

Strategic Planning: Its Influence on School Performance and Achievement Outcomes

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Abstract

This study investigated the influence of strategic planning on school performance and achievement outcomes within the Districts of Jiabong, Motiong, and Wright I and II of the Schools Division of Samar during the School Year 2023-2024 academic year. It addressed the profile of school administrator-respondents, the level of strategic planning implementation, school outcomes, achievements, and their interrelationships. Employing a descriptive-correlational design, the study provided insights into administrator demographics, attitudes toward strategic planning, and the extent of strategic planning implementation. While a high level of implementation was observed in areas like execution, communication, and resource allocation, no direct correlations were found between strategic planning and outcomes like academic achievement or attendance. However, positive associations emerged between communication/engagement and collaborations with external organizations. Administrator characteristics like age, experience, or training had limited influence on planning implementation. Interestingly, a negative correlation existed between administrator attitude and the number of accreditations, suggesting a potential disconnect. The study highlighted the value of strategic planning beyond direct outcomes. Focusing on communication, engagement, and resource management within the planning process might be more crucial in leveraging partnerships and ultimately achieving educational goals.

Keywords: Strategic Planning, School Performance, Achievement Outcomes

1. Introduction

School performance and achievement outcomes are profoundly impacted by effective strategic planning. As education systems constantly evolve, schools have to proactively adapt to meet challenges and uncertainties head-on. By crafting and implementing well-defined strategic plans, educational institutions are able to chart a clear path toward their goals and optimize the allocation of resources, prioritizing initiatives with the potential to enhance educational outcomes. Furthermore, strategic planning fosters a sense of collaboration among stakeholders, creating a supportive and harmonious learning environment that align efforts toward a shared vision. This concerted approach enables schools to elevate the overall educational experiences of their students, contributing significantly to their achievement and success. Through research in

this domain, the tangible benefits of strategic planning are unveiled, paving the way for a more promising future in education.

Strategic planning played a vital role in shaping the performance and achievement outcomes of schools. In an era where education systems were continually evolving, schools needed to have a clear vision, well-defined goals, and effective strategies to ensure their success. Strategic planning provided a structured approach to identifying priorities, allocating resources, and implementing initiatives that could drive improvement and enhance overall educational outcomes (Salesman & Budding, 2022).

Schools that engaged in strategic planning had a distinct advantage in their ability to adapt to changing circumstances, meet the needs of diverse learners, and promote continuous improvement. By establishing a shared vision and goals, schools aligned their efforts towards a common purpose, fostering a sense of community and collaboration among administrators, teachers, students, and other stakeholders (Howard et al., 2019). This unified approach created a solid foundation for decision-making and resource allocation, enabling schools to prioritize areas of improvement and maximize their impact (Reid & Sanders, 2019).

Furthermore, strategic planning allowed schools to anticipate challenges and proactively address them. It involved conducting a thorough analysis of internal and external factors that might influence educational outcomes, such as student demographics, curriculum effectiveness, teacher quality, technological advancements, and societal changes. By understanding these factors, schools could develop targeted strategies and interventions to address specific needs, close achievement gaps, and ensure equitable access to high-quality education (Cox, 2021).

The influence of strategic planning on school performance and achievement outcomes extended beyond academic success. A well-designed plan took holistic student development into account, encompassing not only academic growth but also social-emotional learning, character development, and the cultivation of essential life skills. By integrating these elements into the planning process, schools created supportive environments that fostered student engagement, well-being, and a sense of belonging, which in turn positively impacted overall achievement and long-term success (Mitchell & Sutherland, 2020).

Moreover, strategic planning enabled schools to adapt to emerging educational trends and innovations. In an increasingly dynamic educational landscape, schools had to remain flexible and responsive to evolving educational needs and expectations. By incorporating forward-thinking strategies, leveraging technology, and embracing innovative teaching and learning approaches, schools could enhance instructional practices, promote creativity and critical thinking, and prepare students for the challenges of the future (National Academies of Sciences, Engineering, and Medicine, 2020).

Strategic planning was a crucial tool for schools seeking to improve performance and achievement outcomes. By providing a roadmap for success, aligning efforts, addressing challenges, and promoting holistic student development, strategic planning empowered schools to create thriving learning communities and equip students with the skills and knowledge necessary for success in the 21st century (Gueldner, 2020). As educational systems continued to evolve, strategic planning remained an indispensable process for schools committed to continuous improvement and excellence (Peurach et al., 2019).

DepEd Orders and relevant Republic Acts, particularly RA 9155, provided a legal framework and mandate for strategic planning initiatives within the Schools Division of Samar. RA 9155, also known as the Governance of Basic Education Act of 2001, emphasized the importance of decentralization, community participation, and accountability in education governance. DepEd Orders, on the other hand, outlined specific guidelines, policies, and procedures for educational planning, management, and improvement at the division and school levels. These orders often mandated the development and implementation of strategic plans, school improvement plans, and other initiatives aimed at enhancing educational quality and performance.

In addition, by referencing these legal instruments, researchers could demonstrate that strategic planning was not only a recommended practice but also a statutory requirement for educational institutions. This underscored the importance of conducting the proposed study on strategic planning within the context of Samar's Schools Division, aligning with national policies and legal frameworks for educational development.

In recent years, the Schools Division of Samar had made significant strides in improving its education sector. However, data indicated that there was still work to be done to enhance school performance and achievement outcomes. According to the Department of Education's (DepEd) Regional Office, Samar had consistently shown lower average National Achievement Test (NAT) scores compared to the national average. This disparity highlighted the need for strategic planning to address the specific factors influencing educational outcomes in the region (Department of Education Region VIII-Eastern Visayas, 2022).

One key challenge faced by schools in Samar, Philippines, was the geographical landscape. The region was composed of various islands and remote areas, making accessibility and resource allocation a critical concern. Many schools lacked adequate facilities, qualified teachers, and instructional materials, hindering the delivery of quality education. Strategic planning could help identify and prioritize the needs of these schools, ensuring equitable access to resources and tailored interventions to uplift their performance (Saludar et al., 2019).

Strategic planning was essential for schools in the Districts of Jiabong, Motiong, and Wright I and II Schools Division of Samar, to overcome the challenges hindering school performance and achievement outcomes. By addressing issues such as limited resources, socio-economic disparities, and the impact of the pandemic, strategic planning could guide the development and implementation of targeted initiatives to enhance educational quality and uplift student achievement in the region. With a focused and comprehensive strategic plan, schools in the Districts of Jiabong, Motiong, and Wright I and II could foster an environment conducive to learning and equip students with the skills and knowledge needed for success.

The performance data used in this analysis comes from the merged results of schools in these districts to ensure the anonymity of individual schools and students. By consolidating the data, it provides a clearer picture of the overall trends and challenges that the Schools Division of Samar faces, rather than isolating results to specific institutions.

School performance and achievement outcomes are profoundly impacted by effective strategic planning. As education systems constantly evolve, schools must proactively adapt to meet challenges and uncertainties head-on. The National Achievement Test (NAT) scores reflect a slight improvement, with the overall average score rising from 51.63% in 2017-2018 to 55.94% in 2018-2019, maintaining an average of 56.66% in 2019-2020. This consistency suggests a need for continued focus on educational improvement,

particularly in subjects like Filipino (62.20%, Araling Panlipunan (63.66%), and English (52.04%), where students exhibit varied performance across different quarters.

In terms of school resources, Samar schools face staffing challenges, with 24 teachers in some schools, comprising 14 female and 10 male teachers. This contributes to a teacher-student ratio that could be further optimized to ensure better instructional quality. Strategic staffing plans could address this by ensuring an adequate number of qualified teachers in critical subjects and improving student engagement.

The enrollment data highlights gender distribution across grades in Samar schools, with 47 female and 31 male students enrolled in Grade 12, mirroring higher female enrollment across various grades. Daily average attendance also varies by section, suggesting the need for attendance improvement strategies that can ensure consistent participation, reduce absenteeism, and bolster academic success in these regions.

Nutritional challenges are also evident in Samar, with 11 students classified as severely wasted, 9 students as wasted, and 50 students identified as above normal weight. These indicators highlight the need for integrated health and nutrition interventions within the strategic planning process to improve student well-being and support academic performance.

Community involvement plays a pivotal role in supporting schools across Samar. The stakeholder participation metrics reveal significant contributions from GPFAs (46 members), LGUs, and alumni through initiatives such as Brigada Eskwela and HIPFTA. This active participation underscores the importance of leveraging community resources to address gaps in school resources and foster a supportive learning environment.

Gathering and analyzing division data regarding the performance of school in Samar over the past three years was crucial for understanding the current educational landscape and identifying areas for improvement. This data could encompass various metrics such as academic achievement scores, graduation rates, dropout rates, teacher-student ratios, infrastructure quality, and access to resources. By examining trends and patterns in this data, researchers could pinpoint specific challenges and disparities that might have affected school performance across different regions within Samar. For instance, they might have uncovered discrepancies in achievement outcomes between urban and rural schools, disparities in resource allocation, or gaps in educational opportunities for marginalized communities. Moreover, by comparing Samar's performance data with national benchmarks and targets set by the Department of Education (DepEd), researchers could have assessed the region's progress towards meeting educational goals and identified areas where targeted interventions were needed.

The motivation behind undertaking this study stemmed from recognizing the profound impact strategic planning could have on school and district-level performance and achievement outcomes. In a real scenario, a school district in a rapidly developing urban area grappled with the challenge of increasing diversity among its student population, leading to varying academic needs and learning styles. The district's decision to embark on this study was driven by a strong desire to comprehend how strategic planning could effectively address the unique challenges faced by each school and enhance overall district-level performance.

Through comprehensive research, the districts identified best practices and successful strategies that could foster collaboration, allocate resources efficiently, and ultimately ensure that every student received a high-quality education. By pursuing this study, the districts sought to equip themselves with valuable insights

to create a well-tailored strategic plan, thus uplifting educational outcomes and fostering an inclusive learning environment for all students.

1.1. Research Questions

This study examined the influence of strategic planning on school performance and achievement outcomes among the schools in the Districts of Jiabong, Motiong, and Wright I and II, Schools Division of Samar, during the School Year 2023 – 2024. Specifically, it sought answers to the following questions:

1. What is the profile of the school administrator-respondents in terms of:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 gross monthly family income;
 - 1.4 highest educational attainment;
 - 1.5 professional experience as school administrators;
 - 1.6 relevant in-service training;
 - 1.7 performance rating based on latest OPCRf;
 - 1.8 attitude toward school strategic planning?
2. What is the level of strategic planning implementation in the Districts of Jiabong, Motiong, and Wright I and II as to:
 - 2.1 strategic execution;
 - 2.2 communication and stakeholder engagement, and
 - 2.3 resource management?
3. What are the schools' outcomes in the Districts of Jiabong, Motiong, and Wright I and II in terms of the following:
 - 3.1 academic achievement scores;
 - 3.2 graduate rates;
 - 3.3 attendance rates;
 - 3.4 number of participated division curricular activities; and
 - 3.5 number of disciplinary infractions?
4. What are the achievements of the schools in the Districts of Jiabong, Motiong, and Wright I and II, as to:
 - 4.1 number of academic awards/recognitions;
 - 4.2 number of accreditations/certifications, and
 - 4.3 number of collaborations/partnerships with external organizations?
5. Is there a significant relationship between the school administrator-respondents' profile and the following variables:
 - 5.1 level of strategic planning implementation;
 - 5.2 schools' outcomes, and
 - 5.3 schools' achievements?

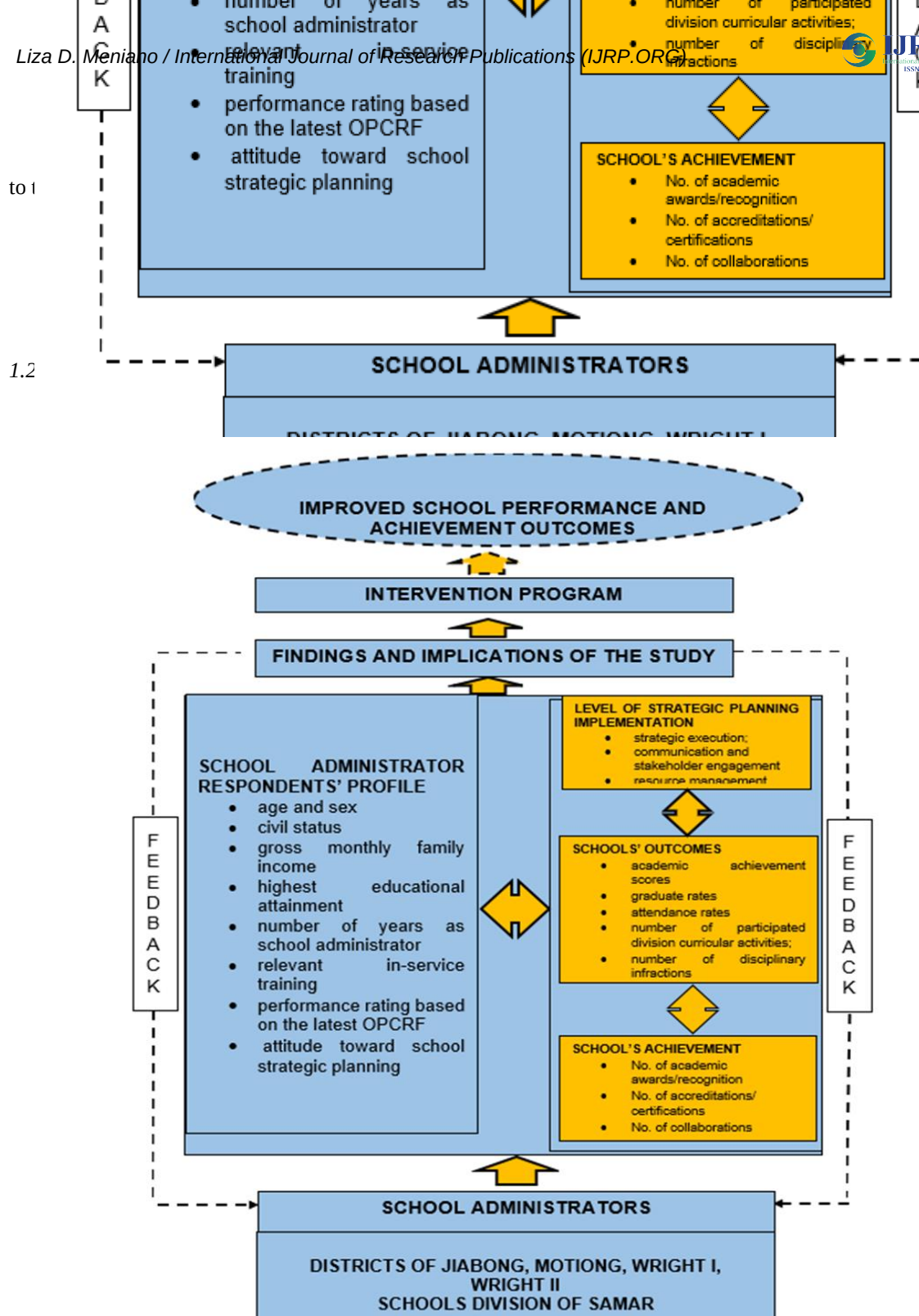


Fig. 1. Research Paradigm

Positioned at the center of the investigation is the research locale, situated in the Districts of Jiabong, Motiong and Wright I and II, Schools Division of Samar, with the participation of school administrators as study respondents for the School Year 2023-2024, illustrated in the lower portion of the schema.

Ascending from this foundational locale are converging research elements, visually depicted through an upward-pointing arrow. The framework meticulously dissects the profiles of school administrator-respondents, scrutinizing age and sex, civil status, gross monthly family income, highest educational attainment, number of years as school administrators, relevant in-service training, latest performance rating based on latest OPCRF, and attitude toward school strategic planning.

The study also determined the level of strategic planning implementation in the Districts of Jiabong, Motiong, and Wright I and II as to strategic execution, communication and stakeholder engagement, and resource management. This can be seen in the upper right quadrant of the schema. Simultaneously, the study delves into the schools' outcomes in terms of the academic achievement scores, graduate rates, attendance rates, number of participated division curricular activities, and number of disciplinary infractions, outlined in the center-right quadrant. The study also ascertained the achievements of the schools in the said districts as to number of academic awards/recognitions, number of accreditations/certifications, and number of collaborations/partnerships with external organizations, positioned in the lower-right quadrant.

The framework facilitates correlation analyses, employing double-headed arrows to interlink these segments, aiming to unveil the intricate interrelationships between school administrator-respondents' profiles, their level of strategic planning, the schools outcomes, and achievement.

Ultimately, the research findings and their extensive implications, depicted in the third tier, play a pivotal role in shaping a targeted intervention program showcased in the fourth tier. This program lies at the core of our mission improved school performance and achievement outcomes, symbolized at the apex of the schema. Feedback mechanisms, represented by broken loops flanking the larger frame, ensure continuous assessment and refinement of these efforts, guaranteeing the successful achievement of the research aims.

1.3. Theoretical Framework

This study was anchored in four prominent educational theories: Social Learning theory, proposed by Bandura in 1977; Constructivism, associated with theorists Piaget and Vygotsky in the 1970s and 1980s; Self-determination Theory, developed by Deci and Ryan in 1985; and Strategic Planning Model Theory in 2012 by Kotter. These theories provided a theoretical framework for understanding how strategic planning could influence school outcomes and achievement outcomes.

The Social Learning Theory, proposed by Bandura (1977), suggests that learning occurs through observation, imitation, and modeling of others. It emphasizes the influence of social interactions, role models, and the environment on the learning process. In the context of this study, the Social Learning Theory highlights how strategic planning can create a supportive and collaborative learning environment, allowing students to observe and learn from their teachers and peers. By incorporating effective teaching practices and providing professional development for educators, strategic planning enhances teachers' skills, making them positive role models. Encouraging meaningful interactions and collaboration among students, strategic

planning fosters a conducive atmosphere for learning, ultimately leading to improved performance and achievement outcomes.

Constructivism, associated with theorists like Piaget (1977) and Vygotsky (1978), posits that learners actively construct knowledge and meaning through their experiences and interactions with the environment. It emphasizes the importance of hands-on, experiential learning and the role of the teacher as a facilitator. Applied to this study, this theory illustrates how strategic planning can incorporate constructivist principles, promoting student engagement, critical thinking, and problem-solving skills, thereby enhancing performance and achievement outcomes. By embracing constructivist principles in strategic planning, schools and districts can design learning experiences that actively involve students in the discovery of knowledge and understanding. Strategic planning can prioritize experiential learning opportunities, such as project-based assignments, collaborative tasks, and real-world applications of knowledge, which allow students to make meaningful connections with the subject matter. This approach fosters deeper understanding and retention of information, contributing to enhanced academic performance.

Self-Determination Theory, developed by Deci and Ryan (1985), is highly relevant in understanding the impact of strategic planning on school and district-level performance and achievement outcomes. This theory emphasizes the role of intrinsic motivation in driving human behavior and learning, positing that individuals are motivated when their psychological needs for autonomy, competence, and relatedness are met. In the context of this study, Self-Determination Theory can be applied to highlight how strategic planning can create a learner-centered environment that fosters these critical psychological needs, ultimately influencing performance and achievement outcomes positively.

By integrating the principles of the Self-Determination Theory into strategic planning, schools and districts can prioritize autonomy, allowing students to have a sense of control and choice in their learning journey. Strategic planning can provide opportunities for students to explore their interests, set academic goals, and take ownership of their learning experiences, thereby enhancing their intrinsic motivation to excel academically. Moreover, strategic planning can support students' sense of competence and self-efficacy.

Meanwhile, Kotter's Strategic Planning Model Theory (2012) underscores the significance of aligning strategic initiatives with organizational objectives while effectively managing change to attain desired outcomes. While Kotter primarily focuses on change management, his principles are adaptable to strategic planning processes to ensure their successful execution. This integration involves establishing a sense of urgency by identifying the need for change, forming a guiding coalition of stakeholders committed to driving transformation, developing a compelling vision and strategy, and transparently communicating these to all involved. By following Kotter's principles, educational institutions can navigate strategic planning effectively, fostering collaboration, innovation, and sustained progress towards their goals.

Through integrating these educational theories into this study, a robust theoretical foundation is established for understanding how strategic planning aligns with these theories to enhance teaching and learning, improve student outcomes, and cultivate a positive educational environment. These theories serve as pillar reinforcing the proposition that strategic planning possesses the capacity to cultivate environments conducive to effective learning, fostering strong students engagement, and attending to the complex psychological needs of learners. By creating such nurturing conditions, strategic planning not only facilitates enhanced academic performance but also paves the way for a trajectory of achievement outcomes that are characterized by sustained progress and holistic development.

2. Methodology

2.1. Research Design

This study utilized a descriptive-correlational design, with the descriptive aspect aiming to comprehensively describe the characteristics of school administrator-respondents and the level of strategic planning implementation in the Districts of Jiabong, Motiong, and Wright I and II, Schools Division of Samar during the School Year 2023 - 2024.

The descriptive aspect provided a detailed overview of the variables under investigation, offering insights into the profile of the school administrator-respondents as to age and sex, civil status, gross monthly family income, highest educational attainment, number of years as school administrators, relevant in-service training, performance rating based on the latest OPCR and attitude toward school strategic planning.

Descriptive components is likewise used for the respondents' level of strategic planning implementation as to strategic execution, communication and stakeholder engagement, and resource management; their schools' outcomes as to academic achievement scores, graduate rates, attendance rates, number of participated division curricular activities, and number of disciplinary infractions, and finally for the achievements of the school as to number of academic awards/recognitions, number of accreditations/certifications, and number of collaborations/partnerships with external organizations.

The correlational component of the study focused on exploring the relationships between variables, including the school administrator-respondents' profile, the level of strategic planning implementation, schools' outcomes, and achievements. Correlation coefficients were calculated to determine the strength and direction of associations between these variables. This correlational analysis aimed to uncover potential patterns or trends in the data and assess whether certain factors, such as the level of strategic planning implementation, were related to school performance and achievement outcomes.

The descriptive-correlational design allowed for a comprehensive examination of the relationships between key variables within the educational context of the specified districts, providing valuable insights into the factors influencing school effectiveness.

2.2. Locale of the Study

Figures 2-4 provides a visual representation of the geographic area under investigation, showcasing Jiabong, Motiong, and Paranas in Samar. Each of these locales is characterized by a profound historical legacy, understanding the depth of its historical backgrounds is crucial for contextualizing the current educational practices, policies, and challenges within these communities.

For the District of Jiabong this includes Bawang Elementary School, Bugho Elementary School, Camarobo-an Elementary School, Candayao Elementary School, Cantongtong Elementary School, Casapa Elementary School, Catalina Elementary School, Cristina Elementary School, Dogongan Elementary School, Garcia Elementary School, Hinaga Elementary School, Jia-an Elementary School, Jidanao Elementary School, Lulugayan Elementary School, Macabetas Elementary School, Malino Elementary School, Malobago Elementary School, Flora Mabaet Elementary School, Jiabong Central Elementary School, Casapa National High School, Cuyting Uy National High School, and Jiabong National High School.

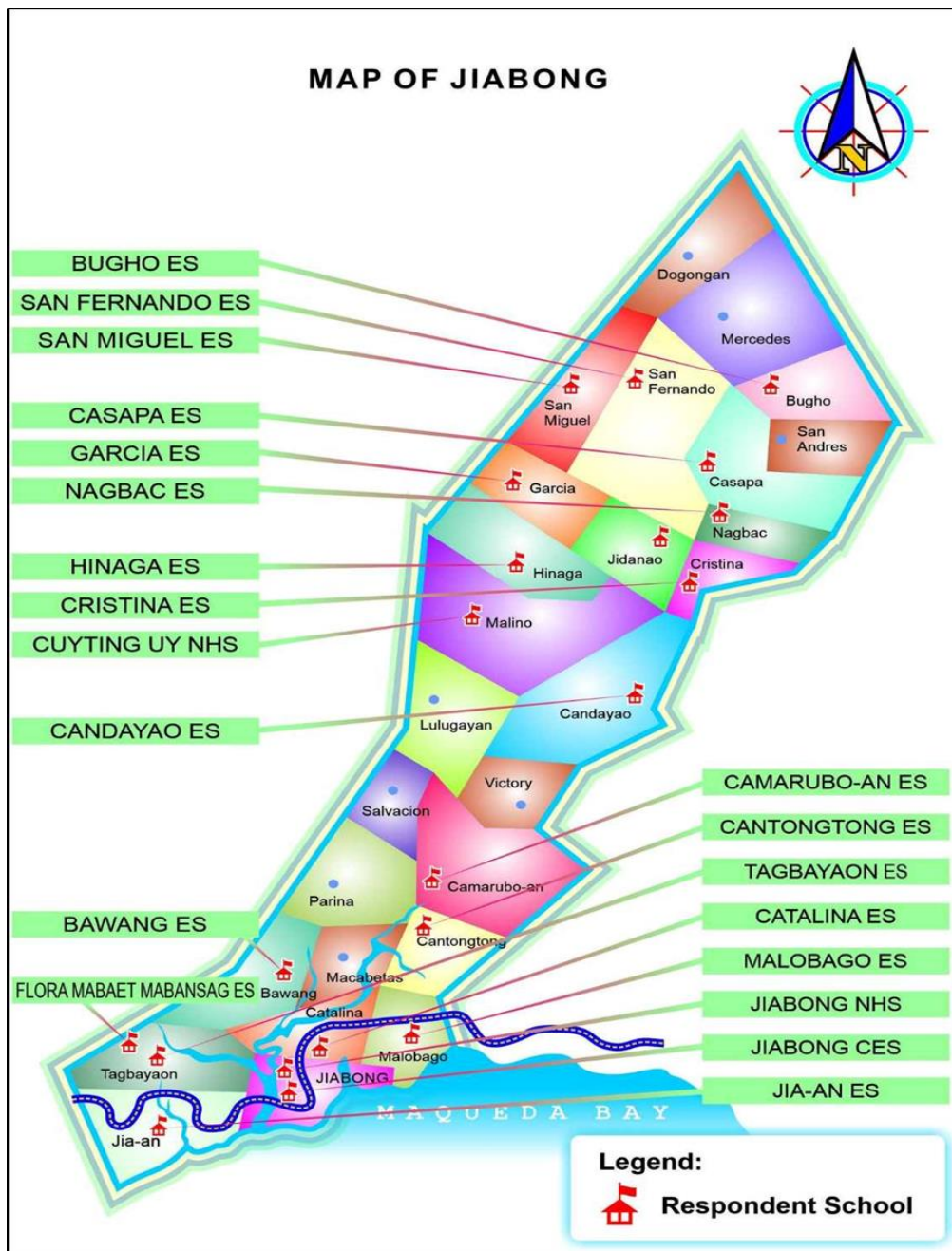


Fig. 2. The Map Showing the Municipality of Jiabong

For the District of Motiong this includes Motiong Central Elementary School, Angyap Elementary School, Barayong Elementary School, Bayog Elementary School, Beri Elementary School, Bonga Elementary School, Calantawan Elementary School, Calapi Elementary School, Caluyahan Elementary School, Canatuan Elementary School, Candomacol Elementary School, Canvais Elementary School, Capaysagan Elementary School, Caranas Elementary School Caulayanan, Elementary School, Hinica-an Elementary School, Inalad Elementary School, Linonoban Elementary School, Malobago Elementary School, Malonoy Elementary School, Mararangsi Elementary School, Maypange Elementary School, New Minarog Elementary School, Oyandic Elementary School, Pamamasan Elementary School, San Andres Elementary School, Santo Niño Elementary School, Sarao Elementary School, Pusongan Elementary School, Bonga National High School, Calapi National High School, and Motiong National High School.

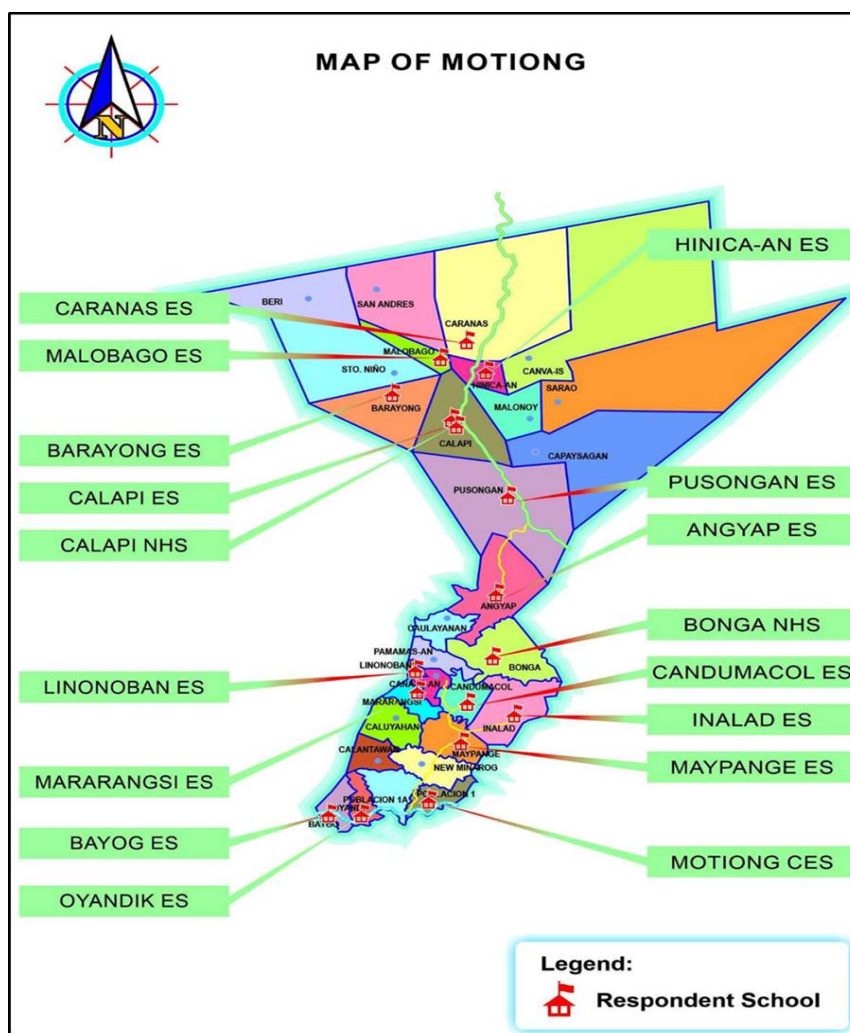


Fig. 3. The Map Showing the Municipality of Motiong

For the District of Wright I this includes Anagasi Elementary School, Apolonia Integrated School, Bagsa Elementary School, Balbagan Elementary School, Bato Elementary School, Binogho Elementary School, Cantaguic Elementary School, Cantao-an Elementary School, Cantato Elementary School, Concepcion Elementary School, Canligues Elementary School, Cawayan Elementary School, Lipata Elementary School, Lokilokon Integrated School, Mangcal Elementary School, Maylobe Elementary School, Minarog Integrated School, Nawi Elementary School, Pabanog Elementary School, Paco Elementary School, Wright I Central Elementary School, and Wright National High School.

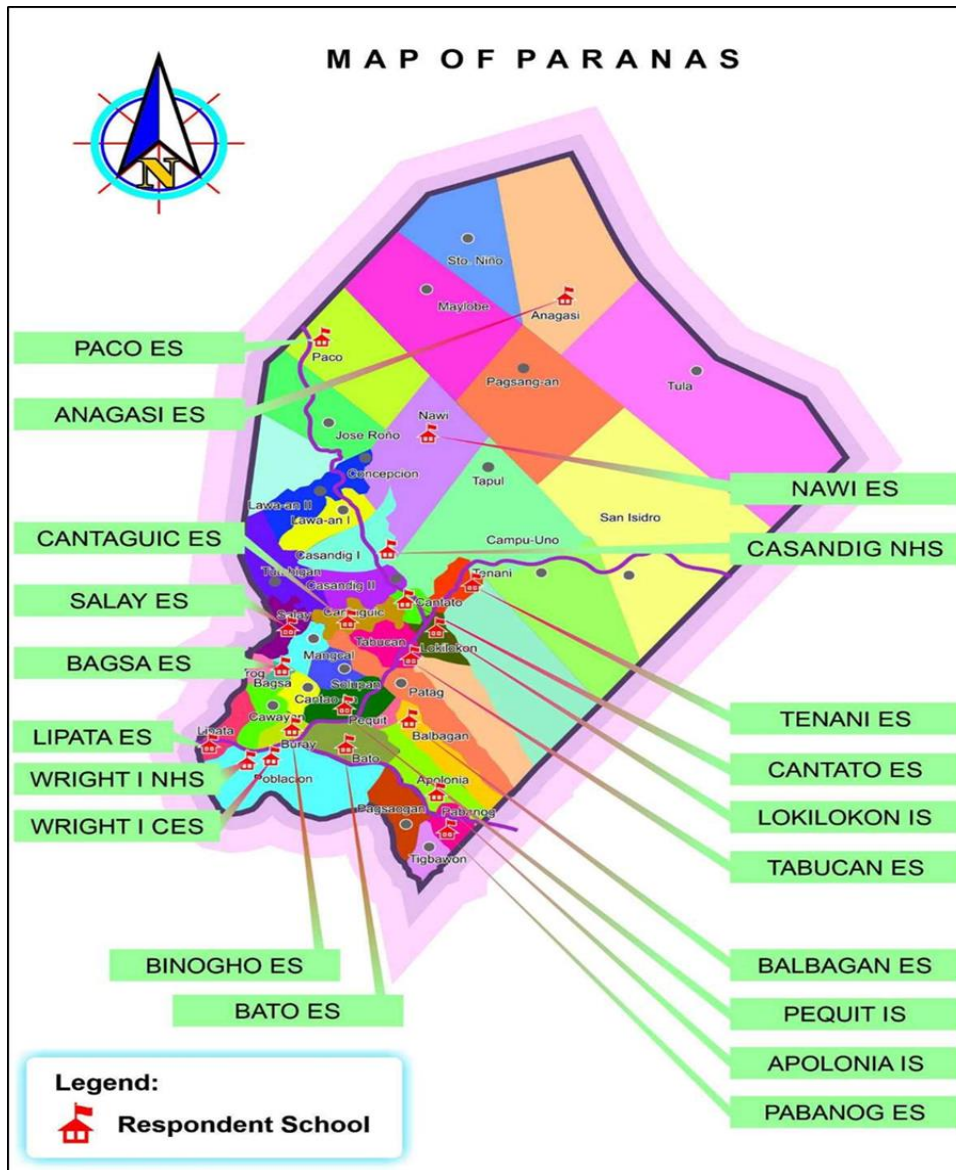


Fig. 4. The Map Showing the Municipality of Paranas

For District of Wright II this includes Pagsa-ogan Elementary School, Patag Elementary School, Pequit Integrated School, Wright II Central Elementary School, Salay Elementary School, San Isidro Elementary School, Santo Niño Elementary School, Sulopan Elementary School, Tabucan Elementary School, Tapul Elementary School, Tenani Integrated School, Tigbawon Elementary School, Tula Elementary School, Tutubigan Elementary School, Casandig Elementary School, Lawaan Elementary School, Casandig National High School, and Lawaan National High School.

2.3. Sampling Procedure

Table A provides a detailed overview of the number of respondents. The researcher involved all the elementary and secondary schools within the districts of Jiabong, Motiong, and Wright I and II. The researcher employed a total enumeration approach to determine the number of respondents.

Table A

The Number of Administrators-Respondent per District

Elementary and Secondary Schools	Number of School Administrator	Number of Respondents
	N	n
1. Jiabong District	27	16
2. Motiong District	31	14
3. Wright I District	27	14
4. Wright II District	24	13
TOTAL	109	57

In other words, all school administrators from the elementary and secondary schools within the Districts of Jiabong, Motiong, and Wright I and II were included as participants in this study. All the school administrators with the rank of principal, head teachers, and teacher-in-charge were included in the study.

2.4. Instrumentation

Instrumentation played a crucial role in collecting accurate and reliable data for this study. The following instruments were used:

Questionnaire. The questionnaire is designed for school administrator-respondents participating in the study. It comprises several parts, each aimed at gathering specific information related to the respondents' profile, their perceptions of strategic planning implementation, schools' outcomes, and achievements. Below is a breakdown of each part of the questionnaire and how it is/was answered:

Part I gathered demographic information about the respondents, including their age, sex, civil status, gross monthly family income, highest educational attainment, professional experience as a school

administrator, in-service trainings attended, performance ratings, and attitude toward school strategic planning. Respondents provide their answers by filling in the blanks, selecting checkboxes which best represent their answer. Part II elicited answers on the attitude of the respondents regarding strategic planning. Respondents were provided with ten attitudinal statement where they are going to indicate their level of agreement and disagreement using a five-point Likert scale. The attitude questionnaire is adopted from Baloglu et al. (2018). Part III evaluated the level of strategic planning implementation in their respective schools across three aspects: strategic execution, communication and stakeholder engagement, and resource management. They rate each aspect on a Likert scale ranging from "Not Implemented" to "Fully Implemented." This part is adopted from Khoshtaria (2018). They were instructed to put a checkmark on the box the correspond to their answer using a five-point Likert scale. Part IV provided data regarding their schools' outcomes, including academic achievement scores, graduate rates, attendance rates, participation in division curricular activities, and number of disciplinary infractions. They were instructed to fill in the required information for each outcome category. Part V collected information on the achievements of the respondent schools, such as academic awards/recognitions, accreditations/certifications, and collaborations/partnerships with external organizations. Respondents were instructed to complete tables for each achievement category, providing details such as the title of the award/certification, the level of recognition, and the awarding or overseeing body.

School Forms. In this study, school forms included documents related to student enrollment, attendance, academic performance, and other relevant educational records. These forms are crucial for tracking and analyzing school performance and achievement outcomes, providing valuable data for the research's comprehensive analysis and understanding of the educational context.

2.5. Validation of the Instrument

The validation process for the questionnaire was conducted by enlisting the expertise of three highly regarded professionals known for their proficiency in educational research, strategic planning, and questionnaire design. Their role entailed a meticulous evaluation of the clarity, relevance, and appropriateness of the updated questionnaire section, which had been meticulously refined in preparation for data collection. Drawing upon their wealth of experience and insights, the questionnaire underwent additional refinement iterations aimed at further enhancing its alignment with the parameters delineated in the statement of the problem.

Notably, the sections on attitude toward school strategic planning and the level of strategic planning implementation were adapted from existing scales and thus exempt from validation. These sections were directly drawn from the Strategic Planning Attitude Scale by Baloglu, Karadag, and Karaman (2008), and Khoshtaria's (2018) research, respectively. Their validity and reliability were assured through the established psychometric properties of the original scales and the credibility of the authors' research, making them suitable for use in the study without further validation.

2.6. Data Gathering Procedure

To gain permission to conduct this study involving school administrators a formal letter of request was meticulously prepared. The initial step involves seeking approval from the Schools Division Superintendent of the Schools Division of Samar, who oversees educational matters within the division, and

securing permission to administer the questionnaire to the school administrator-respondents in the elementary and secondary schools in the Districts of Jiabong, Motiong, and Wright I and II. The granted permit will served as the basis for seeking consent from the District Supervisor and the school administrators of the respondent schools, ensuring that the research was conducted in full compliance with educational protocols and guidelines.

During the data gathering process, multiple challenges and experiences were encountered. Firstly, administering the survey questionnaire to school administrators and strategic planning personnel proved to be more time-consuming than anticipated. Coordinating with respondents to distribute the questionnaire electronically or in physical copies required extensive communication and follow-up to ensure timely completion and return of the surveys.

Secondly, collecting academic records, attendance records, curricular activity participation records, and disciplinary records from the schools' records posed logistical challenges. Accessing and retrieving these records necessitated close coordination with the respective school authorities or designated personnel, which sometimes resulted in delays due to administrative processes and availability constraints.

Thirdly, gathering other relevant documents, such as certificates or documentation of academic awards or recognitions, accreditations or certifications, and collaborations or partnerships with external organizations, also presented challenges. Obtaining these documents required extensive coordination with the schools or relevant external organizations, often involving multiple stakeholders and administrative procedures.

Throughout the data gathering process, strict protocols were followed to ensure the privacy and confidentiality of the respondents' information. Necessary permissions and ethical considerations were addressed in obtaining and handling the data, with measures taken to safeguard sensitive information and comply with data protection regulations. Despite these challenges, the data gathering process was ultimately completed successfully, allowing for the comprehensive analysis of the study's objectives.

3. Results and Discussion

This section presents the findings of the study:

1. The data revealed that the majority of respondents are aged between 35-49 years, with a higher representation of females. Most are married, with a monthly family income ranging from PHP 20,000 to PHP 40,000. Education-wise, a significant portion has completed Master's units, followed by those with a Master's or Bachelor's degree, while some have undisclosed educational attainment. In terms of professional experience, the majority have 1 to 5 years as school administrators. Most have participated in 1 to 3 relevant in-service trainings. Performance ratings based on the OPCRf show that the majority received "Outstanding" ratings. Additionally, respondents exhibit highly positive attitudes toward school strategic planning, endorsing and supporting initiatives within the educational institution.

2. The analysis highlighted a consistently high level of strategic planning implementation across various aspects, including robust pursuit and achievement of goals, regular monitoring and evaluation, designated oversight teams, and proactive plan reviews, indicating a culture of proactive management and continuous improvement. Clear communication, alignment with institutional needs, stakeholder involvement, and effective communication of outcomes underscore the institution's commitment to transparency, collaboration, and inclusivity. Moreover, effective allocation and utilization of resources, along with systems to track progress and report outcomes, enhance transparency and accountability. Overall, the findings portray a positive outlook on strategic planning implementation, reflecting a culture of proactive management, collaboration, and continuous improvement crucial for driving organizational success within educational institutions.
3. The outcomes observed in schools where respondents served as administrators encompassed various domains, including academic achievement scores, graduation rates, attendance rates, participation in division curricular activities, and disciplinary infractions. Academic achievement scores, measured by mean percentage scores (MPS), fluctuated over the three-year period, necessitating continuous monitoring and strategic interventions to sustain and enhance performance. Consistently high graduation rates indicate the effectiveness of institutional strategies and emphasize the importance of maintaining and building upon existing initiatives to support student progression. Attendance rates exhibited a positive trend, reflecting effective strategies to promote student attendance and maintain a supportive learning environment, though fluctuations suggest the need for targeted interventions. Participation in division curricular activities was generally low, indicating an area for improvement in fostering holistic development and student engagement. While disciplinary infractions were minimal, proactive measures are essential to address emerging concerns and promote a supportive school culture. These findings provide valuable insights for strategic planning efforts, highlighting the importance of targeted interventions, continuous monitoring, and fostering a positive learning environment conducive to student success and overall school performance.
4. The findings on achievements in the Districts of Jiabong, Motiong, and Wright I and II from 2021 to 2023 revealed key trends. Firstly, most schools didn't receive academic awards or recognitions during this period, with occasional fluctuations but generally limited achievements. This signals a need for strategic planning to cultivate a culture of academic excellence and recognition, inspiring both students and faculty. Secondly, regarding accreditations and certifications, the majority of schools didn't acquire any during these years, suggesting room for enhancing institutional quality and credibility through relevant programs aligned with their mission. Lastly, while most schools didn't engage in collaborations with external organizations, there was a notable increase in such activities from 2021 to 2023, indicating a growing interest and an opportunity for schools to benefit from external resources and support. These findings underscore the importance of strategic planning to enhance academic achievement, institutional quality, and external collaborations in surveyed schools.
5. The study explored the connection between various profile characteristics of the respondents and the level of strategic planning implementation concerning strategic execution. The analyses reveal that none of the profile characteristics exhibit a significant correlation with the level of strategic execution. The p-values associated with each characteristic are all greater than the significance level of 0.05, leading to the acceptance of the null hypothesis for each correlation, indicating no significant relationship. In other words, regardless of the administrators' background or even their disposition towards strategic planning, the schools seemed to have implemented their plans to a similar extent.

6. The study explored the connection between respondents' profile characteristics and the level of strategic planning implementation concerning communication and stakeholder engagement. The analyses reveal that none of the profile characteristics exhibit a significant correlation with the level of communication and stakeholder engagement. The p-values associated with each characteristic are all greater than the significance level of 0.05, leading to the acceptance of the null hypothesis for each correlation, indicating no significant relationship. Consequently, these findings suggest that factors such as age, sex, civil status, income, educational attainment, professional experience, training, OPCRf rating, and attitude toward school strategic planning, do not significantly influence the level of strategic planning implementation as it pertains to communication and stakeholder engagement among the respondents. This suggests that, regardless of the administrators' background or attitude towards strategic planning, the level of communication and stakeholder engagement in implementing the plan seems to be similar across the board.
7. The study explored the connection between respondents' profile characteristics and the level of strategic planning implementation regarding resource management. Similar to previous analyses, all respondents' characteristics do not exhibit significant correlations with strategic planning implementation as to resource management. The p-values associated with each characteristic are all greater than the significance level of 0.05, leading to the acceptance of the null hypothesis for each correlation, indicating no significant relationship. Consequently, these findings suggest that factors such as age, sex, civil status, gross monthly income, highest educational attainment, professional experience as school administrator, relevant in-service training, OPCRf rating, and attitude toward school strategic planning, do not significantly influence the level of strategic planning implementation as it pertains to resource management among the respondents.
8. The study explored the connection between respondents' profile characteristics and outcomes concerning academic achievement scores. A school's Organizational Planning, Control, and Reporting Form (OPCRf) rating shows a statistically significant correlation with academic achievement scores (p-value = 0.045). However, this correlation is weak, with a rho value of 0.262, suggesting a limited influence.
9. The study explored the connection between respondents' profile characteristics and outcomes regarding academic graduate rates. The data reveals that both the highest level of education attained by the administrator and their experience as a school administrator have a statistically significant correlation with graduation rates. However, it's important to note that this correlation is weak, meaning the influence these factors have might be limited. Furthermore, the study found no significant correlation between graduation rates and other administrator characteristics, such as age, sex, civil status, income, training, performance evaluations (OPCRf rating), or even their attitude towards strategic planning. This suggests that these factors likely have little to no influence on academic graduation rates.
10. The study explored the connection between respondents' profile characteristics and outcomes regarding attendance rates. None of the profile characteristics examined (age, sex, civil status, income, educational attainment, professional experience, training, OPCRf rating, and attitude toward school strategic planning) exhibit significant correlations with attendance rates. This means factors outside the scope of administrator profiles seem to have a bigger influence on student attendance.

11. The study explored the connection between administrator characteristics and participation in curricular activities. The survey result reveals some interesting connections between administrator characteristics and participation in curricular activities. The study found two significant correlations. The first is a very strong correlation ($V=0.85$) between sex and the number of activities participated in ($p=0.048$). While the table doesn't tell us whether males or females participate more, this strong correlation suggests sex plays a significant role. Further investigation is needed to understand which gender group participates more actively. The second significant factor is professional experience as a school administrator ($\rho=0.422$, $p=0.001$). This shows a moderate correlation, indicating that administrators with more experience tend to participate in more activities. Interestingly, other administrator characteristics (age, civil status, income, educational attainment, training, OPCR rating, and attitude toward school strategic planning) didn't show any significant connection with participation in these activities.
12. The study explored the connection between respondents' profile characteristics and outcomes regarding the number of disciplinary infractions. Among the profile characteristics examined, one variable exhibits a significant correlation with the number of disciplinary infractions: highest educational attainment ($\rho = 0.330$, $p = 0.012$). The significant positive correlation between highest educational attainment and the number of disciplinary infractions suggests that individuals with higher levels of educational attainment tend to encounter more disciplinary infractions. This finding implies that there may be a relationship between educational background and the occurrence of disciplinary issues within educational settings. Interestingly, other administrator characteristics (age, sex, civil status, income, professional experience as school admin, training, OPCR rating, and attitude toward school strategic planning) did not show any significant connection with the number of disciplinary infractions.
13. The study explored the connection between respondents' profile and the number of academic awards/recognitions. Among the profile characteristics examined, two variables exhibit significant correlations with the number of academic awards/recognitions: professional experience as a school administrator ($\rho = 0.337$, $p = 0.010$) and relevant in-service training ($\rho = 0.291$, $p = 0.028$). The significant positive correlations suggest that both professional experience as a school administrator and relevant in-service training are associated with a higher number of academic awards/recognitions.
14. The study explored the connection between respondents' profile and the number of accreditations/certifications. The survey result indicates that only one variable exhibits a significant correlation with the number of accreditations/certifications: attitude toward school strategic planning ($\rho = -0.271$, $p = 0.042$). The significant negative correlation suggests that attitude is inversely related to the number of accreditations/certifications. This implies that respondents with a more negative attitude are less likely to have obtained accreditations or certifications. The findings indicate that attitude plays a vital role in pursuing and obtaining accreditations/certifications.
15. The study explored the connection between respondents' profile and the number of collaborations/partnerships. The data reveals several variables that exhibit significant correlations with the number of collaborations/partnerships with external organizations: age ($\rho = 0.358$, $p = 0.006$), gross monthly family income ($\rho = 0.317$, $p = 0.016$), professional experience as school admin ($\rho = 0.418$, $p = 0.001$), and relevant in-service training ($\rho = 0.280$, $p = 0.035$). The results showed that there is a positive correlation between age and the number of collaborations/partnerships, suggesting that older respondents tend to engage in more external collaborations. Also, respondents with higher

family incomes show a greater tendency to form collaborations/partnerships with external organizations. Similarly, individuals with more extensive experience as school administrators are more likely to establish collaborations/partnerships with external organizations. Finally, respondents who have undergone relevant in-service training also demonstrate a higher propensity for forming collaborations/partnerships with external entities.

16. The study explored the connection between the respondents' level of strategic planning concerning strategic execution and various school outcomes. For Academic Achievement Scores, Graduate Rates, Attendance Rates, and Number of Participated Division Curricular Activities, the correlation coefficients are relatively low, ranging from 0.067 to 0.250. Additionally, the p-values associated with these correlations are all above the significance level of 0.05, indicating that these relationships are not statistically significant. This suggests that there is no meaningful association between strategic execution and these school outcomes. However, for the Number of Disciplinary Infractions, although the correlation coefficient is still modest at 0.096, the relationship is not statistically significant as well, as indicated by the p-value of 0.476. Therefore, there is no substantial evidence to support a significant correlation between strategic execution and any of the examined school outcomes. Despite the lack of significant correlations, it's still essential for educational institutions to continue monitoring and enhancing their strategic planning processes.
17. The study explored the connection between respondents' level of strategic planning regarding communication and stakeholder engagement and various school outcomes. For Academic Achievement Scores, the correlation coefficient is 0.083 with a p-value of 0.539, indicating a non-significant relationship. Similarly, Graduate Rates, Attendance Rates, and Number of Participated Division Curricular Activities also show non-significant correlations, with correlation coefficients ranging from -0.136 to -0.105 and p-values above 0.05. These findings suggest that there is no meaningful association between the level of strategic planning in communication and stakeholder engagement and these school outcomes. Additionally, the Number of Disciplinary Infractions displays a correlation coefficient of 0.134 with a non-significant p-value of 0.321, further indicating no significant relationship between strategic planning in this domain and disciplinary infractions. The lack of significant correlations between strategic planning in communication and stakeholder engagement and school outcomes implies that while these aspects of strategic planning are essential for organizational effectiveness, they may not directly influence academic achievement, graduation rates, attendance, or participation in curricular activities. However, it is crucial for educational institutions to continue investing in robust communication strategies and stakeholder engagement practices to foster transparency, collaboration, and trust within the school community.
18. The study explored the connection between respondents' level of strategic planning concerning resource management and various school outcomes. For Academic Achievement Scores, the correlation coefficient is 0.067 with a p-value of 0.623, suggesting a non-significant relationship. Similarly, Graduate Rates, Attendance Rates, Number of Participated Division Curricular Activities, and Number of Disciplinary Infractions all exhibit non-significant correlations, with correlation coefficients ranging from -0.173 to 0.011 and p-values above 0.05. The lack of significant correlations between strategic planning in resource management and school outcomes implies that while effective resource management is crucial for organizational efficiency, it may not directly influence academic achievement, graduation rates, attendance, participation in curricular activities, or disciplinary infractions. However, it is important for educational institutions to continue optimizing resource

allocation processes to ensure that resources are allocated equitably and effectively across various programs and initiatives.

19. The study explored the connection between respondents' level of strategic planning in strategic execution and the number of school achievements across various categories. The correlation coefficients (ρ) for Academic Awards/ Recognitions, Accreditations/Certifications, and Collaborations/Partnerships are all close to zero, indicating weak or negligible relationships. Moreover, the p-values for all three categories are above 0.05, indicating non-significance. Despite the absence of significant correlations, there are still implications to consider. While strategic planning is essential for organizational success, its direct impact on the number of school achievements may be limited or influenced by other unaccounted factors.
20. The correlational analysis indicates mixed results regarding the relationship between respondents' level of strategic planning in communication and stakeholder engagement and the number of school achievements. While there are no significant correlations for Academic Awards/Recognitions and Accreditations/Certifications, there is a significant positive correlation ($\rho = 0.348$, $p = 0.008$) between strategic planning in communication and stakeholder engagement and Collaborations/Partnerships with external organizations. The significant correlation between strategic planning in communication and stakeholder engagement and Collaborations/Partnerships suggests that schools with more robust strategic planning processes in these areas are more likely to engage in collaborative efforts with external organizations. This highlights the importance of effective communication and engagement strategies in fostering partnerships that can enhance school outcomes and achievements.
21. The study explored the connection between respondents' level of strategic planning in resource management and the number of school achievements. The analysis suggests mixed results. While there is no significant correlation between strategic planning in resource management and Academic Awards/Recognitions ($\rho = 0.006$, $p = 0.964$) or Accreditations/Certifications ($\rho = -0.109$, $p = 0.419$), there is a significant positive correlation ($\rho = 0.357$, $p = 0.006$) between strategic planning in resource management and Collaborations/Partnerships with external organizations. The significant positive correlation between strategic planning in resource management and Collaborations/Partnerships indicates that schools with effective resource management strategies are more likely to engage in collaborative efforts with external entities. This suggests that efficient allocation and utilization of resources can facilitate partnerships, contributing to enhanced school achievements.

4. Conclusion

From the findings of the study, the following conclusions were drawn:

1. The study provided insights into the demographic profile of school administrators in terms of age, sex, civil status, income, educational attainment, professional experience, relevant in-service training, performance ratings, and attitudes toward strategic planning. The majority of respondents exhibited positive attitudes toward strategic planning, indicating a readiness to engage in the process.

2. Across the districts surveyed, there was a consistently high level of strategic planning implementation in strategic execution, communication and stakeholder engagement, and resource management. Administrators demonstrated a proactive approach to goal-setting, collaboration, and resource allocation, fostering a culture of continuous improvement within educational institutions.
3. The analysis of school outcomes revealed fluctuations in academic achievement scores, stable graduation rates, positive trends in attendance rates, low participation in division curricular activities, and minimal disciplinary infractions. While strategic planning implementation did not show significant correlations with all outcomes, effective communication and stakeholder engagement were associated with increased collaborations/partnerships with external organizations.
4. The study identified limited academic awards/recognitions, accreditations/certifications, and collaborations/partnerships with external organizations across surveyed schools. However, there was a notable increase in collaborations/partnerships over time, suggesting a growing interest in external partnerships as part of strategic planning initiatives.
5. No significant correlations were found between any administrator characteristic (age, sex, civil status, gross monthly family income, highest educational attainment, number of years as school administrators, relevant in-service training, performance rating based on latest OPCRF, and attitude toward school strategic planning) and the level of strategic planning implementation as to strategic execution, communication and stakeholder engagement, and resource management. This suggests that regardless of the administrators' background or attitude towards strategic planning, schools implemented their plans to a similar degree. In other words, the study did not find evidence that administrator profiles play a major role in how well strategic plans are executed in these areas. There might be other factors influencing implementation success that were not explored in this study.
6. Administrator background and attitudes (age, sex, experience etc.) did not significantly influence how well schools implemented strategic plans in areas like resource management.
7. There was a weak positive correlation between a school's OPCRF rating (organizational planning) and academic achievement scores. This suggests some influence of planning practices, but the effect is limited.
8. Administrator's highest level of education and experience had weak positive correlations with graduation rates, indicating a potential limited influence. Other administrator characteristics did not show significant connections.
9. No significant correlations were found between administrator profiles and student attendance rates. This suggests other factors likely play a bigger role.
10. Sex and professional experience were the only administrator characteristics with significant correlations to participation in curricular activities: Sex showed a very strong correlation, but the data doesn't tell us which gender participates more (needs further investigation). Experience had a moderate positive correlation, suggesting administrators with more experience participate more actively.

11. Highest educational attainment had a significant positive correlation with the number of disciplinary infractions. This suggests administrators with higher education backgrounds might encounter more disciplinary issues, but the reason behind this needs further exploration. Other administrator characteristics did not show any significant connection.
12. Positive correlations were found between: a) Professional experience and the number of academic awards/recognitions. This suggests administrators with more experience tend to have schools with more awards. b) Relevant in-service training and the number of academic awards/recognitions. This implies training might play a role in acquiring recognition.
13. There was a negative correlation between attitude towards strategic planning and the number of accreditations/certifications. The significant negative correlation suggests that attitude is inversely related to the number of accreditations/certifications. This implies that respondents with a more negative attitude are less likely to have obtained accreditations or certifications.
14. Several factors showed positive correlations with collaborations: a) Age: Older administrators tend to collaborate more with external organizations. b) Income: Schools with higher family income backgrounds collaborate more. c) Experience: Administrators with more experience collaborate more with external organizations. d) Training: Training seems to be associated with increased collaboration with external organizations.
15. This study investigated the relationship between different aspects of strategic planning (execution, communication, and resource management) and various school outcomes. The findings revealed a consistent pattern: No statistically significant correlations were found between any of the strategic planning aspects and school outcomes like academic achievement, graduation rates, attendance, participation in activities, or disciplinary infractions. While these results seem to suggest that strategic planning might not directly impact these outcomes, the study acknowledges some important points: a) Limited Scope: The study may not have captured all the factors influencing these outcomes. Strategic planning might still be indirectly beneficial. b) Importance of Strategic Planning: Despite the lack of direct correlations, strategic planning remains crucial for educational institutions. It helps with monitoring progress, improving processes, and achieving long-term goals.
16. This study examined the relationship between different aspects of strategic planning (execution, communication, and resource management) and the number of school achievements in various categories. The findings highlight the potential importance of strategic planning for some achievements, while also acknowledging its limitations.
17. Strategic Execution and Achievements: No statistically significant correlations were found between strategic execution and the number of achievements in any category (awards, certifications, collaborations).
18. Communication & Engagement and Achievements: There were mixed results. No significant correlations with awards or certifications, but a positive correlation with collaborations. This suggests that strong communication and stakeholder engagement might be important for securing partnerships with external organizations.

19. Resource Management and Achievements: Similar to communication & engagement, mixed results were found. No significant correlations with awards or certifications, but a positive correlation with collaborations. This implies effective resource management might also play a role in facilitating collaborations.
20. Strategic planning might not directly translate to a higher number of awards or certifications, but it could be indirectly beneficial by fostering collaboration opportunities.
21. Communication, stakeholder engagement, and resource management seem to be more relevant for establishing collaborations, potentially leading to improved school outcomes in the long run.
22. In essence, while strategic planning might not directly guarantee a surge in awards or certifications, focusing on communication, stakeholder engagement, and resource management within the strategic planning process can position schools to benefit from collaborations with external organizations, which can ultimately contribute to achieving educational goals.

5. Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are offered:

1. Continue with Strategic Planning. Despite the lack of a clear link between administrator profiles and planning implementation, the study highlights the overall high level of strategic planning implementation across districts. This suggests that strategic planning is a valuable process for schools.
2. However, educational institutions should prioritize efforts to refine strategic planning processes, including goal-setting, collaboration, and resource allocation, to better align with organizational goals and objectives.
3. Focus on Communication, Engagement, and Resource Management. While strategic execution showed no significant correlations with some outcomes, communication, stakeholder engagement, and resource management were associated with increased collaborations. Schools should prioritize these aspects of strategic planning to maximize potential benefits.
4. Schools should actively seek collaborations and partnerships with external organizations to leverage additional resources, expertise, and support, thereby enhancing school achievements and outcomes.
5. Effective communication strategies and stakeholder engagement practices should be prioritized to foster transparency, collaboration, and trust within the school community, ultimately contributing to improved school effectiveness.
6. The study suggests a positive correlation between relevant in-service training and academic awards/recognitions. Schools should continue to provide professional development opportunities focused on strategic planning and areas identified for improvement. Administrators and staff should engage in ongoing professional development opportunities to enhance their skills and competencies in strategic planning, communication, and stakeholder engagement.

7. Schools should explore diverse avenues for recognizing academic achievements and fostering a culture of excellence among students and faculty members.
8. The study highlights a positive association between administrator experience, training, income, and collaborations. Schools can leverage these factors to promote collaboration with external organizations.
9. The strong correlation between sex and participation in curricular activities needs further exploration. Understanding these can help schools develop targeted strategies to promote balanced participation.
10. Schools should establish systems for continuous monitoring and evaluation of school outcomes and achievements to identify areas for improvement and implement targeted interventions accordingly.
11. The study acknowledges the limitations of its scope. Further research is needed to explore the potential indirect benefits of strategic planning on a wider range of school outcomes.
12. The negative correlation between attitude and accreditation needs further investigation. Understanding the reasons behind this association could help improve school attitudes towards strategic planning.
13. Future studies could explore additional factors influencing school outcomes and achievements, including leadership practices, teaching quality, and community engagement, to provide a more comprehensive understanding of school effectiveness.
14. School should actively seek collaborations and partnerships with external organizations to leverage additional resources, expertise, and support, thereby enhancing school achievements and outcomes.

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