.00	Very High
Participation Rate	4.00	0.00	Very High
Enrollment Rate	1.64	0.74	Average



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The level of performance of GIDAs (Geographically Isolated and Disadvantaged Areas) schools in terms of access was rated as very high across most indicators, with dropout rate, retention rate, and participation rate all receiving a mean of 4.00 and a standard deviation of 0.00. This indicates that these aspects of school access are consistently strong, with minimal variation in responses, suggesting a stable and effective system for keeping students in school and ensuring their continued participation.

However, the enrollment rate was rated significantly lower, with a mean of 1.64 and a standard deviation of 0.74, which falls under the "average" category. This suggests that while schools are successfully retaining and engaging students who are already enrolled, challenges remain in attracting new students to enroll. Factors such as geographical barriers, socioeconomic conditions, or limited awareness of educational opportunities in GIDAs may contribute to this lower enrollment rate.

**Table 4. Level of Performance of GIDAs Schools in terms of Quality**

School	Promotion Rate	Verbal Description
Lamumay Elementary School	4.00	Very High
Dangcong Elementary School	4.00	Very High
Datal Bila Elementary School	4.00	Very High
Datal Nabong Elementary School	4.00	Very High
Kbuyong Elementary School	4.00	Very High
T'bolok Elementary School	4.00	Very High
Tudok Elementary School	4.00	Very High
Lemkati Elementary School	4.00	Very High
Ellaw Elementary School	4.00	Very High
Kule Elementary School	4.00	Very High
Salabanog Elementary School	4.00	Very High
Kesegmung Integrated School	4.00	Very High
Demamis Integrated School	4.00	Very High
<b>Overall</b>	<b>4.00</b>	<b>Very High</b>

Level of performance of GIDAs schools in terms of quality, as measured by the promotion rate, was consistently rated as very high across all schools, with an overall mean of 4.00. This uniform rating suggests that students in these schools are consistently advancing to the next grade level, reflecting strong instructional effectiveness, student achievement, and support systems that facilitate academic success.

The absence of variation in the promotion rate across different schools indicates a stable and well-implemented academic system, where learners are given the necessary assistance to progress in their studies. However, while the data suggests high promotion rates, further analysis may be needed to examine learning outcomes, assessment performance, and competency mastery to ensure that students are not just being promoted but are also gaining the necessary skills and knowledge for the next level.

Overall, these findings emphasize the effectiveness of GIDAs schools in ensuring student progression. Overall, these findings emphasize the effectiveness of GIDAs schools in ensuring student progression.



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**Table 5. Correlation Analysis of the Significant Relationship between the School Heads' Management Practices and Career Growth**

		LD	MO	SU	TD	RM	Mngt Practices
	<b>p-value</b>	0.036	0.006	0.035	0.058	0.115	
<b>Prof Gr</b>	<b>Pearson's r</b>	0.254	0.518	0.424	0.039	0.558	
	<b>p-value</b>	0.402	0.070	0.149	0.898	0.048	
<b>AWARDS</b>	<b>Pearson's r</b>	0.621	0.751	0.694	0.533	0.159	
	<b>p-value</b>	0.024	0.003	0.008	0.061	0.603	
<b>pROM</b>	<b>Pearson's r</b>	0.639	0.727	0.608	0.561	0.245	
	<b>p-value</b>	0.019	0.005	0.028	0.046	0.419	
<b>cAREER gROWTH</b>	<b>Pearson's r</b>	0.596	0.774	0.665	0.465	0.341	<b>0.979</b>
	<b>p-value</b>	0.031	0.002	0.013	0.109	0.254	<b>&lt;.001</b>

Note:  $df=11$ , significant @0.05

Management practices and teachers' career growth ( $r = 0.979$ ,  $p < .001$ ), emphasizing the crucial role of effective leadership in promoting professional advancement. Among the management practices, Monitoring, Supervision, and Leadership showed the strongest correlations with career growth indicators, particularly in awards/recognition and promotion. Monitoring ( $r = 0.751$ ,  $p = 0.003$ ) and Supervision ( $r = 0.694$ ,  $p = 0.008$ ) were highly associated with awards and recognition, indicating that consistent oversight and instructional guidance motivate teachers and enhance their achievements.

Similarly, Monitoring ( $r = 0.727$ ,  $p = 0.005$ ), Leadership ( $r = 0.639$ ,  $p = 0.019$ ), and Supervision ( $r = 0.608$ ,  $p = 0.028$ ) were significantly linked to teacher promotion, highlighting the importance of systematic teacher evaluation, leadership support, and instructional guidance in career advancement.

On the other hand, Training & Development ( $r = 0.561$ ,  $p = 0.046$ ) had only a moderate correlation with promotion, suggesting that while professional development is beneficial, it may not be directly linked to immediate career advancement opportunities. Resource Management was significantly related to professional growth ( $r = 0.558$ ,  $p = 0.048$ ) but showed weak or non-significant correlations with awards/recognition ( $p = 0.603$ ) and promotion ( $p = 0.419$ ), implying that while resource allocation supports skill development, it does not directly impact teacher recognition or career progression. Additionally, Training & Development ( $p = 0.058-0.109$ ) had weaker associations with career growth indicators, indicating a need for more structured career-oriented training programs. Overall, the study suggests that strengthening Monitoring, Supervision, and Leadership while enhancing Training & Development and Resource Management could lead to more equitable career opportunities, increased teacher motivation, and sustainable professional growth in GIDA schools.



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**Table 16. Correlation Analysis of the Significant Relationship between the School Heads' Management Practices and School Performance**

		LD	MO	SU	TD	RM	Mngt Practices
<b>Access</b>	<b>r</b>	0.059	0.352	0.243	-0.049	0.676	
	<b>p</b>	0.855	0.261	0.446	0.881	0.016	
<b>School Performance</b>	<b>r</b>	0.059	0.352	0.243	-0.049	0.676	<b>0.789</b>
	<b>p</b>	0.855	0.261	0.446	0.881	0.016	<b>0.002</b>

Note: df=11 significant @0.05

The correlation analysis between school heads' management practices and school performance revealed a strong positive relationship ( $r = 0.789$ ,  $p = 0.002$ ), indicating that effective management practices significantly contribute to overall school performance. Among the management dimensions, Resource Management ( $r = 0.676$ ,  $p = 0.016$ ) exhibited the strongest correlation with access indicators suggesting that efficient allocation of resources plays a crucial role in ensuring student engagement and retention.

Monitoring ( $r = 0.352$ ,  $p = 0.261$ ) and Supervision ( $r = 0.243$ ,  $p = 0.446$ ) showed positive but non-significant correlations with access indicators. Leadership ( $r = 0.059$ ,  $p = 0.855$ ) and Training & Development ( $r = -0.049$ ,  $p = 0.881$ ) demonstrated weak or negligible relationships with access indicators, suggesting that leadership strategies and professional development initiatives may need to be more directly aligned with student retention and participation efforts.

Overall, the findings highlight the critical role of Resource Management in enhancing school performance, while Monitoring and Supervision also contribute to sustaining educational quality. The weak correlation between Training & Development and school performance suggests the need for more structured programs that directly impact student outcomes. Strengthening leadership strategies and aligning training initiatives with school goals could further enhance both teacher effectiveness and overall school performance in GIDA schools.

The findings conform to, Harris and Jones (2019) argue that strategic leadership and resource allocation play a vital role in enhancing school performance, particularly in challenging educational settings.

**Conclusions**

Management practices play a significant role in shaping the overall performance of GIDA schools and promoting the career growth of teachers. However, for these management practices to be truly effective, they need to align with teachers' learning preferences and professional needs to maximize their career development. In particular, school leadership emerges as a critical factor in supporting teachers' advancement, reinforcing the need for strategic and adaptive leadership approaches. Moreover, effective educational management significantly enhances school accessibility by promoting student retention, active participation, and overall academic success. These findings emphasize the importance of continuous leadership development and tailored support systems to strengthen both teacher growth and school performance in GIDA communities.

**Recommendations**

On the basis of the data and findings from this study, the following recommendation are strongly recommended:

1. School heads may prioritize continuous leadership training and professional development programs to enhance their ability to manage and support teachers effectively, ensuring a positive impact on school performance and teacher growth.



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2. Schools may institutionalize a structured career development framework that includes mentorship, skills training, and recognition programs to ensure sustained professional growth and motivation among teachers.
3. To improve school access and quality, school administrators may implement community-based initiatives to increase student enrollment and retention while continuously enhancing teaching methodologies to maintain high educational standards.
4. Schools may strengthen school-based management practices by integrating data-driven decision-making processes to further enhance school performance in terms of access and quality.
5. School heads are recommended to adopt a more personalized approach in mentoring teachers, ensuring that leadership strategies align with teachers' professional aspirations to foster meaningful career growth.
6. Future researchers may explore the influence of external factors such as government policies, community engagement, and socioeconomic conditions on school management effectiveness, teacher career growth, and student performance in GIDA schools. Expanding the study to include comparative analyses with non-GIDA schools may also provide valuable insights for policy formulation and educational planning.

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