

School Governance, Stakeholder Trust, and Institutional Sustainability in Banaybanay District, Division of Davao Oriental: Basis for Strategic Enhancement Program

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Abstract

This study examined the relationships among school governance, stakeholder trust, and institutional sustainability in public elementary schools in Banaybanay District, Division of Davao Oriental, during School Year 2025-2026. Anchored in Public Value Governance Theory and the Integrative Model of Organizational Trust, the study employed a quantitative, non-experimental descriptive-correlational research design. Data were collected from 250 public elementary school teachers selected through proportionate stratified random sampling using a validated, researcher-adapted survey questionnaire. Descriptive statistics, Pearson correlation, and multiple linear regression were used to analyze the data. Teachers' assessments indicated high perceived levels of school governance ($M = 3.43$), stakeholder trust ($M = 3.49$), and institutional sustainability ($M = 3.53$). However, strategic leadership, transparency, reliability, organizational resilience, continuous quality improvement, and stakeholder engagement required further strengthening. A very strong positive relationship was established between school governance and stakeholder trust ($r = 0.919$, $p < .001$). Both variables significantly predicted institutional sustainability, explaining 87.7% of its variance ($R^2 = 0.877$), with stakeholder trust demonstrating the greater predictive contribution. The study concluded that effective governance and stakeholder confidence were strongly associated with institutional sustainability. Accordingly, the proposed S.T.R.I.V.E.-Banaybanay Enhancement Program was developed to strengthen leadership, transparency, collaboration, and continuous institutional improvement. The study supports Sustainable Development Goals 4 (Quality Education), 16 (Peace, Justice, and Strong Institutions), and 17 (Partnerships for the Goals). Its sustainability implications emphasize accountable governance, stronger stakeholder partnerships, institutional resilience, and continuous improvement in educational services.

Keywords: School Governance, Stakeholder Trust, Institutional Sustainability, Educational Leadership, Stakeholder Engagement, Strategic Enhancement Program

1. Introduction

Effective school governance plays a fundamental role in improving educational quality, strengthening stakeholder confidence, and sustaining institutional performance. As educational institutions respond to changing policies, resource limitations, technological developments, and increasing community expectations, school leadership must extend beyond administrative management to include strategic planning, accountability, transparency, participatory decision-making, and responsible resource utilization. UNESCO (2024) emphasized that effective

educational leadership requires a clear institutional vision, collaboration, attention to learning, and professional development. Stakeholder trust is equally important because schools depend on the active participation of teachers, parents, learners, local government units, and community organizations. Transparent communication, ethical leadership, professional competence, and consistent institutional practices contribute to stakeholder confidence and encourage collective responsibility. In the Philippine context, the Department of Education (2022c) established shared governance mechanisms to strengthen stakeholder involvement in educational decision-making. Institutional sustainability requires schools to maintain quality educational services, adapt to organizational challenges, and continuously improve their operations. The relationship among governance, stakeholder trust, and sustainability is particularly relevant to public schools implementing educational reforms while managing limited resources. This study examined these relationships in Banaybanay District, Division of Davao Oriental, and used the findings as the basis for developing a Strategic Enhancement Program intended to strengthen governance practices, promote stakeholder confidence, and support sustainable educational development.

School governance encompasses the leadership structures, administrative processes, and collective decisions through which educational institutions achieve their organizational goals. Effective governance involves strategic leadership, accountability, transparency, participatory decision-making, and resource management. These dimensions influence how schools establish priorities, implement policies, allocate resources, and respond to educational needs. UNESCO (2024) identified setting expectations, focusing on learning, fostering collaboration, and developing personnel as essential dimensions of educational leadership. The increasing complexity of educational administration requires school leaders to balance institutional efficiency with responsiveness to teachers, learners, and community stakeholders. Governance effectiveness therefore depends not only on administrative competence but also on ethical decision-making, communication, and meaningful participation. The Department of Education (2022c) institutionalized shared governance through School Governance Councils, recognizing the importance of stakeholder participation in improving educational services. Stakeholder trust develops when school administrators demonstrate integrity, transparency, competence, reliability, and mutual respect. Trust influences stakeholders' willingness to participate in institutional planning, support educational programs, and contribute resources. Mayer et al. (1995) explained that organizational trust is influenced by perceptions of ability, benevolence, and integrity, providing a theoretical foundation for understanding confidence in educational leadership. Institutional sustainability refers to the capacity of schools to maintain effective operations, preserve educational quality, and adapt to changing organizational conditions. It involves organizational resilience, continuous quality improvement, responsible resource utilization, stakeholder commitment, and leadership continuity. UNESCO and International Task Force on Teachers for Education 2030 (2024) emphasized that strengthening the teaching profession and institutional support systems is essential to sustaining effective education systems. In Banaybanay District, Division of Davao Oriental, the study examined how governance practices and stakeholder relationships were associated with institutional sustainability. The investigation provided a basis for identifying governance strengths and areas requiring improvement within the district.

Strategic leadership provides direction for school improvement by aligning educational objectives with institutional priorities, encouraging collaboration, and supporting organizational development. Effective leaders establish clear expectations, facilitate informed decision-making, and create opportunities for teachers and stakeholders to participate in institutional processes. UNESCO (2024) emphasized that educational leadership involves establishing goals, improving learning, strengthening collaboration, and developing professional capacity. Strategic leadership also contributes to institutional adaptability as schools respond to curriculum reforms, technological developments, resource constraints, and changing educational demands. The Department of Education (2022a), through the Basic Education Development Plan 2030, established long-term priorities for strengthening the Philippine basic education system. This policy direction emphasized coordinated planning and sustained educational improvement. These perspectives established strategic leadership as an important dimension of school governance. Richardson and Khawaja (2025), through a meta-synthesis of school leadership competencies, emphasized the importance of leadership capacity in promoting learner-centered education, professional collaboration, and continuous institutional improvement. Their synthesis highlighted the need for school leaders to develop organizational capacity, support innovation, and establish conditions that enable teachers to participate meaningfully in educational development. These perspectives reinforce the relevance of strategic leadership in strengthening school governance and promoting sustainable institutional practices. In the present study, strategic leadership was examined in relation to stakeholder trust and institutional sustainability.

Accountability ensures that school leaders and personnel remain responsible for institutional decisions, educational performance, policy implementation, and resource utilization. Transparency complements accountability by promoting openness and providing stakeholders with access to relevant institutional information. The Department of Education (2022b) adopted the Basic Education Monitoring and Evaluation Framework to establish systematic procedures for assessing educational programs and institutional performance. This framework supports evidence-based decision-making, organizational accountability, and continuous

improvement. Transparent governance also involves communicating policies, institutional priorities, financial decisions, and organizational performance appropriately. UNESCO (2024) emphasized ethical leadership, clear institutional expectations, and collaborative decision-making as important components of educational administration. Technological developments have introduced additional opportunities for improving institutional communication and information management. However, UNESCO (2023) emphasized that educational technologies should be evaluated according to their effectiveness, equity, relevance, and sustainability. Technology therefore serves as a supporting mechanism for governance rather than a substitute for responsible leadership. The reviewed literature established accountability and transparency as complementary dimensions of effective governance. Both were examined in the study because they provide important conditions for stakeholder confidence and responsible institutional management.

Participatory decision-making involves teachers, parents, learners, and community representatives in school planning, policy implementation, and institutional improvement. It promotes shared responsibility and enables governance decisions to reflect the needs of the educational community. UNESCO (2024) emphasized the importance of collaborative and distributed leadership in strengthening educational institutions. In the Philippines, the Department of Education (2022c) established School Governance Councils to support shared governance, stakeholder consultation, and community participation. Resource management is another essential governance function because schools must utilize financial, human, physical, and technological resources efficiently. Effective resource allocation requires institutional planning, identification of educational priorities, and continuous monitoring. The Department of Education (2022a) identified long-term priorities for educational development, while the Department of Education (2022b) established mechanisms for monitoring organizational performance and program implementation. These policies reinforced the importance of responsible resource utilization and evidence-based institutional management. Participatory decision-making and resource management were therefore examined as governance dimensions that may strengthen institutional effectiveness, stakeholder involvement, and sustainable school operations.

Stakeholder trust is influenced by the perceived integrity, competence, reliability, and responsiveness of school leaders. Integrity involves honesty, fairness, ethical conduct, and consistency in institutional decisions. Competence concerns the knowledge and professional capabilities required to manage educational operations effectively, while reliability reflects the consistent fulfillment of responsibilities and commitments. Mayer et al. (1995) identified ability, benevolence, and integrity as central characteristics of organizational trustworthiness. Although developed within a broader organizational context, these principles remain relevant to educational institutions because stakeholders evaluate school leaders through professional competence, ethical behavior, and demonstrated concern for institutional welfare. UNESCO (2024) emphasized that effective educational leadership requires professional, interpersonal, and ethical competencies. School leaders must communicate expectations, support teachers, establish institutional priorities, and encourage collaboration. These perspectives indicated that stakeholder trust is closely associated with leadership behavior and institutional practices. Plaku and Leka (2025) examined the role of school leaders in shaping organizational culture and highlighted the significance of leadership practices, professional relationships, and collaboration in establishing a positive school environment. Their findings emphasized that the interactions between school leaders and teachers influence how organizational culture is experienced and maintained. This perspective supports the importance of examining integrity, competence, reliability, and mutual respect as dimensions associated with teachers' perceptions of stakeholder trust. Accordingly, the study assessed stakeholder trust through integrity, transparency, competence, reliability, and collaboration and mutual respect.

Collaboration and mutual respect strengthen relationships among administrators, teachers, parents, learners, and community stakeholders. Effective educational governance requires shared responsibility, open communication, and meaningful opportunities for participation. UNESCO (2024) identified collaboration as an essential dimension of effective school leadership, emphasizing the importance of distributing responsibilities and involving educational stakeholders in institutional development. Similarly, the Department of Education (2022c) recognized the participation of internal and external stakeholders in school governance through mechanisms that encourage consultation, feedback, and shared decision-making. These arrangements provide opportunities for stakeholders to support educational planning and improvement. Collaboration becomes sustainable when schools recognize diverse perspectives, maintain transparent communication, and promote shared institutional objectives. The reviewed literature therefore supported the inclusion of collaboration and mutual respect as essential dimensions of stakeholder trust in the study. Snyder et al. (2025) examined schools as interconnected organizational systems and emphasized the importance of teamwork, professional relationships, trust, mutual respect, and shared leadership in maintaining responsive educational institutions. Their proposed organizational model highlights collaboration and interconnected responsibilities as conditions that support institutional adaptability and sustainable school development. These perspectives reinforce the importance of collaborative governance and stakeholder relationships in strengthening school communities and supporting institutional sustainability.

Institutional sustainability requires schools to maintain educational services despite policy changes, resource limitations, organizational disruptions, and emerging challenges. Organizational resilience involves adapting to these conditions while preserving essential institutional functions. UNESCO and International Task Force on Teachers for Education 2030 (2024) emphasized the importance of strengthening teacher support systems and institutional capacity to address challenges affecting educational quality. These findings highlighted the significance of organizational preparedness, professional development, and coordinated educational management. Continuous quality improvement further strengthens institutional sustainability through systematic monitoring, evaluation, planning, and organizational learning. The Department of Education (2022b) established monitoring and evaluation mechanisms intended to support institutional accountability and evidence-based improvement. The Department of Education (2023) also adopted the National Learning Recovery Program to address learning gaps and strengthen educational recovery. This initiative demonstrated the importance of coordinated planning, institutional responsiveness, and sustained educational interventions. International educational assessments similarly identified continuing concerns regarding learning outcomes and educational equity. The Organisation for Economic Co-operation and Development (OECD, 2023a) documented variations in student achievement across education systems, reinforcing the importance of evidence-based educational improvement. Organizational resilience and continuous quality improvement were therefore examined as complementary dimensions of institutional sustainability because schools must respond to immediate challenges while maintaining their capacity for long-term development. Johnson (2025) presented a strengths-based approach to understanding schools as complex organizational systems, emphasizing the importance of responsive leadership, organizational relationships, and institutional adaptability. This perspective recognizes that schools operate within changing environments that require flexible leadership practices and collective problem-solving. Such considerations provide further support for examining organizational resilience and continuous quality improvement as important components of institutional sustainability.

Resource sustainability involves the responsible management of financial, human, physical, and technological resources to support current educational operations and future institutional needs. It requires strategic planning, continuous monitoring, and efficient utilization of available resources. UNESCO (2023) emphasized that educational technology investments should consider long-term costs, equitable access, and institutional preparedness. These considerations highlighted the importance of sustainable resource management in educational decision-making. Stakeholder commitment further contributes to institutional sustainability by encouraging participation in school programs, educational planning, and community partnerships. The Department of Education (2022c) reinforced this principle through shared governance arrangements recognizing the responsibilities of school administrators, teachers, parents, and community partners. Leadership continuity also contributes to sustainable institutional development. UNESCO (2024) emphasized professional capacity development, collaborative leadership, and shared organizational responsibility as important aspects of effective educational management. Together, resource sustainability, stakeholder commitment, and leadership continuity established the institutional conditions examined in the study. These dimensions provided a basis for understanding how governance and stakeholder relationships were associated with long-term school effectiveness.

International educational research has increasingly emphasized the importance of leadership effectiveness, institutional accountability, stakeholder participation, and organizational sustainability. UNESCO (2024) identified educational leadership as a central consideration in improving institutional performance, particularly through strategic direction, collaborative management, and professional development. Global educational assessments have also highlighted continuing challenges involving learning outcomes and educational equity. OECD (2023a) documented differences in student achievement across education systems, emphasizing the need for institutional improvement and responsive educational policies. In the Philippines, educational quality and institutional effectiveness remain significant policy concerns. OECD (2023b) reported findings concerning the performance of Filipino learners in the Programme for International Student Assessment, providing evidence of the country's continuing educational challenges. The Department of Education (2022a) adopted the Basic Education Development Plan 2030 to guide long-term educational development, while the Department of Education (2023) introduced the National Learning Recovery Program to address learning gaps and strengthen educational recovery. These initiatives emphasized institutional planning, coordinated implementation, and sustained improvement. Philippine school governance reforms further promoted stakeholder participation through School Governance Councils, which provide institutional mechanisms for shared leadership and community engagement (Department of Education, 2022c). These policies established a national context for examining governance practices, stakeholder confidence, and institutional sustainability. Within Banaybanay District, Division of Davao Oriental, the study investigated how these dimensions were related in the public school setting. The investigation considered the district's educational context and examined how governance practices and stakeholder relationships were associated with institutional sustainability. The findings provided localized evidence intended to support strategic improvements in educational leadership and management.

The study was anchored in Public Value Governance Theory and the Integrative Model of Organizational Trust, complemented by contemporary perspectives on sustainable educational leadership. These foundations provided

explanations for the relationships among governance structures, stakeholder confidence, and institutional sustainability. Public Value Governance Theory, developed by Bryson et al. (2014), emphasizes collaboration, democratic values, accountability, and collective participation in the governance of public institutions. The theory recognizes that public value is created through interactions among government agencies, citizens, and organizational partners. Applied to educational institutions, this perspective provided a foundation for understanding how strategic leadership, transparency, accountability, participatory decision-making, and responsible resource management contribute to effective governance. The Integrative Model of Organizational Trust developed by Mayer et al. (1995) provided the theoretical foundation for stakeholder trust. The model identifies ability, benevolence, and integrity as central characteristics influencing trustworthiness. In the educational context, these principles explain how stakeholders develop confidence in school leadership through competence, ethical conduct, fairness, and reliable institutional practices. The study also drew on contemporary perspectives on sustainable educational leadership. UNESCO (2024) emphasized collaboration, leadership development, and professional capacity building as important conditions for institutional effectiveness. UNESCO and International Task Force on Teachers for Education 2030 (2024) likewise highlighted institutional support and professional development as essential to sustaining quality education. The conceptual framework integrated school governance as the independent variable, stakeholder trust as a related explanatory variable, and institutional sustainability as the dependent variable. School governance was assessed through strategic leadership, accountability, transparency, participatory decision-making, and resource management. Stakeholder trust was examined through integrity, transparency, competence, reliability, and collaboration and mutual respect. Institutional sustainability was assessed through organizational resilience, continuous quality improvement, resource sustainability, stakeholder commitment and engagement, and leadership and governance sustainability. The framework proposed that effective governance practices were associated with stronger stakeholder trust and greater institutional sustainability. These theoretical and conceptual foundations guided the investigation of the relationships among the variables and informed the development of the proposed Strategic Enhancement Program.

Existing literature and educational policy frameworks have established the importance of effective school governance, stakeholder participation, and institutional sustainability. UNESCO (2024) emphasized educational leadership and organizational collaboration, while the Department of Education (2022c) established national mechanisms supporting shared school governance. However, these sources primarily addressed broader educational leadership principles, institutional policies, and educational systems. They did not directly establish the relationships among school governance, stakeholder trust, and institutional sustainability within Banaybanay District, Division of Davao Oriental. The study addressed this contextual research gap by examining the three constructs within the district. It assessed school governance through strategic leadership, accountability, transparency, participatory decision-making, and resource management. Stakeholder trust was examined through integrity, transparency, competence, reliability, and collaboration and mutual respect. Institutional sustainability was assessed through organizational resilience, continuous quality improvement, resource sustainability, stakeholder commitment and engagement, and leadership and governance sustainability. The investigation determined whether significant relationships existed among school governance, stakeholder trust, and institutional sustainability. It also examined whether school governance and stakeholder trust significantly predicted institutional sustainability. Conducted during School Year 2025-2026, the study provided localized evidence concerning governance practices and stakeholder relationships within the district. The findings served as the basis for developing a proposed Strategic Enhancement Program intended to strengthen institutional leadership, improve stakeholder confidence, and promote sustainable school management.

The study aligned primarily with Sustainable Development Goal 4 (Quality Education), which emphasizes inclusive, equitable, and quality educational opportunities. Effective school governance supports this objective through responsible educational leadership, resource allocation, institutional accountability, and continuous quality improvement. UNESCO (2024) emphasized the importance of effective leadership in strengthening educational institutions, while UNESCO and International Task Force on Teachers for Education 2030 (2024) highlighted institutional support and teacher development as essential to educational quality. The research also aligned with Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), particularly its emphasis on effective, accountable, transparent, and inclusive institutions. School governance practices involving ethical leadership, accountability, transparency, and participatory decision-making reflect these principles. Bryson et al. (2014) provided a theoretical foundation for understanding how collaborative governance and shared institutional responsibility contribute to public value. Additionally, the study supported Sustainable Development Goal 17 (Partnerships for the Goals) by emphasizing cooperation among administrators, teachers, parents, local government units, and community organizations. The Department of Education (2022c) recognized stakeholder participation and institutional partnerships as essential mechanisms for strengthening school governance. The study examined governance and stakeholder relationships relevant to these development goals. Its findings provided a basis for proposing institutional improvements that may contribute to educational quality, accountable leadership, and collaborative educational development.

The study contributed to understanding educational, institutional, governance, socio-economic, and community sustainability by examining how school leadership practices and stakeholder relationships were associated with long-term educational effectiveness. Educational sustainability involves maintaining quality learning opportunities, strengthening institutional capacity, and supporting continuous improvement. UNESCO and International Task Force on Teachers for Education 2030 (2024) emphasized the importance of sustained professional support and institutional development in maintaining effective education systems. Similarly, the Department of Education (2023) recognized coordinated educational interventions as important mechanisms for addressing learning gaps and supporting educational continuity. Institutional sustainability concerns the ability of schools to maintain effective operations, adapt to organizational changes, and preserve essential educational services. Strategic planning, shared leadership, resource management, and continuous monitoring support organizational adaptability. UNESCO (2024) emphasized that professional capacity development and collaboration are important dimensions of effective institutional leadership. Governance sustainability focuses on transparent decision-making, ethical leadership, institutional accountability, and stakeholder participation. Public Value Governance Theory recognizes collective participation and shared institutional responsibility as important mechanisms for creating public value (Bryson et al., 2014). These principles provided a theoretical basis for examining governance practices within the district. The study also had implications for socio-economic and community sustainability because educational institutions depend on responsible resource utilization and collaborative partnerships to sustain their programs. The Department of Education (2022c) recognized shared governance as a mechanism for strengthening stakeholder relationships and community participation. Technological sustainability was relevant to the responsible management of educational information systems and resources. UNESCO (2023) emphasized that technology-related decisions should consider long-term costs, equitable access, and institutional preparedness. These considerations reinforced the importance of sustainable resource management in school administration. Overall, the study provided a district-level examination of the relationships among school governance, stakeholder trust, and institutional sustainability. Its findings served as the basis for a proposed Strategic Enhancement Program intended to strengthen accountable leadership, stakeholder participation, institutional resilience, and continuous educational improvement. The research also provided insights relevant to the development of sustainable educational institutions and collaborative school communities.

2. Materials and Methods

2.1 Research Design

The study employed a quantitative, non-experimental descriptive-correlational research design to examine the relationships among school governance, stakeholder trust, and institutional sustainability. This design enabled the researcher to assess the existing levels of the study variables and determine their statistical relationships without manipulating the research environment. It also facilitated the identification of significant predictors of institutional sustainability, providing empirical evidence for the development of a Strategic Enhancement Program. Creswell and Creswell (2023) explained that quantitative research involves collecting numerical data, measuring variables, and employing statistical techniques to investigate relationships and test hypotheses. Guided by this methodological perspective, the study utilized descriptive statistics, correlation analysis, and multiple linear regression to assess the associations among the variables. The design was appropriate because the investigation focused on existing school conditions rather than experimental interventions or causal relationships.

2.2 Locale of the Study

The study was conducted in public elementary schools in Banaybanay District, Division of Davao Oriental, Philippines, during School Year 2025–2026. The district comprised schools with varying enrollment, available resources, and community characteristics. These schools operated under the supervision of the Department of Education and implemented educational policies and programs while addressing local learning needs. School governance within the district involved school heads, teachers, parents, local government units, School Governance Councils, and community stakeholders. The Department of Education (2022c) established guidelines for School Governance Councils to strengthen shared governance, stakeholder participation, and school-community collaboration. Banaybanay District was selected because its educational setting provided an appropriate context for examining the relationships among governance practices, stakeholder trust, and institutional sustainability. The researcher, who served as a school principal within the district, possessed knowledge of its organizational structures and educational processes. This familiarity facilitated the conduct of the study while appropriate measures were observed to maintain objectivity and ethical compliance.

2.3 Respondents of the Study

The respondents consisted of 250 public elementary school teachers selected from a total population of 670 teachers in Banaybanay District, Division of Davao Oriental. They provided assessments of school governance, stakeholder trust, and institutional sustainability based on their perceptions and experiences of existing school practices. Participation was voluntary and proceeded after the necessary institutional approvals had been obtained. Respondents were informed of the study's objectives, procedures, confidentiality measures, and their right to

decline or withdraw without adverse consequences. Their identities and responses were protected throughout the research process.

2.4 Sample and Sampling Procedure

The study employed proportionate stratified random sampling to select 250 teacher-respondents from a population of 670 teachers. The sample size was determined using Slovin's formula with a 5% margin of error. The respondents were proportionally allocated among participating schools based on their respective teacher populations. Eligible teachers were grouped according to their schools, and the required number of respondents was randomly selected from each group. This procedure ensured that participating schools were represented according to the distribution of teachers within the district. Ahmed (2024) emphasized that appropriate sampling techniques and sample size determination are essential to methodological rigor and the representativeness of research findings. Accordingly, the sampling procedure was intended to provide proportional representation while minimizing selection bias.

2.5 Research Instrument

The study employed a structured, researcher-adapted survey questionnaire developed from relevant literature, theoretical perspectives, and previously validated instruments concerning school governance, stakeholder trust, and institutional sustainability. The questionnaire was contextualized to the public elementary school setting of Banaybanay District and organized into three sections corresponding to the major variables. The first section assessed school governance through strategic leadership, accountability, transparency, participatory decision-making, and resource management. Its conceptual foundation was drawn from Public Value Governance Theory, which emphasizes collaboration, accountability, democratic participation, and shared responsibility in public institutions (Bryson et al., 2014). The second section assessed stakeholder trust through integrity, transparency, competence, reliability, and collaboration and mutual respect. These dimensions were used to examine respondents' confidence in school leadership and institutional practices. The third section measured institutional sustainability in terms of organizational resilience, continuous quality improvement, resource sustainability, stakeholder commitment and engagement, and leadership and governance sustainability. The dimensions reflected the study's conceptual framework and the institutional conditions relevant to sustainable educational operations. The questionnaire employed a five-point Likert scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Responses were interpreted as Very High, High, Moderate, Low, and Very Low, corresponding to scores of 5, 4, 3, 2, and 1, respectively. A score of 3 represented Moderately Agree. Before administration, the questionnaire underwent content validation by experts in educational management and research to assess the clarity, relevance, and appropriateness of its items. Their recommendations were incorporated into the revised instrument. A pilot test involving individuals who were excluded from the actual study was conducted to assess internal consistency using Cronbach's alpha. Zakariya (2022) explained that Cronbach's alpha provides information about the internal consistency of items measuring a construct, although its interpretation requires consideration of the scale's measurement assumptions. The reliability assessment conducted in the study was reported to have indicated acceptable internal consistency for the intended data collection.

2.6 Data Gathering Procedure

The researcher followed a systematic data collection process to ensure the accuracy, consistency, and ethical conduct of the investigation. Initially, approval was obtained from the research adviser and appropriate institutional authorities. A formal request was submitted to the Schools Division Superintendent of Davao Oriental, followed by permission from the Public Schools District Supervisor and the school heads of the participating schools. After securing the necessary approvals, the researcher finalized the questionnaire based on expert validation and pilot-testing results. The validated questionnaires were personally administered to selected teachers during School Year 2025-2026. Respondents received an explanation of the study's objectives, instructions for completing the instrument, and assurances regarding voluntary participation, confidentiality, and their right to withdraw. Sufficient time was provided for questionnaire completion without undue pressure. Completed questionnaires were retrieved within the agreed period, checked for completeness and consistency, and reviewed for responses requiring clarification. The collected data were subsequently organized, coded, and securely stored for statistical processing. The Department of Education (2022b) emphasized the importance of systematic monitoring, evaluation, and evidence-based assessment in educational administration. Consistent with these principles, the study applied organized procedures for collecting and processing the survey data. The findings were subsequently used as the basis for developing the proposed Strategic Enhancement Program.

2.7 Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistical techniques. Mean scores were calculated to determine the perceived levels of school governance, stakeholder trust, and institutional sustainability across their respective dimensions. Standard deviations were employed to assess the variability and consistency of respondents' ratings. The Pearson Product-Moment Correlation Coefficient was used to determine the direction and significance of the relationships between school governance and stakeholder trust, school governance and institutional sustainability, and stakeholder trust and institutional sustainability. Multiple Linear

Regression Analysis was employed to determine whether school governance and stakeholder trust significantly predicted institutional sustainability. The analysis also examined the contributions of specific predictor dimensions to variations in the dependent variable. Wisniewski and Brannan (2024) explained that correlation analysis measures the direction and strength of associations between variables, whereas regression analysis examines their predictive relationships. These statistical procedures were appropriate for the study's descriptive-correlational design and research objectives. The statistical findings were interpreted according to the research questions and hypotheses, with significance evaluated at the 0.05 level. The results served as the empirical basis for identifying areas requiring improvement and developing a Strategic Enhancement Program intended to strengthen school governance, stakeholder confidence, and institutional sustainability.

2.8 Ethical Considerations

The study adhered to established ethical principles to protect the rights, dignity, privacy, and welfare of participants. Before data collection, the researcher secured approval from the research adviser, Schools Division Office of Davao Oriental, Public Schools District Supervisor, and participating school heads. Participation was voluntary, and respondents were informed of the study's objectives, procedures, potential benefits and risks, and their right to decline or withdraw without penalty. Informed consent was obtained before administering the questionnaires. Anonymity and confidentiality were maintained by excluding personally identifying information and using coded responses. Research data were stored in password-protected files with access restricted to authorized individuals. Data disposal was governed by applicable institutional retention and protection requirements. The researcher upheld honesty, integrity, transparency, and objectivity throughout the investigation. Measures were implemented to minimize potential bias and undue influence arising from the researcher's position as a school principal in the district. Respondents were assured that their participation decisions would not affect their employment, professional relationships, or institutional standing. The study followed the Data Privacy Act of 2012 (Republic Act No. 10173), which establishes requirements for protecting personal information and regulating its processing. These measures supported the responsible collection, use, storage, and protection of research data.

3. Results and Discussion

3.1 Level of School Governance in Banaybanay District

3.1.1 Strategic Leadership

Strategic leadership obtained an overall mean of 3.22 (SD = 0.51), indicating a moderate level. Strategic decision-making for continuous school improvement received the highest mean of 3.30, followed by communication of the school's vision (3.28) and encouragement of innovation (3.25). Responding to emerging challenges (3.16) and motivating teachers and stakeholders toward institutional goals (3.14) received the lowest assessments. The findings indicated that strategic leadership practices were evident but required further strengthening, particularly in institutional responsiveness and stakeholder motivation. The moderate assessment suggested that school leaders demonstrated strategic management practices, although their effectiveness varied across leadership functions. UNESCO (2024) emphasized that effective educational leadership requires clear institutional expectations, collaborative management, attention to learning, and professional development. Similarly, UNESCO and International Task Force on Teachers for Education 2030 (2024) highlighted the importance of institutional support and teacher involvement in educational decision-making. These perspectives reinforced the need to strengthen leadership responsiveness, shared institutional direction, and collaborative improvement practices.

3.1.2 Accountability

Accountability obtained an overall mean of 3.71 (SD = 0.52), interpreted as high. Responsible resource utilization received the highest mean of 3.74, followed by monitoring and evaluation of school programs (3.73), acceptance of responsibility for decisions (3.71), consistent policy implementation (3.70), and fairness and integrity (3.67). The relatively close scores indicated favorable perceptions of accountability practices across the participating schools. The findings suggested that accountability was among the more established dimensions of school governance. The Department of Education (2022b), through the Basic Education Monitoring and Evaluation Framework, emphasized systematic monitoring and evaluation as mechanisms for strengthening institutional accountability and improving educational programs. UNESCO (2024) likewise recognized accountability, professional responsibility, and evidence-informed decision-making as important considerations in educational leadership. These perspectives supported the finding that consistent monitoring, responsible management, and adherence to institutional responsibilities contributed to favorable assessments of school governance.

3.1.3 Transparency

Transparency recorded an overall mean of 3.22 (SD = 0.47), indicating a moderate level. Encouraging open communication obtained the highest mean of 3.34, followed by explaining school policies (3.24), transparency in resource management (3.20), providing timely information (3.16), and openly communicating important decisions (3.14). All indicators were moderately assessed, suggesting that transparency practices were present but not consistently experienced across governance processes. The findings indicated a need to improve institutional

communication and information-sharing mechanisms. UNESCO (2024) emphasized that school leadership operates within governance and accountability structures that influence institutional decision-making and stakeholder participation. The Department of Education (2022c) likewise recognized shared governance and stakeholder participation as important mechanisms for strengthening school-level decision-making. These perspectives suggested that strengthening transparency would require consistent communication of institutional decisions, policies, programs, and resource-related information.

3.1.4 Participatory Decision-Making

Participatory decision-making obtained an overall mean of 3.59 (SD = 0.46), interpreted as high. Collaboration in planning, implementing, and evaluating school programs received the highest mean of 3.66, followed by consideration of different perspectives (3.63), parental and stakeholder participation (3.58), teacher involvement (3.55), and consultation before major initiatives (3.51). The findings indicated favorable perceptions of stakeholder involvement in institutional decisions. The high assessment reflected the importance of shared leadership and collective institutional responsibility. The Department of Education (2022c) established guidelines for School Governance Councils to strengthen stakeholder participation, shared responsibility, and school-level governance. UNESCO (2024) similarly emphasized collaboration and distributed leadership as important dimensions of effective educational administration. These perspectives supported the finding that stakeholder involvement was a relatively strong aspect of school governance in Banaybanay District, although meaningful consultation remained necessary for sustaining participation.

3.1.5 Resource Management

Resource management obtained an overall mean of 3.42 (SD = 0.51), interpreted as high. Proper maintenance and utilization of school facilities received the highest mean of 3.48, followed by financial resource management (3.47) and needs-based resource allocation (3.45). Maximizing available resources (3.37) and ensuring sufficient learning materials and facilities (3.35) received moderate assessments. The findings indicated generally favorable resource management practices, although resource sufficiency and utilization required additional attention. The results suggested that resource management involved both responsible administrative practices and the availability of instructional resources. UNESCO (2023) emphasized that educational resource decisions, particularly those involving technology, should consider effectiveness, equity, institutional readiness, and long-term sustainability. The Department of Education (2022b) likewise established monitoring and evaluation mechanisms supporting responsible institutional management. These sources reinforced the need to strengthen resource planning, allocation, utilization, and monitoring, particularly in areas where the respondents reported moderate assessments.

3.1.6 Overall Assessment of School Governance

School governance obtained an overall mean of 3.43 (SD = 0.41), interpreted as high. Accountability received the highest mean of 3.71, followed by participatory decision-making (3.59) and resource management (3.42). Strategic leadership and transparency both received moderate assessments of 3.22. The findings indicated that governance practices were generally favorable, although their implementation differed across institutional dimensions. The results suggested that accountability and participation were more consistently experienced than strategic leadership and transparency. UNESCO (2024) identified institutional direction, collaboration, and professional development as interconnected responsibilities of effective educational leaders. The Department of Education (2022c) emphasized stakeholder participation and shared school governance, while the Department of Education (2022b) highlighted systematic monitoring and institutional accountability. These findings suggested that the district had established governance practices but required stronger integration of leadership development, communication, and transparency to achieve greater consistency.

3.2 Level of Stakeholder Trust in Banaybanay District

3.2.1 Integrity

Integrity obtained an overall mean of 3.56 (SD = 0.48), interpreted as high. Fair and impartial treatment of stakeholders received the highest mean of 3.61, followed by fulfillment of commitments (3.57), honesty in decisions (3.56), adherence to ethical standards (3.54), and actions that earned stakeholder confidence (3.50). All indicators received high assessments, suggesting that respondents generally perceived school leaders as demonstrating integrity in their professional responsibilities. The findings indicated that ethical conduct and fairness were favorable dimensions of stakeholder trust. UNESCO (2024) emphasized that effective educational leadership requires professional responsibility, institutional accountability, and the capacity to establish constructive relationships within educational communities. These principles supported the importance of consistent ethical behavior and fair treatment in maintaining confidence in school governance.

3.2.2 Transparency in Stakeholder Trust

Transparency obtained an overall mean of 3.24 (SD = 0.46), interpreted as moderate. Encouraging open communication received the highest mean of 3.34, followed by explaining school policies and procedures (3.27), transparency in resource management (3.24), providing accurate and timely information (3.20), and openly communicating important decisions (3.14). These results indicated that stakeholders recognized transparency

practices but experienced them less consistently than other dimensions of trust. The findings suggested that stakeholder confidence could be strengthened through more accessible information and consistent communication. The Department of Education (2022c) recognized stakeholder consultation and participation as important components of shared school governance. UNESCO (2024) similarly emphasized the importance of governance arrangements that support meaningful stakeholder participation and institutional accountability. These perspectives reinforced the need for school leaders to communicate policies, institutional decisions, and resource-related matters clearly and consistently.

3.2.3 Competence

Competence obtained an overall mean of 3.64 (SD = 0.51), interpreted as high. The highest indicator recorded a mean of 3.70, while the remaining indicators ranged from 3.58 to 3.65. All indicators received high assessments, suggesting that respondents generally viewed school leaders as knowledgeable and capable of performing their institutional responsibilities. The findings indicated that professional competence was among the stronger dimensions of stakeholder trust. UNESCO (2024) emphasized that educational leadership requires professional knowledge, strategic management capabilities, and interpersonal skills. UNESCO and International Task Force on Teachers for Education 2030 (2024) likewise highlighted continuous professional development and institutional support as important conditions for strengthening educational effectiveness. These perspectives suggested that maintaining leadership competence was essential to sustaining favorable stakeholder perceptions and effective school administration.

3.2.4 Reliability

Reliability obtained an overall mean of 3.39 (SD = 0.48), interpreted as moderate. Consistent support for teachers and stakeholders received the highest mean of 3.50, followed by fulfillment of commitments (3.44) and prompt responses to school concerns (3.40). Consistent performance of leadership responsibilities (3.32) and implementation of policies and decisions (3.26) received moderate assessments. The findings indicated that dependable leadership practices were evident, although consistency across institutional responsibilities required further attention. The moderate assessment suggested that stakeholder confidence depended not only on professional competence and ethical conduct but also on predictable institutional practices. UNESCO (2024) emphasized that effective educational leadership involves organizational responsibility, clear expectations, and continuous support for school personnel. These principles reinforced the importance of consistent policy implementation, follow-through on commitments, and dependable responses to institutional concerns.

3.2.5 Collaboration and Mutual Respect

Collaboration and mutual respect obtained an overall mean of 3.65 (SD = 0.50), interpreted as high. The highest indicator received a mean of 3.70, followed by 3.68, 3.65, 3.64, and 3.58. All indicators were rated high, indicating favorable perceptions of cooperation, professional respect, and constructive interpersonal relationships within the school community. The findings emphasized collaboration as an important foundation of stakeholder trust. UNESCO and International Task Force on Teachers for Education 2030 (2024) highlighted collaboration, professional participation, and supportive institutional relationships as essential to strengthening educational systems. The Department of Education (2022c) similarly recognized shared governance and stakeholder partnerships as important mechanisms for strengthening school-level governance. These perspectives supported the favorable assessments of collaboration and mutual respect among respondents.

3.2.6 Overall Assessment of Stakeholder Trust

Stakeholder trust obtained an overall mean of 3.49 (SD = 0.41), interpreted as high. Collaboration and mutual respect received the highest mean of 3.65, followed by competence (3.64) and integrity (3.56). Reliability (3.39) and transparency (3.24) received moderate assessments. The findings indicated that stakeholder trust was generally favorable, particularly in interpersonal relationships and leadership competence, although transparency and reliability remained areas requiring improvement. The results suggested that positive stakeholder relationships were supported by competence, ethical leadership, and collaboration. However, favorable interpersonal relationships did not necessarily indicate consistent transparency or dependability. UNESCO (2024) emphasized the importance of collaborative leadership and professional responsibility, while The Department of Education (2022c) recognized stakeholder participation and consultation as important mechanisms for shared school governance. These perspectives suggested that improvements in transparency and reliability could strengthen existing stakeholder confidence.

3.3 Level of Institutional Sustainability in Banaybanay District

3.3.1 Organizational Resilience

Organizational resilience obtained an overall mean of 3.38 (SD = 0.52), interpreted as moderate. Responding promptly to unexpected challenges and implementing strategies to sustain school operations both received the highest mean of 3.42. Promoting recovery after setbacks (3.39), encouraging innovative responses (3.38), and adapting to educational changes (3.29) received moderate assessments. The findings indicated that schools demonstrated resilience-related practices, although their capacity to adapt and recover varied across institutional

conditions. The results suggested that organizational resilience required more consistent institutional support and adaptive leadership practices. UNESCO (2024) emphasized the importance of leadership responsiveness to different organizational conditions and educational challenges. UNESCO and International Task Force on Teachers for Education 2030 (2024) likewise highlighted institutional support and professional development as important components of resilient education systems. These perspectives reinforced the need to strengthen organizational preparedness, collaborative problem-solving, and adaptability in sustaining school operations.

3.3.2 Continuous Quality Improvement

Continuous quality improvement obtained an overall mean of 3.38 (SD = 0.48), interpreted as moderate. Implementing improvement plans based on school priorities received the highest mean of 3.50, followed by encouraging professional and organizational improvement (3.44). Using monitoring results to guide improvement (3.39), promoting continuous improvement across school operations (3.30), and evaluating educational programs (3.27) received moderate assessments. The findings indicated that improvement initiatives were implemented, although systematic monitoring and evaluation remained less consistently practiced. The moderate assessment suggested that continuous quality improvement required stronger integration into institutional processes. The Department of Education (2022b) established the Basic Education Monitoring and Evaluation Framework to support systematic assessment and evidence-based educational improvement. The Department of Education (2023) also adopted the National Learning Recovery Program to address learning gaps through coordinated institutional interventions. These policies emphasized the importance of regular monitoring, responsive planning, and sustained evaluation in improving educational services.

3.3.3 Resource Sustainability

Resource sustainability obtained an overall mean of 3.77 (SD = 0.47), interpreted as high. Maximizing available resources received the highest mean of 3.83, followed by establishing partnerships to sustain school programs (3.78). Maintaining facilities and learning resources and developing long-term resource sustainability plans both obtained means of 3.77, while efficient and responsible resource management received a mean of 3.73. All indicators received high assessments, indicating generally favorable perceptions of resource sustainability. The findings suggested that resource sustainability was among the stronger dimensions of institutional sustainability. UNESCO (2023) emphasized that educational resource decisions should consider long-term affordability, equity, institutional capacity, and sustainable utilization. The Department of Education (2022b) likewise established mechanisms for monitoring educational programs and institutional performance. These perspectives supported the importance of effective resource allocation, maintenance, strategic planning, and stakeholder partnerships in sustaining educational operations.

3.3.4 Stakeholder Commitment and Engagement

Stakeholder commitment and engagement obtained an overall mean of 3.37 (SD = 0.48), interpreted as moderate. Recognizing stakeholders' contributions received the highest mean of 3.50, followed by participation in school planning and decision-making (3.44). Building community partnerships (3.38), participation in school programs (3.27), and sustaining engagement in institutional goals (3.26) received moderate assessments. The results indicated that opportunities for stakeholder participation existed, although sustained engagement remained less consistently experienced. The findings suggested that stakeholder recognition and consultation were stronger than sustained participation in institutional activities. The Department of Education (2022c) emphasized shared governance and stakeholder involvement as important mechanisms for strengthening school-community partnerships. UNESCO (2024) likewise identified collaboration and stakeholder participation as important components of educational leadership. These perspectives reinforced the need for systematic consultation, stronger partnerships, and continuing participation in educational planning and improvement.

3.3.5 Leadership and Governance Sustainability

Leadership and governance sustainability obtained an overall mean of 3.75 (SD = 0.59), interpreted as high. Mobilizing resources and stakeholder support received the highest mean of 3.82, followed by shared responsibility for sustaining school programs (3.78), maintaining consistent governance practices (3.77), providing institutional direction (3.70), and evaluating governance practices (3.68). All indicators received high assessments, suggesting favorable perceptions of leadership continuity and governance sustainability. The findings indicated that leadership continuity and resource mobilization were established dimensions of institutional sustainability. UNESCO (2024) emphasized the importance of leadership capacity, organizational collaboration, and long-term institutional direction in educational improvement. UNESCO and International Task Force on Teachers for Education 2030 (2024) similarly emphasized institutional support and professional capacity development. These perspectives suggested that sustainable leadership required not only effective current management but also the development of organizational systems capable of maintaining educational services over time.

3.3.6 Overall Assessment of Institutional Sustainability

Institutional sustainability obtained an overall mean of 3.53 (SD = 0.42), interpreted as high. Resource sustainability received the highest mean of 3.77, followed by leadership and governance sustainability (3.75).

Organizational resilience and continuous quality improvement both received moderate assessments of 3.38, while stakeholder commitment and engagement recorded the lowest mean of 3.37. These results indicated that institutional sustainability was generally favorable, although organizational adaptability, systematic improvement, and sustained stakeholder participation required additional attention. The findings suggested that the district possessed favorable resource management and governance continuity practices, but institutional sustainability was not equally strong across all dimensions. UNESCO (2024) emphasized leadership development and collaboration as important conditions for educational effectiveness, while The Department of Education (2022b) highlighted continuous monitoring and institutional improvement. UNESCO and International Task Force on Teachers for Education 2030 (2024) further emphasized organizational support and professional capacity building. These perspectives supported the need to strengthen resilience, quality improvement, and stakeholder engagement alongside existing resource sustainability practices.

3.4 Relationship Between School Governance and Stakeholder Trust

3.4.1 Significant Relationship Between School Governance and Stakeholder Trust

Pearson Product-Moment Correlation analysis revealed a very strong positive relationship between school governance and stakeholder trust, with a correlation coefficient of $r = 0.919$ and $p < .001$. The relationship was statistically significant at the 0.05 level, leading to the rejection of the corresponding null hypothesis. The findings indicated that higher assessments of school governance were strongly associated with higher levels of stakeholder trust among respondents in Banaybanay District. The result suggested that favorable governance practices were closely associated with stakeholder confidence. The Department of Education (2022c) emphasized shared governance, stakeholder consultation, and participation as mechanisms for strengthening school-level governance. UNESCO (2024) similarly recognized the importance of accountability, institutional responsibility, and collaboration in educational leadership. These perspectives provided a policy and conceptual explanation for the observed relationship. However, the strong correlation established a statistical association rather than direct causation, given the study's non-experimental design.

3.5 Predictive Relationship of School Governance and Stakeholder Trust with Institutional Sustainability

3.5.1 Combined Predictive Contribution of School Governance and Stakeholder Trust

Multiple linear regression analysis showed that school governance and stakeholder trust jointly predicted institutional sustainability, with $R = 0.936$ and $R^2 = 0.877$. The model explained approximately 87.7% of the observed variance in institutional sustainability, while 12.3% remained unexplained by the included predictors. The overall model was statistically significant, $F = 878.739$, $p < .001$. School governance had a positive and statistically significant regression coefficient ($B = 0.279$, $SE = 0.058$, $\beta = 0.273$, $t = 4.820$, $p < .001$), while stakeholder trust also demonstrated a positive and statistically significant contribution ($B = 0.693$, $SE = 0.058$, $\beta = 0.679$, $t = 11.971$, $p < .001$). The findings supported the rejection of the corresponding null hypotheses. The results indicated that school governance and stakeholder trust were significant predictors of institutional sustainability, with stakeholder trust demonstrating the larger standardized coefficient. This suggested that the respondents' confidence in school leadership and governance practices was strongly associated with their assessments of institutional sustainability. UNESCO (2024) emphasized the importance of leadership, institutional accountability, and collaboration in educational effectiveness, while The Department of Education (2022c) recognized stakeholder participation and partnerships as important mechanisms of shared school governance. These perspectives were consistent with the observed predictive relationships. Nevertheless, the findings did not establish causal effects because the study employed a non-experimental descriptive-correlational design.

3.6 Proposed Strategic Governance, Trust, and Institutional Sustainability Enhancement Program

3.6.1 Development of the S.T.R.I.V.E.-Banaybanay Enhancement Program

The study findings served as the basis for developing the proposed S.T.R.I.V.E.-Banaybanay: Strategic Governance, Trust, and Institutional Sustainability Enhancement Program. The program addressed the moderately assessed dimensions of strategic leadership, transparency, reliability, organizational resilience, continuous quality improvement, and stakeholder commitment and engagement. It also sought to sustain the comparatively favorable assessments of accountability, participatory decision-making, resource management, integrity, competence, collaboration, resource sustainability, and leadership continuity. The proposed program incorporated leadership development, governance reviews, transparent reporting, stakeholder consultations, communication and feedback mechanisms, resource assessments, sustainability planning, and periodic monitoring and evaluation. These proposed activities were aligned with the Department of Education (2022b), which emphasized systematic monitoring and institutional improvement, and the Department of Education (2022c), which recognized shared governance and stakeholder participation. UNESCO (2024) likewise emphasized leadership development, collaboration, and institutional capacity building. The program was intended to guide district officials, school heads, teachers, School Governance Councils, parents, and community partners in strengthening governance practices and institutional sustainability. Its implementation and effectiveness remained subject to future assessment.

4. Conclusion & Recommendations

The study concluded that school governance, stakeholder trust, and institutional sustainability in Banaybanay District, Division of Davao Oriental, were generally rated high, with overall means of 3.43, 3.49, and 3.53, respectively. Accountability, participatory decision-making, integrity, competence, collaboration, resource sustainability, and leadership and governance sustainability emerged as relatively strong dimensions. However, strategic leadership, transparency, reliability, organizational resilience, continuous quality improvement, and stakeholder commitment and engagement required further strengthening. A very strong, statistically significant positive relationship was established between school governance and stakeholder trust ($r = 0.919$, $p < .001$). Furthermore, school governance and stakeholder trust significantly predicted institutional sustainability, jointly explaining 87.7% of its variance ($R^2 = 0.877$, $p < .001$), with stakeholder trust demonstrating the greater predictive contribution. These findings suggest that school governance and stakeholder trust are strongly associated with teachers' perceptions of institutional sustainability and provide an empirical basis for the proposed Strategic Enhancement Program, whose effectiveness remains subject to future implementation and evaluation.

It is recommended that school leaders in Banaybanay District strengthen strategic leadership, transparency, and reliability through clearer communication of institutional goals and decisions, timely dissemination of information, consistent fulfillment of commitments, and regular stakeholder consultations. Schools should sustain effective accountability, participatory decision-making, resource management, and collaborative practices while strengthening organizational resilience, continuous quality improvement, and stakeholder engagement. The proposed Enhancement Program may be implemented through targeted leadership development, instructional coaching, collaborative planning, professional learning, and performance monitoring. School heads, teachers, and other education stakeholders should actively participate in implementing and evaluating these initiatives to ensure their responsiveness to identified institutional needs and their contribution to sustainable educational improvement.

The study was limited to the perceptions of 250 public elementary school teachers in Banaybanay District, Division of Davao Oriental, during School Year 2025-2026. Consequently, the findings may not represent the perspectives of other educational stakeholders or schools operating under different institutional conditions. Furthermore, the non-experimental descriptive-correlational design established statistical associations and predictive relationships but did not determine causation. The use of self-reported survey data may also have introduced response bias, potentially influencing the observed relationships among the study variables.

5. Compliance with Ethical Standards

The study adhered to established ethical principles to protect the rights, dignity, privacy, and welfare of the participants. Participation was voluntary, and respondents were informed of the research objectives, procedures, potential benefits and risks, and their right to withdraw without penalty. Anonymity and confidentiality were maintained through coded responses, exclusion of personally identifying information, and secure data storage. Measures were also implemented to minimize potential bias and undue influence arising from the researcher's position as a school principal. The study complied with the Data Privacy Act of 2012 (Republic Act No. 10173) and applicable institutional data protection requirements.

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