

Investigating School Leadership Strategies of School Administrators of the National Christian Life College – Maranatha Christian Academy School System

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Abstract — This research aimed to investigate school leadership strategies of school administrators of the National Christian Life College - Maranatha Christian Academy (NCLC-MCA) School System with particular focus on enrollment pattern, teacher morale, institutionalization, and organizational efficiency. Based on the Servant Leadership Theory, Instructional Leadership Theory, Transformational Leadership Theory, Resource Dependency Theory, and Outcomes-Based Leadership Theory, the study delved into the leadership in the development of school culture, management of school operations, and the professional development of faculty members. The study utilized both quantitative and qualitative research methods, survey questionnaires, interviews, focus group discussions, and document analysis were used to gather data from 145 participants including school administrators and teachers from nine campuses. The research focuses on the leadership practices in relation to teacher commitment, teacher turnover, and organizational performance in order to determine the effective practices that promote quality education and organizational climate. Findings revealed that leadership practices are crucial in preserving academic success and operational stability, which are the key goals of the National Christian Life College - Maranatha Christian Academy (NCLC-MCA) school system's governance structures. Instructional "lead" behaviors that were professional, ethical, communicative, and participatory improved teacher morale and self-efficacy, which in turn, improved student academic results. An organizational culture that values active collaboration was also successfully inspired by servant and transformational leadership styles. The study also pointed out that operational limitations and the lack of proactive tuition-driven institutional effectiveness are important factors that determine long-term institutional effectiveness based on data-driven and goal-oriented choices. The institution's resilience and adaptability were also significantly impacted by the leaders' capacity to include stakeholders, control risk, and encourage innovative ideas and methods.

Keywords — *school leadership, organizational efficiency, institutional sustainability, school culture, educational performance*

I. Introduction

Private educational institutions primarily rely on tuition fees as their main source of income. Unlike public schools that receive regular government funding, private schools depend heavily on student enrollment to sustain daily operations, infrastructure development, and personnel compensation. This financial structure makes them particularly vulnerable to enrollment fluctuations and external disruptions.

Even a slight decrease in student population can significantly affect a school's financial health. When enrollment declines, private institutions are often forced to implement cost-cutting measures that may affect salaries, instructional resources, utilities, and facility maintenance. Such financial strain can compromise both operational efficiency and educational quality.

These challenges have been widely observed in the Philippine private education sector. According to Vatican News (2022), more than 860 private schools across the country were either permanently closed or temporarily suspended operations due to low enrollment and financial instability. This situation underscores the fragile nature of tuition-dependent educational institutions, particularly during periods of economic uncertainty.

The closure of private schools does not only affect institutions but also disrupts the education of learners and the livelihoods of teachers and staff. As such, sustainability in private education has become a critical issue that requires strategic leadership and innovative management approaches. Leadership effectiveness increasingly determines whether institutions survive or collapse under financial pressure.

In this context, leadership becomes central to balancing financial management, operational stability, and the provision of quality education. School leaders are expected to make data-driven decisions, allocate limited resources wisely, and ensure that academic standards are maintained despite financial constraints. Their role extends beyond supervision to long-term strategic planning and institutional stewardship.

For private institutions such as the National Christian Life College – Maranatha Christian Academy (NCLC-MCA) School System, leadership involves navigating financial challenges while remaining faithful to the institution's mission and vision. Leaders must sustain teacher morale, retain students, and promote holistic learning within a faith-based framework. This complex responsibility requires adaptability, resilience, and ethical decision-making.

Leadership in private schools also entails managing human relationships within the school community. Administrators must support teachers, address student needs, and maintain strong partnerships with parents and stakeholders. Effective communication and shared vision are essential in fostering trust and collaboration within tuition-dependent institutions.

Analyzing leadership approaches in private schools provides valuable insights into how resilience and sustainability can be cultivated in constrained environments. Understanding how leaders respond to financial limitations, enrollment challenges, and operational pressures contributes to broader discussions on effective educational leadership in the private sector.

The NCLC-MCA School System offers a compelling case for examining leadership practices in private education. Founded in 1980 by Dr. Leticia Santos Ferriol with only thirteen preschool students, the institution began as a modest educational initiative rooted in Christian values and community service.

Over the years, NCLC-MCA has experienced remarkable growth. From its humble beginnings, it has expanded to more than one hundred forty chapters across the Philippines, offering values-based education that integrates academic excellence with moral and spiritual formation.

Despite this expansion, NCLC-MCA has not been immune to the challenges faced by private schools. Fluctuating enrollment, resource limitations, and increasing competition have required leaders to continuously adapt and innovate. According to institutional leaders, the school system's ability to sustain and diversify its educational offerings can be attributed largely to strategic leadership practices.

These leadership strategies have played a vital role in sustaining student enrollment and enhancing teacher motivation. By fostering a supportive organizational culture and providing professional development opportunities, leaders have strengthened staff commitment and institutional stability even in times of uncertainty.

Educational administration and leadership are widely recognized as complex and evolving processes that involve working collaboratively with others to achieve organizational goals (Genza, 2021). Leadership in education combines technical expertise with interpersonal skills, requiring leaders to mobilize stakeholders while making informed and ethical decisions.

Carey and Bencharit (2018) describe education as a critical link between science and the economy, emphasizing the importance of leadership in shaping learning environments that prepare students for societal contributions. In the Philippine context, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, defines the responsibilities of school leaders, including promoting learning, supporting teacher development, and ensuring safe and inclusive school environments (Pagunsan & Moyani Jr., 2024).

These responsibilities are even more pronounced in private schools, where leaders must fulfill statutory obligations while managing financial risks. Leaders serve as custodians of institutional identity and mission, ensuring that educational objectives remain aligned with core values despite operational pressures.

Beyond financial and operational concerns, leadership directly influences the quality of teaching and learning. Research indicates that strong school leadership is essential in attracting and retaining high-performing teachers, improving organizational efficiency, and fostering a positive academic culture that enhances student learning outcomes (Connolly et al., 2019).

Leadership competencies such as communication, conflict resolution, resource management, and change management are critical in sustaining institutional effectiveness. In the NCLC-MCA School System, these competencies have enabled leaders to create a supportive learning environment despite limited resources and external challenges.

This research seeks to address gaps in existing literature by examining how leadership strategies in private, faith-based institutions like NCLC-MCA sustain organizational resilience, motivate teachers, and ensure educational quality. By identifying effective leadership practices, the study aims to contribute meaningful insights that may guide other private schools facing similar challenges.

Ultimately, this study contributes to the growing body of knowledge on educational leadership by providing empirical evidence from a private, tuition-dependent, faith-based school system. The findings are expected to inform school administrators, policymakers, and educational stakeholders on how leadership can serve as a catalyst for sustainability, resilience, and institutional effectiveness in private education.

II. Methodology

Research Design

This study employed an **explanatory sequential mixed-methods design**, consisting of two distinct but connected phases. The first phase involved the collection and analysis of **quantitative data**, followed by a second phase of **qualitative data collection** aimed at explaining and elaborating on the initial quantitative findings. This design enabled the researcher to identify patterns, relationships, and trends through survey data and then explore the underlying reasons for these patterns through in-depth qualitative inquiry.

During the quantitative phase, **structured questionnaires** were administered to assess the impact of leadership strategies on teacher motivation, school performance, and institutional effectiveness within the NCLC-MCA School System. Based on the results of the quantitative analysis, the qualitative phase was subsequently conducted using **semi-structured interviews with school administrators** and **focus group discussions with selected teachers**. This sequential process provided a deeper understanding of how leadership practices were perceived by stakeholders and how these practices influenced institutional outcomes.

The use of a mixed-methods approach was considered appropriate because it integrates the strengths of both quantitative and qualitative methodologies—offering **statistical generalizability** alongside **contextual and experiential depth**. Creswell and Plano Clark (2018) emphasize that explanatory sequential designs are particularly effective for examining complex social phenomena, such as educational leadership, where numerical trends benefit from interpretive explanation. Similarly, Capulso et al. (2024) highlight that mixed-methods research in Philippine basic education enhances research rigor by capturing both measurable outcomes and lived experiences, thereby supporting more comprehensive and context-sensitive findings. This alignment further justifies the suitability of the mixed-methods design for investigating leadership practices and their effects within educational institutions.

Respondents of the Study

The two main respondents of this study were school administrators and teachers from the NCLC-MCA School System. These are stakeholders who are directly involved in the management and running of educational institutions, and therefore, they are the most appropriate to be included in the assessment of the leadership strategies.

All the nine (9) school administrators were invited to participate. These are the individuals who are charged with the responsibility of implementing school-wide initiatives, formulating institutional objectives, and monitoring teaching and learning processes. Their input assisted in determining leadership strategies and issues in maintaining academic and operational performance in the system's campuses.

The number of teachers was 206 and they were distributed across nine campuses. By applying Slovin's Formula with a 0.05 margin of error, the calculated sample size was approximately 136 teachers. To achieve this, the researcher used stratified sampling based on campus size. The number of samples per chapter varied from 10 to 30; the highest number of respondents came from National Christian Life College with 30, Cabuyao with 25, and Makati with 17. This made it possible for each chapter to contribute to the teacher data in proportion to the number of teachers in each chapter. Teachers were requested to fill out structured questionnaires about their respective administrator's leadership practices and their perceived impact on job satisfaction, professional growth, and teaching performance.

In total, this study collected responses from 145 participants—136 of whom were teachers and 9 were administrators from all nine NCLC-MCA chapters. The application of stratified sampling and the validation of the survey instruments improved the validity and generalizability of the results. These perspectives provided clear insight into how leadership strategies were implemented, received, and correlated with the functional and teaching efficiency of private, faith-based schools.

Sampling Design and Procedures

To ensure valid representation and minimize bias, both stratified random sampling in the quantitative part of the study, and purposive sampling technique in the qualitative part were adopted in this study, targeting the key stakeholders in the NCLC-MCA School System. This approach enabled quantitative representation and qualitative context, which is appropriate for a mixed-methods design. In the qualitative phase, purposive sampling was used to ensure that the respondents were selected in proportion to the nine campuses and different positions in the system. This approach helped ensure that the key subgroups of the population—namely, the school administrators and teachers—were sampled in proportion to the size of the campus and the organizational structure of the school, thereby increasing the external validity of the study.

In the quantitative survey, the population was divided into two groups: school administrators and teachers. Out of the 206 teachers, a sample of 136 teachers was determined using Slovin's Formula with an error margin of 0.05. These teachers were selected randomly across the nine campuses with proportional stratification based on subject areas, teaching levels, and years of experience. Nine school administrators were involved in the study who had a significant impact on the institution's direction. This structure made it possible to obtain a broad and fair view of leadership effectiveness in different school settings.

For the qualitative part of the study, which included interviews and focus group discussions, purposive sampling was used. The participants were chosen based on certain criteria such as their role, leadership position, and years of service. The next step was to interview administrators to discuss strategic leadership practices and decision-making. Teachers were recruited to include both those with and without leadership experience and from different disciplines, to capture how leadership affected teaching practices, interest, and learning.

Table 1

Distribution of Teacher Respondents

Campus	No. of Teachers	Sample Size	Percentage
National Christian Life College (Marikina)	45	30	22%
Maranatha Christian Academy of Cabuyao	38	25	12%
4 th Watch Maranatha Christian Academy of Makati	25	17	18%
Maranatha Christian Academy of Bacolod	20	13	10%
Maranatha Christian Academy of Lapu-Lapu	15	10	7%
Maranatha Christian Academy of Bago	12	10	7%
Maranatha Christian Academy of Davao	18	12	9%
Maranatha Christian Academy of General Santos	15	10	7%
Maranatha Christian Academy of Tagum	15	10	7%
Total	206	136	100%

Research Instruments and Validation

The primary research instruments included structured questionnaire for administrators and teachers, which covered dimensions such as leadership visibility, instructional support, staff development, communication, and motivation. A semi-structured interview guide for administrators and teachers for the qualitative part, focusing on leadership strategies, decision-making processes, and the perceived impact on institutional effectiveness.

These instruments were validated through expert review by professionals in educational leadership and research. The tools were also pilot-tested on a group of 15 respondents from the Maranatha Christian Academy of Pasig which are not included in the final sample to refine wording and ensure reliability.

Research Locale/Study Site

The research took place within the NCLC-MCA School System, a network of private schools located in key urban and rural areas of the Philippines. This system was chosen for its diverse representation of academic levels, ranging from junior high to senior high school, and for its structured leadership framework, which aligned well with the study's objective of investigating educational management and leadership practices.

Each school within the NCLC-MCA system shared a common educational philosophy but operated in distinct environments shaped by their unique cultural and socioeconomic contexts. This diversity provided a valuable opportunity to explore how leadership, teaching quality, and student outcomes varied across different settings within the same institutional framework.

The main study site was the National Christian Life College (NCLC), the flagship campus of the NCLC-MCA system, located in Marikina City. As one of the largest and most established campuses, NCLC accommodated a diverse population of students and faculty, making it an ideal location for examining the influence of leadership practices on academic performance and school culture.

Apart from the flagship campus, the study encompassed nine campuses from the NCLC-MCA network, selecting an additional two chapters from Luzon (MCA Makati and MCA Cabuyao), three from the Visayas (MCA Bacolod, Lapu-Lapu, and Bago), and three from Mindanao (MCA Davao, General Santos, and Tagum). Each of these campuses operated within its own local context while adhering to the core values and management strategies of the NCLC-MCA system. This approach allowed the research to capture variations in leadership practices and student performance based on community engagement, resource availability, and local culture.

By examining multiple campuses, the study aimed to provide a comprehensive picture of how leadership practices influenced educational outcomes across different geographic and social settings. This broader perspective not only benefited the NCLC-MCA system but also offered valuable insights for other educational institutions operating in similarly diverse environments.

III. Results and Discussion

This part analyzes the data, interprets the results, and offers confirmation of the credibility of the outcome. The thematic analysis was implemented because of the adequate approach and the researcher's intention of exploring the participants' views, experiences and values from a set of quantitative and qualitative data-focus group discussion.

According to the Reflexive Thematic Analysis framework by Braun and Clarke (2021), themes are created by the researcher and are the result of interpretive engagement with the data. This chapter will describe the analytical approach used to examine the research data and develop

research themes. This perspective runs counter to the notion that themes appear in the data (Freeman & Sullivan, 2019).

For the first research question, three themes were constructed, mainly: financial strategy, operational adaptability and constructive alignment. This section will discuss the concrete measures implemented by NCLC-MCA in addressing its financial, operational and educational challenges.

The three themes constructed to explore the second research question involve enrollment management, teacher leadership and empowerment, and institutional resilience. This section will examine the ways in which leadership techniques support maintaining student enrollment, inspiring educators, and bolstering the NCLC-MCA's organizational power.

The next section determines perceptions of school administrators and teachers. Three major themes emerged from the thematic analysis: a collective and values-driven climate, a culture of accountability and service, and professional learning as the standard. The themes show how the leadership practice affects the internal dynamics of the school as well as how stakeholders view the institution's overall identity and performance.

For the fourth research question, three main themes emerged from the thematic analysis: strategic alignment with institutional goals, leadership visibility and influence, and data-driven and goal-driven leadership. When taken as a whole, these themes show how leadership behaviors result in measurable gains in employee productivity, academic achievement, and organizational coherence. Finally, two themes centered around the fifth research question: strategic financial planning and collective action. These provide emphasis on safeguarding its operations and ensuring that the school system is particularly ready when faced with risks.

Part 1. Concrete Measures Implemented by the NCLC-MCA School System to Address Financial, Operational, and Learning Challenges

Concrete measures implemented to address financial challenges were examined through survey responses from the respondents. Table 3 lists the indicators, along with their corresponding weighted mean, standard deviation, and verbal interpretation. The table highlights the extent to which each financial measure is practiced based on the perceptions of the respondents. The themes emerging from the concrete measures addressing financial challenges led to a General Weighted Mean of 4.43, interpreted as *Practiced to a Very Much Extent*.

Leadership proactively develops contingency financial stability. The data analysis revealed that indicator “Leadership proactively develops contingency financial stability” is rated highest by the respondents with a weighted mean of 4.53 which is interpreted as “practiced to a very much extent” and with a standard deviation of .71177 which can be interpreted as a moderate response variation. Respondents emphasized that leadership's proactive development of contingency plans plays a crucial role in maintaining financial health, especially in times of

uncertainty. This finding was echoed in the qualitative responses, where participants emphasized foresight and preparedness during crises. As Participant 1 shared, "*The leadership made sure that we had alternative plans and savings ready even before the crisis hit, which minimized disruption.*" Participant 2 added, "*Nagtabi na sila ng pondo ahead of time — malaking tulong 'yun para hindi naapektuhan 'yung operations namin.* (They set aside funds ahead of time — that really helped to ensure that our operations were not affected.)" This mirrors the findings of McLeod and Dulskey (2021), who emphasized that school leaders who demonstrated resilience, reorientation, and foresight during crises such as the COVID-19 pandemic were able to sustain institutional stability and adapt more effectively to unpredictable conditions. Their study affirms that the strategic and forward-looking actions of school leaders are essential in ensuring organizational continuity and responsiveness in times of disruption.

Tuition and financial aid programs are structured to support diverse student needs

This indicator also had a high rating ($M = 4.50$, $SD = 0.72288$). The respondents recognized how flexible the school's financial aid programs are in supporting students from different financial backgrounds. Participant 3 said, "*Sobrang bait nila, kasi may option ka kung paano ka makakabayad. Hindi sila nag-push ng one-time payment kung alam nilang mahirap para sa pamilya mo.*" (They're really kind because they give you options on how to pay. They don't push for a one-time payment if they know it's difficult for your family.) This finding aligns with Garcia (2024), who noted that financial aid policies responsive to students' socioeconomic conditions positively impacted student satisfaction and educational continuity during health and economic disruptions.

Financial policy ensuring transparency, accountability, and equitable resource distribution. The financial policy ensuring transparency, accountability, and equitable resource distribution had the lowest rating among the indicators, with a mean of 4.30 and a standard deviation of 0.96581, although it still indicated strong practice. Participant 4 mentioned, "*Okay naman 'yung policies nila, pero sana mas madalas 'yung updates para aware lahat kung paano ginagamit 'yung funds.*" (Their policies are good, but I hope there are more frequent updates so everyone is aware of how the funds are being used.) This suggests room for improvement, particularly in terms of communication and stakeholder engagement. Participant comments revealed that although financial policies were perceived as fair, more frequent updates and clearer reporting of fund allocations could enhance stakeholder trust. These concerns reflect the insights of Gaspar (2022), who argued that school financial transparency and accountability are strengthened when information flows openly and stakeholders are consistently engaged.

These findings collectively suggest that a proactive, inclusive, and transparent financial framework is vital for schools aiming to maintain resilience and sustainability, especially during times of crisis. The strategic leadership, flexible financial aid policies, and deliberate efforts toward resource distribution are central to the institutional stability observed in the NCLC-MCA School System. Nonetheless, the study has limitations. Its scope is restricted to a single school

system, which may not represent the financial structures of public schools or other private institutions. There is also potential response bias, as participants—many of whom may be involved in financial policy implementation—might provide favorable responses.

Given these insights and limitations, future research could compare the financial practices of public and private school systems to uncover broader trends in contingency planning and resource management. A longitudinal study could also be conducted to track how financial policies affect student retention and academic performance over time. Moreover, future investigations could expand the respondent pool to include students and parents, providing a more comprehensive assessment of financial support systems and perceptions of institutional transparency.

Table 2

Concrete Measures Implemented to Address Financial Challenges

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Leadership proactively develops contingency plans to sustain financial stability.	4.53	.71177	Practiced to a Very Much Extent
Tuition and financial aid programs are structured to support diverse student needs.	4.50	.72288	Practiced to a Very Much Extent
Budget planning prioritizes both academic and operational needs effectively.	4.43	.84406	Practiced to a Very Much Extent
The school secures funding through grants, partnerships, and alternative revenue streams.	4.38	.77357	Practiced to a Very Much Extent
Financial policies ensure transparency, accountability, and equitable resource distribution.	4.30	.96581	Practiced to a Very Much Extent
General Weighted Mean	4.43 (Practiced to a Very Much Extent)		

Legend: 1.00 – 1.79 Not Practiced at All; 1.80 – 2.59 Practiced to a Less Extent; 2.60 – 3.39 Practiced to a Moderate Extent; 3.40 – 4.19 Practiced to a Much Extent; 4.20 – 5.00 Practiced to a Very Much Extent

For the operational challenges, the quantitative data show that the measures implemented by the NCLC-MCA School System were generally rated "practiced to a very much extent," achieving a general weighted mean of 4.29.

Administrative systems (e.g., enrollment, scheduling) are streamlined for efficiency. The data analysis revealed that indicator “Administrative systems (e.g., enrollment, scheduling) are streamlined for efficiency” is rated highest by the respondents with a weighted mean of 4.46 which is interpreted as “practiced to a very much extent” and with a standard deviation of .72191 which can be interpreted as a moderate response variation suggesting that processes have become more efficient. This was affirmed in the qualitative survey by the participants. Participant 6, shared, "*Napansin namin na mas mabilis at organized na ang enrollment at class scheduling. Hindi na ganoon ka-hassle tulad dati,*" (We noticed that enrollment and class scheduling are now faster and more organized. It's not as much of a hassle as before.) This reflects what Reyes (2023)

highlighted—schools that digitize and simplify administrative workflows tend to achieve better time management and stakeholder satisfaction.

This is followed by indicator “Procurement and resource allocation processes are efficient and responsive to needs” with a weighted mean of 4.29 (i.e. practiced to a very much extent) and a standard deviation of .75418 (i.e. moderate response variation). Participant 6 commented "When teachers need something for their classes, approvals and deliveries are now faster. It really helps to keep lessons on track." aligning with the findings of Digdowiseiso (2022), who examined the implementation of school-based management in the acquisition of facilities and infrastructure aimed at enhancing educational quality. In the study, it was observed that effective procurement practices, when integrated into school budget planning and financial accountability, lead to improved trust and educational outcomes. However, a unique observation in the present study was the frequent emphasis on responsiveness to teacher needs, which was less highlighted in prior studies that focused more on policy than on frontline feedback. This indicates a potential shift in practice from policy-driven procurement toward needs-based, user-centered responsiveness.

Meanwhile, the crisis management system and workload distribution indicators both received a mean of 4.29 and 4.25 respectively, still interpreted as “Practiced to a Very Much Extent.” These reflect the school’s attention to operational stability and human resource balance. Consistent with this, Cruz et al. (2021) reported that structured workload distribution and contingency planning enhance staff morale and reduce burnout in academic settings. Yet, while Cruz et al. found stronger implementation in larger private universities, this study’s context in a basic education setting reveals a comparable but slightly more community-driven approach, where feedback from individual staff members is given significant weight in shaping workload distribution and emergency responses.

Facilities, learning resources, and technology are maintained and updated regularly. The least rated indicator is “Facilities, learning resources, and technology are maintained and updated regularly” with a weighted mean of 4.15 which is interpreted as “practiced to a much extent” and a standard deviation of .86585 which is interpreted as a moderate response variation. Participant 7, another teacher, remarked, "There have been improvements in facilities, but I hope they prioritize updates more, especially in technology equipment." This concern aligns with the observations of Del Mundo (2020), who argued that ongoing investment in technological infrastructure is crucial for sustaining innovation and quality education, especially in post-pandemic contexts.

These findings have important implications: the operational systems in place appear to support both efficiency and resilience. Streamlined processes enable faster service delivery, while feedback loops between administration and staff enhance responsiveness. However, the slightly lower rating in facility and tech maintenance suggests that long-term sustainability planning—particularly regarding capital investments in educational technology—requires further attention.

Future research is recommended to conduct comparative case studies involving similar-sized private schools or public institutions to identify structural and cultural differences in operational responses. A longitudinal approach could also provide insight into how operational systems evolve in response to long-term changes, such as enrollment growth or budget fluctuations. Additionally, incorporating student and parent perspectives in assessing operational efficiency—particularly regarding enrollment processes, tech access, and crisis response—would offer a more comprehensive picture of institutional performance and user satisfaction.

Table 3

Concrete Measures Implemented in Addressing Operational Challenges

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Administrative systems (e.g., enrollment, scheduling) are streamlined for efficiency.	4.46	.72191	Practiced to a Very Much Extent
Procurement and resource allocation processes are efficient and responsive to needs.	4.29	.75418	Practiced to a Very Much Extent
A crisis management system is in place to address emergencies and disruptions.	4.29	.83912	Practiced to a Very Much Extent
Workload distribution for teachers and staff is structured to maintain productivity.	4.25	.83789	Practiced to a Very Much Extent
Facilities, learning resources, and technology are maintained and updated regularly.	4.15	.86585	Practiced to a Much Extent
General Weighted Mean	4.29 (Practiced to a Very Much Extent)		

Legend: 1.00 – 1.79 Not Practiced at All; 1.80 – 2.59 Practiced to a Less Extent; 2.60 – 3.39 Practiced to a Moderate Extent; 3.40 – 4.19 Practiced to a Much Extent; 4.20 – 5.00 Practiced to a Very Much Extent

In addressing learning challenges, the data from the quantitative survey revealed that the NCLC-MCA School System implements several effective measures, as reflected in the general weighted mean of 4.36, interpreted as “practiced to a very much extent.”

Open communication among teachers, students, and parents is encouraged. The data analysis revealed that indicator “Open communication among teachers, students, and parents is encouraged” is rated highest by the respondents with a weighted mean of 4.57 which is interpreted as “practiced to a very much extent” and with a standard deviation of .70845 which can be interpreted as a moderate response variation. In one of the focus group discussions, they all agreed to Participant 8 as he said, “Communication is really more open now. It’s easier to reach out to parents when there’s a concern about a student, and they’re also responsive.” According to Thompson, Mazer, and Flood Grady (2015), the evolution of communication technology has enhanced the ability of educators and families to coordinate student support, which aligns with the high rating observed in the current findings.

Learning resources (books, digital tools, etc.) are accessible and sufficient. This is followed by indicator “Learning resources (books, digital tools, etc.) are accessible and sufficient” with a weighted mean of 4.50 (i.e. practiced to a very much extent) and a standard deviation of

.71240 (i.e. moderate response variation). This affirms that the school ensures learners are well-equipped. Participant 9, an administrator, noted, “*Mas marami na ngayong resources—both printed and digital. May access din ang students kahit sa bahay through online platforms.*” (There are more resources now—both printed and digital. Students also have access even at home through online platforms.) Lafortune et al. (2018) shows that school finance reforms that increase access to learning resources can reduce achievement gaps and improve student performance, especially in underserved communities. The high mean score reflects a well-supported learning environment, although future studies should explore how students from different learning backgrounds perceive the adequacy of these resources.

The item “*Teachers receive professional development to address diverse learning needs*” ($M = 4.38$, $SD = 0.76$) also received a high rating, highlighting the school’s effort to maintain teacher competence through continuous professional learning. Desimone (2009) emphasizes that sustained and content-focused professional development significantly enhances instructional quality and student outcomes. However, disparities in training quality and teacher uptake can influence the real impact of such initiatives, and this should be examined in future studies.

Targeted academic support (e.g., tutoring, remedial programs) is provided. The lowest-rated indicator, though still relatively high, was the provision of targeted academic support (e.g., tutoring and remedial programs), with a weighted mean of 4.15 and a standard deviation of 0.84522. Participant 10, stated. “There are remedial classes, but sometimes there’s not enough time or some students can’t attend due to scheduling conflicts.” While instructional strategies appear to be in place, the data indicate that their consistent evaluation and adjustment may not be fully institutionalized. Additionally, academic support interventions such as tutoring are effective when delivered with high intensity. Kraft and Novicoff (2024) argue that structured, high-dosage tutoring can substantially accelerate academic recovery, especially for students affected by pandemic-related learning loss. This highlights the need to examine not just the availability, but also the effectiveness and intensity of support programs in the school.

Overall, the respondents manifested that the different indicators contained under the concrete measures addressing learning challenges are “practiced to a very much extent” with a general weighted mean of 4.36. Despite slight variations, all indicators were positively received, confirming that the school system has indeed instituted meaningful strategies to address learning challenges. Both teachers and administrators recognize the school’s effort to strengthen learning by ensuring resource availability, teacher capacity-building, and strong communication lines.

Table 4

Concrete Measures in Addressing Learning Challenges

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Open communication among teachers, students, and parents is encouraged.	4.57	.70845	Practiced to a Very Much Extent
Learning resources (books, digital tools, etc.) are accessible and sufficient.	4.50	.71240	Practiced to a Very Much Extent
Teachers receive professional development to address diverse learning needs.	4.38	.76379	Practiced to a Very Much Extent
Teaching strategies are regularly evaluated to enhance student engagement.	4.19	.77049	Practiced to a Much Extent
Targeted academic support (e.g., tutoring, remedial programs) is provided.	4.15	.84522	Practiced to a Much Extent
General Weighted Mean	4.36 (Practiced to a Very Much Extent)		

Legend: 1.00 – 1.79 Not Practiced at All; 1.80 – 2.59 Practiced to a Less Extent; 2.60 – 3.39 Practiced to a Moderate Extent; 3.40 – 4.19 Practiced to a Much Extent; 4.20 – 5.00 Practiced to a Very Much Extent

Table 5 provides a consolidated overview of the NCLC-MCA School System's implementation of strategies to address financial, operational, and learning challenges. All categories received general weighted means within the range of 4.20–5.00, indicating they were “Practiced to a Very Much Extent.” Among the three, financial measures were rated the highest (M = 4.47), suggesting that respondents perceived the school’s financial management practices as the most robust and effective. This is followed by learning-related interventions (M = 4.36) and operational strategies (M = 4.29), both of which, while slightly lower, still reflect high levels of implementation.

The findings of the study demonstrate that the leadership practices of the NCLC-MCA constitute a complex, hybrid approach that blends outcomes-based accountability, transformational leadership, servant leadership, instructional leadership, and resource management. “We see the results in the students' growth, not just academically but holistically.” This emphasizes how the system not only prioritizes a student’s academic needs, but also ensures that its programs are fit to improve their overall well-being.

At every chapter, resource dependency was a constant issue. Administrators of the institution were obliged to create plans that guaranteed operational continuity despite changing enrollment and financial constraints since the institution depends on tuition fees. Their ability to keep operations running, get outside help, and preserve school quality confirms the applicability of Resource Dependence Theory in comprehending educational leadership in private sector establishments.

Table 5

Summary of Measures Addressing Financial, Operational, and Learning Challenges

Challenges	General Weighted Mean	Verbal Interpretation	Rank
Financial	4.47	Practiced to a Very Much Extent	1
Learning	4.36	Practiced to a Very Much Extent	2
Operational	4.29	Practiced to a Very Much Extent	3

Legend: 1.00 – 1.79 Not Practiced at All; 1.80 – 2.59 Practiced to a Less Extent; 2.60 – 3.39 Practiced to a Moderate Extent; 3.40 – 4.19 Practiced to a Much Extent; 4.20 – 5.00 Practiced to a Very Much Extent

Part 2. Leadership Strategies of School Administrators that Sustain Student Enrollment, Teacher Motivation, and Institutional Resilience of the NCLC-MCA School System

In sustaining student enrollment, the data from the quantitative survey revealed that the leadership strategies of the NCLC-MCA School System are implemented to a high extent, as reflected in the general weighted mean of 4.45, interpreted as "high extent."

Academic and support programs are in place to prevent student dropouts and improve retention. The data revealed that indicator “Academic and support programs are in place to prevent student dropouts and improve retention” is rated highest by the respondents with a weighted mean of 4.55 which is interpreted as “high extent” and with a standard deviation of .64385 which can be interpreted as a moderate response variation. This finding highlights that providing consistent academic interventions and student support mechanisms is a central strategy in sustaining enrollment. Participant narratives reinforced this, with Participant 11 sharing, "Our scholarship and intervention programs, like the ESC vouchers, play a big role in keeping students enrolled. They ease financial stress and, combined with academic support like modular learning and Learning Zones, help students stay on track and succeed." This resonates with the thematic finding under **Enrollment Management**, where schools strategically focus on offering programs such as scholarships and remedial interventions to attract and retain students. This finding is aligned with Hanover Research (2014), which highlights that well-structured academic support services, such as tutoring and early warning systems, significantly contribute to student retention in K–12 schools. These systems enable institutions to respond promptly to academic and behavioral risks, thus reducing attrition (Hanover Research, 2014).

This is followed by indicator “Institutional branding and reputation management contribute to sustained enrollment” with a weighted mean of 4.49 (i.e. high extent) and a standard deviation of .67984 (i.e. moderate response variation). As one teacher emphasized, “*Ang pangalan ng school ay malaki ang epekto. Karamihan ng parents na nagpapasok ng anak ay dahil sa tiwala sa reputation namin. Kahit lumipat sila ng ibang lugar, hinahanap pa rin nila kung saan ang malapit na MCA chapter*” (The school's name has a big impact. Many parents enroll their children because they trust our reputation. Even when they move to new residence, they will still look for the nearest MCA Chapter) This suggests that branding efforts, coupled with sustained quality education

delivery, contribute significantly to maintaining stable enrollment numbers. This supports the findings of Wilson et al. (2016), who noted that school reputation and brand credibility play a significant role in shaping parental choice in private educational institutions.

The indicators strong partnerships with parents and the community (4.41) and leadership actively implementing strategies to attract and retain students (4.40) also received high ratings, though they ranked slightly lower than the others. Nevertheless, qualitative data affirmed that parental engagement remains a valued practice, despite occasional challenges in coordinating schedules, as Participant 12 said, “Active naman ang school sa mga programs at partnership meetings, pero may pagkakataon din na nahihirapan sa schedules ang mga parents.” (The school is active in programs and partnership meetings, but sometimes parents struggle with scheduling conflicts.) The strong emphasis on **parent-school partnerships**, despite some challenges in scheduling, is consistent with Epstein’s (2001) framework, which stresses that effective family and community involvement is essential for promoting student learning and school improvement.

The high ratings across all indicators underscore that a holistic leadership approach one that integrates academic support, branding, data-driven planning, and community collaboration— is effective in sustaining enrollment in faith-based private school systems. These strategies are crucial not only for attracting students but also for fostering long-term institutional stability.

Table 6

Leadership Strategies of School Administrators in Sustaining Student Enrollment

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Academic and support programs are in place to prevent student dropouts and improve retention.	4.55	.64385	High Extent
Institutional branding and reputation management contribute to sustained enrollment.	4.49	.67984	High Extent
Enrollment trends are monitored to inform policy and intervention strategies.	4.42	.69692	High Extent
Strong partnerships with parents and the community support student retention.	4.41	.80611	High Extent
Leadership actively implements strategies to attract and retain students.	4.40	.77672	High Extent
General Weighted Mean	4.45 (High Extent)		

Legend: 1.00 – 1.79 No Extent at all; 1.80 – 2.59 Limited Extent; 2.60 – 3.39 Moderate Extent; 3.40 – 4.19 Considerable Extent; 4.210 – 5.00 High Extent

In relation to teacher motivation, the findings reveal that leadership strategies implemented by school administrators are generally perceived to be practiced to a high extent. Based on the survey responses, the general weighted mean was 4.29, interpreted as "high extent." This suggests that teachers largely agree that the school’s leadership effectively supports their professional growth, well-being, and engagement.

Measures are in place to prevent teacher burnout and turnover. The data analysis revealed that indicator “Measures are in place to prevent teacher burnout and turnover” is rated highest by the respondents with a weighted mean of 4.54 which is interpreted as “high extent” and with a standard deviation of .71098 which can be interpreted as a moderate response variation. This implies that administrators place significant emphasis on supporting teachers' well-being and maintaining teacher retention. Participant 7 comments reinforced this, with one teacher stating, *“May mga wellness programs at efforts talaga para hindi kami ma-burnout, lalo na kapag maraming workload.”* (There are wellness programs and real efforts to prevent burnout, especially when workload increases.). This aligns with the findings of Skaalvik and Skaalvik (2017), who emphasized that school leadership plays a crucial role in mitigating teacher stress and burnout by promoting a healthy work-life balance and emotional support systems.

This is followed by indicator “A positive and supportive work environment is fostered” with a weighted mean of 4.32 (i.e. high extent) and a standard deviation of .89926 (i.e. moderate response variation). This reflects that teachers feel valued and supported in their roles, contributing to their sustained motivation and professional satisfaction. Participant 13 shared, *“Ramdam namin ang support ng admin, lalo na kapag may concerns kami sa klase o sa students.”* (We really feel the support from the administration, especially when we have concerns about our classes or students.)

Additionally, indicators such as **“Leadership acknowledges and rewards teachers' contributions”** and **“Professional development opportunities enhance teacher growth”** both received mean ratings of 4.29, underscoring the importance of recognition and growth opportunities. These findings resonate with Ingersoll and Strong's (2011) research, which shows that mentorship, training, and teacher recognition significantly improve morale and teacher retention.

Teachers are involved in decision-making processes that impact their roles and responsibilities. The least rated indicator is “Teachers are involved in decision-making processes that impact their roles and responsibilities” with a weighted mean of 3.99 which is interpreted as “considerable extent” and a standard deviation of 1.01490 which is interpreted as a wide response variation. Although still relatively high, this suggests that there is room for improvement in fostering shared leadership and participative governance. The higher standard deviation of 1.01490 also indicates a wider variation of opinions among respondents regarding this practice. Participant 14 expressed, *“There are times we are consulted, but sometimes decisions are made before we even know about them.”* This observation is consistent with Leithwood and Sun (2012), who argue that distributed leadership positively affects teacher efficacy, but its impact is moderated by how consistently it is practiced across school units.

These results imply that sustaining teacher motivation requires **a comprehensive and inclusive leadership approach**—one that not only supports professional development and well-being but also promotes meaningful teacher involvement in governance. When teachers feel heard,

supported, and developed, they are more likely to stay engaged and committed to their roles, reinforcing overall institutional effectiveness.

Table 7

Leadership Strategies of School Administrators in Teacher Motivation

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Measures are in place to prevent teacher burnout and turnover.	4.54	.71098	High Extent
A positive and supportive work environment is fostered.	4.32	.89926	High Extent
Leadership acknowledges and rewards teachers' contributions.	4.29	.86559	High Extent
Professional development opportunities enhance teacher growth.	4.29	.91791	High Extent
Teachers are involved in decision-making processes that impact their roles and responsibilities.	3.99	1.01490	Considerable Extent
General Weighted Mean	4.29 (High Extent)		

Legend: 1.00 – 1.79 No Extent at all; 1.80 – 2.59 Limited Extent; 2.60 – 3.39 Moderate Extent; 3.40 – 4.19 Considerable Extent; 4.210 – 5.00 High Extent

In the domain of institutional resilience, the findings suggest that the leadership strategies employed by the NCLC-MCA School System are practiced to a high extent, as evidenced by the overall weighted mean of 4.48. This score indicates that administrators are successfully executing strategies aimed at ensuring the school’s continued stability, growth, and adaptability in the face of challenges.

The administration establishes partnerships and collaborations to strengthen institutional resilience. The data analysis revealed that indicator “The administration establishes partnerships and collaborations to strengthen institutional resilience” is rated highest by the respondents with a weighted mean of 4.51 which is interpreted as “high extent” and with a standard deviation of .76321 which can be interpreted as a moderate response variation. This signifies that respondents strongly believe that the school leadership has effectively built relationships and alliances that contribute to the institution’s resilience. Participant 15 remarked, "Our partnership with other schools and organizations helps in developing new programs and strengthening resources." These results align with the principles of servant leadership, which emphasize the importance of long-term planning, community engagement, and the development of collaborative relationships to foster a resilient organizational culture (Kainde & Mandagi, 2023).

This is followed by indicator “School leadership proactively develops long-term plans to ensure institutional stability and growth” with a weighted mean of 4.51 (i.e. high extent) and a standard deviation of .76332 (i.e. moderate response variation). This reflects the school’s foresight and commitment to planning ahead, preparing for the future in a manner that ensures continued

success. Participant 16 expressed, “*May mga plans kami for the next five years, and may roadmap kung paano ma-improve ang bawat aspeto ng school.*” (We have plans for the next five years, with a roadmap on how each aspect of the school will improve.) This strategic approach enables the school to navigate the complex landscape of educational management and remain stable over time.

Leaders implement crisis management strategies to address financial, operational, or academic challenges. The least rated indicator is “Leaders implement crisis management strategies to address financial, operational, or academic challenges” with a weighted mean of 4.43 which is interpreted as “high extent” and a standard deviation of .75967 which is interpreted as a moderate response variation.

The administrators' unwavering emphasis on service and moral responsibility is a fundamental component of the school's Christian mission. It's been observed that servant leadership is more than simply a theory; it's actively practiced in daily endeavors that boost educator morale, foster community trust, and foster a supportive learning environment. This tactic has proven particularly crucial in an environment where professional, emotional, and spiritual support are critical to teacher engagement and retention.

Table 8

Leadership Strategies of School Administrators in Institutional Resilience

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
School leadership proactively develops long-term plans to ensure institutional stability and growth	4.51	.76332	High Extent
The administration establishes partnerships and collaborations to strengthen institutional resilience.	4.51	.76321	High Extent
Leadership ensures that policies and programs support continuous improvement and adaptability.	4.49	.73317	High Extent
The school leadership promotes a culture of innovation to sustain institutional resilience.	4.46	.77183	High Extent
Leaders implement crisis management strategies to address financial, operational, or academic challenges.	4.43	.75967	High Extent
General Weighted Mean	4.48 (High Extent)		

Legend: 1.00 – 1.79 No Extent at all; 1.80 – 2.59 Limited Extent; 2.60 – 3.39 Moderate Extent; 3.40 – 4.19 Considerable Extent; 4.210 – 5.00 High Extent

Part 3. Perceived Impact of Leadership Strategies on Organizational Culture and Educational Quality of the System

The findings of the study indicate that school administrators and teachers in the NCLC-MCA School System strongly agree that leadership strategies significantly impact the organizational culture in a positive manner. Based on the quantitative data, a general weighted

mean of 4.52 was obtained, which is interpreted as "strongly agree." This result demonstrates a shared perception among the respondents that effective leadership plays a critical role in cultivating a collaborative, ethical, and innovative school environment that ultimately supports educational excellence. This aligns with previous studies that emphasize the significant influence of leadership on fostering positive organizational culture. For instance, the study by Day, et al (2016) found that transformational leadership positively impacts school culture by promoting shared goals and values, which enhances the learning environment and academic success. Similarly, Kraft, et al (2016) emphasized that leadership that fosters a collaborative and inclusive environment leads to greater teacher satisfaction and school resilience.

The school leadership promotes a positive, collaborative, and inclusive culture. From the analysis of data, it was revealed that indicator "The school leadership promotes a positive, collaborative, and inclusive culture" is rated highest by the respondents with a weighted mean of 4.57 which is interpreted as "strongly agree" and with a standard deviation of .69776 which can be interpreted as a moderate response variation. Participant 16 shared, "When we're not involved in the process, we feel distant from the leadership. So, it's hard to work together," highlighting the importance of participatory leadership and the need for teachers and staff to be actively engaged in school governance to maintain a sense of unity and collaboration.

Closely following was upholding ethical leadership aligned with the school's mission and vision, which received a weighted mean of 4.58. This reflects the importance placed by respondents on leadership integrity and ethical governance. Participant 17 said, "Yung pagkakaroon ng open communication between students, administrators, and teachers.", further illustrating how transparency and open dialogue foster trust and commitment within the school community. This is in line with Fullan's (2001) work, which highlighted the importance of ethical leadership in driving change and creating a shared vision among stakeholders.

The school provides opportunities for staff participation in decision-making crisis management strategies to address financial, operational, or academic challenges. The least rated indicator is "The school provides opportunities for staff participation in decision-making crisis management strategies to address financial, operational, or academic challenges" with a weighted mean of 4.42 which is interpreted as "strongly agree" and a standard deviation of .86969 which is interpreted as a moderate response variation. Although still positive, this suggests that opportunities for more inclusive leadership processes could be expanded. Respondents shared that being involved in decision-making fosters a stronger connection to the leadership and institutional goals. Participant 18 expressed, "Leadership tries to include us, pero minsan more on informing na lang instead of really involving. I think more consultation will help us feel part of the mission, hindi lang sumusunod sa utos" (Leadership tries to include us, but sometimes it's more about informing rather than truly involving. I think more consultation would help us feel part of the mission, not just following orders)

Overall, the responses strongly indicate that school leadership strategies in the NCLC-MCA School System significantly nurture a positive organizational culture. Leadership practices that emphasize collaboration, ethical service, open communication, innovation, and continuous professional development are all highly valued by administrators and teachers. These findings highlight that effective leadership is instrumental in building a strong, resilient, and forward-looking educational institution.

Table 9

Perceived Impact of Leadership Strategies on Organizational Culture

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
The institution upholds ethical leadership that aligns with the school’s mission and vision	4.58	.66545	Strongly Agree
The school leadership promotes a positive, collaborative, and inclusive culture.	4.57	.69776	Strongly Agree
Leadership actively encourages innovation and continuous improvement	4.56	.63140	Strongly Agree
Leadership decisions foster a sense of trust and transparency within the organization.	4.49	.70173	Strongly Agree
The school provides opportunities for staff participation in decision-making.	4.42	.86969	Strongly Agree
General Weighted Mean	4.52 (Strongly Agree)		

Legend: 1.00 – 1.79 Strongly Disagree; 1.80 – 2.59 Disagree; 2.60 – 3.39 Neutral; 3.40 – 4.19 Agree; 4.210 – 5.00 Strongly Agree

The findings reveal that leadership strategies implemented by the school administrators are generally perceived to have a strong positive impact on the educational quality of the system. Based on the survey responses, the general weighted mean was 4.57, which is interpreted as "strongly agree." This suggests that respondents largely agree that the leadership effectively influences key aspects of educational quality such as curriculum structure, instructional support, and resource availability

The indicator **“Leadership decisions contribute to student achievement and holistic development”** received the highest rating (mean = 4.66), suggesting that leadership decisions are viewed as instrumental in fostering both academic and personal growth. This aligns with the findings of Marks & Printy (2003), who emphasize that leadership focused on both academic excellence and holistic student development positively influences the overall quality of education. The emphasis on holistic development resonates with Greenleaf’s Servant Leadership Theory (1997), where leaders are expected to nurture the growth of individuals and foster a community-oriented educational environment. Participant 19’s statement, “Ang mga desisyon ng admin ay nakatutok sa kabuuang pag-unlad ng mga mag-aaral, hindi lang sa academics kundi maging sa kanilang pagkatao at pagpapahalaga,” (The leadership decisions focus on the overall development of students, not just academically but also on their personal values.) emphasizes the leadership’s

attention to both academic performance and moral development, aligning well with this leadership theory.

This is followed by indicator “The leadership ensures that the curriculum is well-structured and aligned with educational standards” with a weighted mean of 4.58 (i.e. strongly agree) and a standard deviation of .65234 (i.e. moderate response variation). This indicates that the leadership’s efforts in curriculum design are perceived as effective and aligned with high educational standards, ensuring that students are receiving relevant and quality instruction.

Leadership efforts ensure the availability of sufficient learning resources and facilities. The least rated indicator is “Leadership efforts ensure the availability of sufficient learning resources and facilities” with a weighted mean of 4.49 which is interpreted as “strongly agree” and a standard deviation of .72273 which is interpreted as a moderate response variation. On a focus group discussion, Participant 20 explained, “I do believe the leadership really works hard to make sure we have the resources and facilities we need. Most of the time, everything’s in good shape for teaching. But I guess, depending on the department, some might feel there’s room for more, like updated tech or extra materials. So, while most of us agree that leadership does a good job, I think that’s why there’s a bit of difference in how we see it” This discrepancy could be related to the evolving needs of different academic departments, as highlighted by Barton & Coley (2010), who argue that disparities in resource allocation can be linked to specific departmental or subject-specific needs. This variation underscores the importance of continued sensitivity to evolving educational needs and the integration of modern technology in education.

The findings of this study are in line with previous research that has shown a strong correlation between effective school leadership and educational quality. The findings are consistent with the work of Day et al. (2009), who argue that leadership that fosters a collaborative school culture and supports continuous teacher development has a direct impact on educational quality and student outcomes.

However, the study diverges from other research that suggests a more pronounced emphasis on teacher autonomy and decision-making. Studies by Pearce & Sims (2002) indicate that schools where leadership fosters high levels of teacher participation in decision-making report better levels of teacher motivation and student engagement. Although the NCLC-MCA School System shows strong agreement on leadership’s positive impact, there remains room to explore how further teacher empowerment in decision-making could enhance organizational commitment and educational quality.

Table 10

Perceived Impact of Leadership Strategies on Educational Quality

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Leadership decisions contribute to student achievement and holistic development.	4.66	.61442	Strongly Agree
The leadership ensures that the curriculum is well-structured and aligned with educational standards.	4.58	.65234	Strongly Agree
The school leadership effectively supports teachers in improving instructional quality.	4.57	.67587	Strongly Agree
The institution provides continuous training and development programs for educators.	4.57	.68690	Strongly Agree
Leadership efforts ensure the availability of sufficient learning resources and facilities.	4.49	.72273	Strongly Agree
General Weighted Mean	4.57 (Strongly Agree)		

Legend: 1.00 – 1.79 Strongly Disagree; 1.80 – 2.59 Disagree; 2.60 – 3.39 Neutral; 3.40 – 4.19 Agree; 4.210 – 5.00 Strongly Agree

Part 4. Influence of Leadership Strategies on School Performance and Institutional Effectiveness at the NCLC-MCA School System

In relation to the influence of leadership strategies on school performance, the findings reveal that respondents generally perceive leadership efforts to have a very high influence on various aspects of the school system. Based on the survey responses, the general weighted mean was 4.50, interpreted as "very high influence." This suggests that both teachers and administrators agree that leadership plays a crucial role in enhancing the school's performance and overall academic environment.

The school implements policies that enhance student performance and achievement. From the analysis of data, it was revealed that indicator “The school implements policies that enhance student performance and achievement” is rated highest by the respondents with a weighted mean of 4.56 which is interpreted as “very high influence” and with a standard deviation of .60712 which can be interpreted as a moderate response variation. This implies that respondents strongly believe that school policies significantly contribute to improving student performance. Participant 18 commented, “*The policies being implemented are good, and we can see how they help the students.*” This highlights the school’s commitment to effective policy-making aimed at student success. For example, the school’s implementation of a “Student Performance Enhancement Program,” which focuses on after-school tutoring and personalized learning plans, has been highly regarded by both students and faculty as an effective way to improve academic outcomes.

This is followed by indicator “Decision-making processes are data-driven and focus on student learning outcomes” with a weighted mean of 4.54 (i.e. very high influence) and a standard deviation of .65598 (i.e. moderate response variation). . This indicates that leadership strategies

focused on using data for decision-making are well-regarded and contribute significantly to improving student learning outcomes. Participant 19 shared, “*The admin’s decisions are always based on data, so the welfare of students always comes first.*” A concrete example of this is the school’s use of quarterly assessment results to adjust curriculum pacing, ensuring that students who are struggling with specific subjects receive additional support, such as remedial classes or one-on-one mentoring. This finding aligns with Villanueva (2024), who emphasized that data-informed servant leadership enhances teacher empowerment and instructional quality in faith-based schools

Leadership fosters a culture of academic excellence within the institution. The least rated indicator is “Leadership fosters a culture of academic excellence within the institution” with a weighted mean of 4.40 which is interpreted as “very high influence” and a standard deviation of .73699 which is interpreted as a moderate response variation. While still rated highly, this suggests that there is slight variation in how strongly leadership is perceived to promote academic excellence. Participant 20 remarked, “*Minsan ramdam namin ang push para sa academic excellence, pero may mga pagkakataon na medyo hindi consistent.*” (“*Sometimes we feel the push for academic excellence, but there are instances when it's not very consistent.*”) An example of this is the school’s annual “Academic Excellence Week,” which includes activities like science fairs and math challenges to encourage students to excel. However, some teachers mentioned that the focus on academic excellence fluctuates, with certain departments feeling less support for their initiatives compared to others, like the arts or sports departments. These findings resonate with Gultekin and Kara (2022), who concluded that servant leadership significantly enhances student success and organizational health in public schools. Their study reinforces the current data, suggesting that when school leaders emphasize service, inclusivity, and strategic planning, institutional performance improves.

The findings confirm that leadership plays an essential role in shaping a positive and high-performing school environment, emphasizing data-driven decision-making, effective policies, and a commitment to student success. Specific initiatives such as the “Student Performance Enhancement Program” and the “Academic Excellence Week” are tangible examples of how leadership has positively influenced the academic environment at NCLC-MCA.

Table 11

Influence of Leadership Strategies on School Performance

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
The school implements policies that enhance student performance and achievement.	4.56	.60712	Very High Influence
Decision-making processes are data-driven and focus on student learning outcomes.	4.54	.65598	Very High Influence
School leadership promotes an environment that supports student engagement and success.	4.52	.71205	Very High Influence
Leadership ensures that assessments and evaluations are regularly conducted to improve instructional strategies.	4.46	.71142	Very High Influence
Leadership fosters a culture of academic excellence within the institution.	4.40	.73699	Very High Influence
General Weighted Mean	4.50 (Very high Influence)		

Legend: 1.00 – 1.79 No Influence; 1.80 – 2.59 Low Influence; 2.60 - 3.39 Moderate Influence; 3.40 – 4.19 High Influence; 4.210 – 5.00 Very High Influence

The findings reveal that school administrators and teachers strongly perceive leadership to have a significant impact on the long-term sustainability and operational success of the school. Based on the survey responses, the general weighted mean was 4.54, which is interpreted as "very high influence." This indicates that leadership strategies are seen as highly effective in contributing to institutional growth and effectiveness.

The highest-rated indicator, ***“Leadership ensures that school programs align with national and global educational standards”*** (M = 4.58), underscores the importance of alignment in maintaining relevance in a competitive and evolving educational environment. A key initiative mentioned was the integration of the United Nations Sustainable Development Goals (SDGs) into curriculum planning—an example of how the institution seeks to align locally delivered education with global frameworks despite resource limitations.

The leadership’s strategic planning contributes to the school’s long-term sustainability. From the analysis of data, it was revealed that indicator “The leadership’s strategic planning contributes to the school’s long-term sustainability” is rated highest by the respondents with a weighted mean of 4.56 which is interpreted as “very high influence” and with a standard deviation of .66617 which can be interpreted as a moderate response variation. This suggests that respondents view strategic planning as a crucial component of ensuring the school’s future success. Participant 21 shared, “The impact of strategic planning on the school's development is significant, especially in terms of long-term goals.” A concrete example is the school’s Digital Infrastructure Enhancement Program, which aims to future-proof instruction through investments in e-learning tools, digital resource centers, and ICT capacity-building for faculty.

This is followed by indicator “The school administration ensures efficient resource management for institutional growth” with a weighted mean of 4.55 (i.e. very high influence) and a standard deviation of .66680 (i.e. moderate response variation). This suggests that respondents recognize the school’s efforts in effectively managing resources for growth and improvement. Participant 22 commented, “We can see that resources are being used efficiently, with plans for the coming years.” Investments such as the renovation of learning spaces and the expansion of teacher professional development programs exemplify such strategic management.

Although all indicators scored within the “very high influence” category, it is worth noting that “*Institutional policies are regularly reviewed and updated*” and “*Organizational policies and structures support effective school operations*” both scored slightly lower (M = 4.54). This suggests potential areas for improvement in policy implementation and responsiveness. Feedback indicates that while structures are in place, not all departments feel equally supported in policy updates.

These findings are consistent with those of Leithwood et al. (2020), who emphasized that effective school leadership directly impacts institutional capacity, resource allocation, and strategic responsiveness. Similarly, the study aligns with Gultekin and Kara (2022), who found that servant leadership in school settings boosts operational efficiency and long-term sustainability by fostering inclusive and participative governance.

Table 12

Influence of Leadership Strategies on Institutional Effectiveness

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation	
Leadership ensures that school programs align with national and global educational standards.	4.58	.67996	Very High Influence	High
The leadership’s strategic planning contributes to the school’s long-term sustainability.	4.56	.66617	Very High Influence	High
The school administration ensures efficient resource management for institutional growth.	4.55	.66680	Very High Influence	High
Organizational policies and structures support effective school operations	4.54	.64442	Very High Influence	High
Institutional policies are regularly reviewed and updated to maintain relevance and effectiveness.	4.54	.68996	Very High Influence	High
General Weighted Mean	4.54 (Very high Influence)			

Legend: 1.00 – 1.79 No Influence; 1.80 – 2.59 Low Influence; 2.60 - 3.39 Moderate Influence; 3.40 – 4.19 High Influence; 4.210 – 5.00 Very High Influence

Part 5. Perceived Impact of the Leadership Strategies of Administrators NCLC-MCA School System to the Operational and Educational Challenges Faced by the System

From the analysis of data, it was revealed that indicator “Financial planning and risk management strategies are implemented to sustain operations” is rated highest by the respondents

with a weighted mean of 4.49 which is interpreted as “very high impact” and with a standard deviation of .74324 which can be interpreted as a moderate response variation. This implies that the administrators are highly effective in financial stewardship and risk mitigation. Participant 5 shared, “*Ramdam namin ang maayos na pamamalakad sa budget lalo na kapag kailangan ng emergency funds.*” (We can feel the good management of the budget, especially when emergency funds are needed.) A concrete example is the system's Emergency Financial Reserve Program, which was used effectively during the pandemic to sustain school operations despite a drop in enrollment.

This is followed by indicator “Leadership-driven policies improve administrative efficiency and workflow” with a weighted mean of 4.46 (i.e. very high impact) and a standard deviation of .71142 (i.e. moderate response variation). This suggests that respondents recognize the role of leadership in streamlining administrative processes. Participant 22 noted, “*Mas mabilis ngayon ang mga proseso tulad ng pagkuha ng clearance at pag-update ng records.*” (Processes like getting clearance and updating records are much faster now.) For instance, the shift to a centralized digital records system across campuses has significantly reduced delays and redundancy in administrative work.

Leadership ensures efficient allocation and utilization of institutional resources. The least rated indicator is “Leadership ensures efficient allocation and utilization of institutional resources” with a weighted mean of 4.43 which is interpreted as “strongly agree” and a standard deviation of .71899 which is interpreted as a moderate response variation. While still highly rated, this suggests that there may be isolated concerns regarding resource distribution. Participant 11 observed, “*Minsan kailangan pa ring i-balance ang mga priorities, lalo na sa equipment at facilities.*” (Sometimes there is still a need to balance priorities, especially regarding equipment and facilities.) An example of this situation is the prioritization of digital learning equipment upgrades in higher year levels, which some lower grade levels are still waiting to receive.

Overall, the respondents manifested that the indicators contained under the perceived impact of the leadership strategies of administrators NCLC-MCA School System to the operational challenges are “very highly impactful” with a general weighted mean of 4.46. These results affirm that through effective financial management, streamlined policies, and proactive infrastructure development, the NCLC-MCA School System leadership has been instrumental in addressing operational difficulties. Programs like the Emergency Financial Reserve, Centralized Digital Records System, and Strategic Infrastructure Planning showcase how leadership strategies contribute to sustaining institutional stability amidst various operational challenges.

Table 13

Perceived Impact of Leadership Strategies on Operational Challenges

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Financial planning and risk management strategies are implemented to sustain operations.	4.49	.74324	Very High Impact
Leadership-driven policies improve administrative efficiency and workflow.	4.46	.71142	Very High Impact
School leadership fosters proactive maintenance and infrastructure development.	4.45	.70033	Very High Impact
Crisis management and contingency planning ensure institutional stability.	4.45	.68898	Very High Impact
Leadership ensures efficient allocation and utilization of institutional resources.	4.42	.71899	Very High Impact
General Weighted Mean	4.46 (Very High Impact)		

Legend: 1.00 – 1.79 No Impact; 1.80 – 2.59 Low Impact; 2.60 – 3.39 Moderate Impact; 3.40 – 4.19 High Impact; 4.210 – 5.00 Very High Impact

Regarding the perceived impact of leadership strategies on addressing educational challenges, the findings show that school administrators and teachers perceive leadership initiatives to have a very high influence on overcoming educational barriers and sustaining academic quality. Based on the survey responses, the general weighted mean was 4.53, interpreted as "very high impact." This indicates that leadership strategies are critical in ensuring that the educational mission of the system remains effective and resilient

The highest-rated indicators—"Leadership-driven policies improve administrative efficiency and workflow" and "Leadership ensures efficient allocation and utilization of institutional resources" (both with a weighted mean of 4.55)—underscore the strategic role of administrators in aligning operational systems with academic goals. This is consistent with the findings of Leithwood et al. (2008), who emphasized that effective school leadership significantly contributes to improved instructional processes and organizational efficiency. The consistent emphasis on administrative streamlining and resource optimization in both the present study and prior literature affirms the global recognition of these elements as core pillars of educational leadership.

However, a comparative insight reveals slight variation. While prior studies such as that of Hallinger and Heck (2011) prioritized instructional leadership as the dominant factor influencing educational outcomes, the NCLC-MCA context places relatively more weight on administrative efficiency and resource utilization. This difference may be attributed to the school system's transitional phase, where foundational management systems are still being institutionalized, hence the heightened appreciation for logistical and operational improvements.

School leadership fosters proactive maintenance and infrastructure development. The least rated indicator is "School leadership fosters proactive maintenance and infrastructure

development” with a weighted mean of 4.49 which is interpreted as “strongly agree” and a standard deviation of .69081 which is interpreted as a moderate response variation. While this remains a strong rating, it implies that infrastructure-related improvements may be an area for further enhancement. For example, while there are upgrades in major facilities, Participant 19 noted that "some classrooms still require modernized learning technologies."

The data suggests that strategic leadership in administration and resource management directly enhances the school system’s capacity to maintain academic continuity and respond to educational demands. These insights reinforce the importance of investing in leadership development programs that focus not only on pedagogy but also on systems thinking, financial literacy, and digital transformation.

Furthermore, the findings imply that leadership strategies must be context-sensitive. In developing or transitioning school systems like NCLC-MCA, there is a pronounced need for foundational stability—ensuring processes, tools, and resources are in place—before more nuanced instructional innovations can be fully appreciated and evaluated.

Table 14

Perceived Impact of Leadership Strategies on Educational Challenges

Indicators	Weighted Mean	Standard Deviation	Verbal Interpretation
Leadership ensures efficient allocation and utilization of institutional resources.	4.55	.64385	Very High Impact
Leadership-driven policies improve administrative efficiency and workflow.	4.55	.67798	Very High Impact
Crisis management and contingency planning ensure institutional stability.	4.54	.72191	Very High Impact
Financial planning and risk management strategies are implemented to sustain operations.	4.53	.78223	Very High Impact
School leadership fosters proactive maintenance and infrastructure development.	4.49	.69081	Very High Impact
General Weighted Mean	4.53 (Very High Impact)		

Legend: 1.00 – 1.79 No Influence; 1.80 – 2.59 Low Influence; 2.60 - 3.39 Moderate Influence; 3.40 – 4.19 High Influence; 4.210 – 5.00 Very High Influence

IV. Conclusion

Concrete measures implemented by the NCLC-MCA School System align with the original mention of financial stability, contingency planning, and addressing both operational and educational challenges.

Leadership strategies sustaining student enrollment, teacher motivation, and institutional resilience correlate with the emphasis on instructional leadership practices, strategic leadership,

and their roles in improving teacher self-efficacy, professional growth, student performance, and ensuring institutional resilience during crises.

Perceptions of administrators and teachers about the impact of leadership strategies on culture and educational quality align with the original findings of transformational and servant leadership fostering a positive, healthy school culture, marked by empathy, collaboration, transparency, and ethical governance.

Influence of leadership strategies on school performance and institutional effectiveness is well reflected in the focus on data-driven leadership, outcomes-based decision-making, and the direct impact on instructional quality and student outcomes.

Perceived impact of leadership strategies on operational and educational challenges aligns with the study's findings on crisis management, financial stability, and adaptability in navigating institutional disruptions and uncertainties, contributing to long-term sustainability.

V. Recommendations

Based on the findings of this study, the following are the recommendations offered by the researcher:

For School Administrators

Prioritize Stakeholder Performance and Outcomes

Institutionalize regular tracking and evaluation of student outcomes, faculty performance, and institutional trends to guide policy, strategy, and academic program adjustments.

Strengthen Crisis Management and Contingency Planning: Conduct periodic reviews and updates of contingency plans covering financial, operational, and academic disruptions, ensuring readiness through simulation drills and stakeholder training.

Prioritize Stakeholder Engagement and Participatory Governance: Establish consistent platforms for stakeholder engagement, including consultation forums, feedback mechanisms, and participatory decision-making structures involving teachers, parents, and community representatives.

For Faculty Members

Develop a Comprehensive Faculty Leadership Development Framework: Implement a structured faculty leadership development program that includes formal leadership roles, peer mentoring, and regular capacity-building workshops aligned with teacher leadership standards.

Engagement in Institutional Planning and Policy Making: Establish and institutionalize faculty participation in policy-making through active involvement in councils, committees, and program planning sessions.

For the NCLC-MCA School System

Invest in Technological Infrastructure and Digital Learning Resources: Prioritize the upgrading of digital tools, internet connectivity, and learning management systems; implement blended learning; and provide regular digital training for teachers.

Reinforce Financial Planning and Sustainability Measures: The institution should regularly evaluate its financial systems, tuition policies, and alternative revenue streams to safeguard financial stability. Initiatives such as scholarship programs, alumni networks, and community partnerships should be expanded to diversify funding sources and support school operations.

Strengthen Institutional Resilience Programs: Implement comprehensive risk management plans; enhance infrastructure, allocate emergency funds, and engage communities in resilience-building initiatives.

For Future Researchers

Conduct Comparative Studies in Other Private and Public School Systems: Conduct comparative studies across private and public school systems to validate and broaden the applicability of leadership practices identified in this study.

Integrate Quantitative and Qualitative Leadership Effectiveness Assessment Models: Utilize mixed-methods research designs that combine quantitative performance metrics with qualitative stakeholder feedback to assess leadership effectiveness.

Investigate the Role of Digital Leadership in Post-Pandemic School Systems: Explore the impact of digital leadership competencies on institutional management, instructional quality, and resilience in post-pandemic school environments.

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