School Head Leadership Practices and Students Behavior Management in Bukidnon Division

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ABSTRACT

The study aimed to assess the level of school head leadership practices and student behavior management in the Division of Bukidnon for the school years 2025-2027. It specifically sought to describe respondent characteristics, evaluate leadership practices, assess student behavior management, examine the relationship between leadership and behavior management, and test differences based on respondent characteristics. The study involved 300 teachers and 300 students selected through universal sampling. Using a descriptive-correlational method and a modified questionnaire, data were analyzed with frequency, mean, standard deviation, Pearson r, and ANOVA. Findings showed that both school head leadership practices and student behavior management were rated high, indicating effective practices in place. School leaders demonstrated strong leadership, positively impacting the school environment. However, results revealed no significant relationship between school leadership practices and student behavior management. This suggests that leadership alone may not directly influence student behavior. The study recommends providing school heads with additional resources, such as mentoring and coaching, to enhance behavior management skills. It emphasizes the importance of comprehensive leadership development to create supportive school environments. Ultimately, integrating strong leadership with targeted behavior management strategies is essential for fostering a positive and effective learning atmosphere for both educators and students.

Keywords: School Head Leadership Practices, Students Behavior Management

INTRODUCTION

Background of the Study

In today's classrooms, the increasing use of gadgets, especially mobile phones, has become a significant challenge for teachers and school leaders. Kin et al. (2024) learners focus, understanding, and involvement in class all considerably increase when they are not allowed to use personal electronics during class. This growing problem highlights the urgent need to study school leadership and student behavior management skills, as effective leaders must find ways to address these distractions and create a more focused learning environment. By understanding how to manage technology use in schools, leaders can implement strategies that encourage students to be more present and involved in their education, ultimately improving their academic performance and classroom behavior.

According to Garrad et al. (2021), effective school leaders, such as principals and administrators, play a pivotal role in shaping the culture and climate of their schools. They are responsible for creating an atmosphere where a safe atmosphere, for a more engaged learning environment. This involves not only managing the day-to-day operations of the school but also inspiring teachers and staff to foster a supportive environment that encourages academic success and personal growth. In this study, it is important to teach learners how to use their gadgets safely in class so they can stay focused and not get distracted. When clear rules are set about device use, learners are likely to be diverted by non-educational activities like social media or games. Educating students about digital citizenship helps them understand the importance of respectful and safe technology use. Using devices responsibly helps learners pay more attention and makes lessons work better.

On the other hand, student behavior management focuses on implementing strategies that promote positive behaviors while addressing any disruptions constructively. This includes setting clear expectations for behavior, using positive reinforcement to reward good conduct, and providing support for students who may struggle with behavioral issues. By prioritizing these elements, school leaders can create a cohesive environment that enhances learning and fosters personal development.

A functional school leadership is not only about building a community where everyone feels valued and motivated to success but also communicating clearly its vision and mission relative to educational goals. Strong leaders set the tone for the school by establishing a clear vision and mission that aligns with educational goals.

One of the key responsibilities of school leaders is to create a positive school culture. This involves promoting values such as respect, responsibility, and inclusivity among learners and staff. Leaders can achieve this by modeling appropriate behaviors themselves and encouraging teachers to do the same. When students see their leaders demonstrating respect and integrity, they are more likely to emulate those behaviors.

In this role as a teacher and head of the Values Education Department at Cabanglasan National High School, the researcher highlighted how essential it is for school leaders to have strong skills in managing student behavior. Effective behavior management is crucial for creating a positive learning environment, and school heads must be equipped to handle various challenges that arise in the classroom. By focusing on these skills, they can foster a more supportive atmosphere for both learners and teachers.

These management plans are vital for professional development, providing school administrators, including the researcher, with the necessary tools and knowledge to incorporate effective management strategies into their teaching practices. This integration not only enhances their ability to teach but also contributes to a better overall educational experience for students. By honing student diverse need will be meet and that a culture of respect and responsibility will be promoted.

Literature and Related Studies
Respondents Characteristics (Teachers)

When considering what makes teachers effective, three key factors stand out: their position, teaching experience, and highest educational attainment. The position refers to the role a teacher holds within the school, which often indicates their level of responsibility and expertise. For instance, teachers in leadership roles, such as department heads or instructional coaches, typically have more experience and play a significant part in developing the curriculum and mentoring their peers. Teaching experience is also important; those who have spent several years in the classroom usually develop better teaching methods and classroom management skills compared to newcomers. This accumulated experience allows them to understand their students' needs more deeply and adjust their teaching styles to accommodate different learning preferences.

Finally, the highest educational attainment, a teacher has such as a bachelor's or master's degree in education or a specific subject, can influence their effectiveness in the classroom. Teachers with advanced degrees often possess a deeper understanding of their subjects, enabling them to engage students in more complex discussions and foster a richer learning environment. Together, these factors significantly shape how teachers connect with their learners and contribute to creating a positive educational experience.

Students - Respondents   Characteristic

Understanding the characteristics of student respondents is essential for interpreting survey results effectively. These characteristics can include demographic factors such as age, gender, race, and educational background, which all influence how student engage with surveys. Research shows that older students and those with higher academic performance are more likely to participate in surveys. For example, female students typically respond at higher rates than their male counterparts, and white students are often more likely to participate compared to minority groups. Additionally, factors like students' sense of civic duty, their involvement in community service, and their previous experiences with surveys can also impact their willingness to respond. Recognizing these characteristics helps researchers design better surveys that can capture a more accurate representation of student opinions and experiences.

Moreover, the social and technological environments in which students operate also play a significant role in survey participation. Students attending full-time tend to be more engaged than part-time students, and those with military backgrounds may show higher response rates due to their sense of duty. The mode of survey administration, whether online or via telephone, can also affect participation rates based on students' comfort levels with technology. Understanding these dynamics allows educators and researchers to tailor their approaches to encourage greater participation from diverse student populations. By considering these respondent characteristics, institutions can improve the quality of data collected through surveys and enhance their understanding of student needs and experiences.

School Head Leadership Practices

School head leadership practices play an important role in shaping the educational environment and influencing teacher performance. Effective school leaders often adopt various leadership styles, including participative, democratic, and transformational approaches. These styles foster collaboration and engagement among teachers, creating a sense of community within the school. Research shows that when school heads actively involve teachers in decision-making processes and prioritize their professional development, it leads to improved motivation and performance among staff. For instance, when teachers feel valued and empowered to contribute their ideas, they are more likely to take ownership of their work and strive for excellence in the classroom.

Moreover, strong leadership practices are closely associated with creating a positive school climate, which is essential for student success. School heads who focus on strategic planning, effective communication, and building

supportive relationships with both teachers and students can significantly enhance the overall functioning of their schools. By setting clear goals and expectations, school leaders provide a roadmap for success that aligns with the needs of their students and staff. Additionally, according to Choi et al. (2023) fostering an environment where feedback is encouraged helps to identify areas for improvement and celebrate achievements. Ultimately, effective school leadership is about more than just managing operations; it involves inspiring and guiding educators to create a thriving educational community that benefits everyone involved.

Procedures and Policies

A complete school approach to successful behavior management tends to have a favorable impact on student achievement, according to research by Lekwa et al. (2019). According to a similar strategy put forward by Sliwka and Klopsch (2023), instructors view school leadership promotion of the learning environment as a major instructional behavior. The administration of the school can help by guarding and minimizing disruptions during class time, keeping a high profile, having casual conversations with faculty members, and students, participating in co-curricular and extracurricular events, substituting for teachers when they are absent or late, and mentoring or giving direct teaching in the classroom.

Sliwka and Klopsch also emphasize that behavioral expectations should be clearly communicated, consistently enforced and fairly applied. Likewise, Haydon (2021) argue that classroom rules play a vital role in classroom management. To be more effective, classrooms should have four to six rules that could govern most classroom situations. It is challenging for teachers to enforce and for learners to comply with too many rules. They go on to say that teachers should "conduct several short rule-setting meetings the first few days of school" in order to involve pupils in their own behavior control. They believe that smooth, swift transitions foster productive interactions between students and teachers. According to Anbarasu et al. (2020), teachers must carefully plan the classroom environment in order to achieve effective classroom management. The physical surroundings of teachers and students can affect their emotions, thoughts, and behaviors. Thus, a key component of effective classroom management is thoughtful environment design done within the limitations of instructors' daily schedules.

Support to Staff

The management of students' behavior is largely the responsibility of the teacher. Poor social skills and a lack of discipline in the classroom are issues that teachers deal with on a regular basis. According to Owens et al. (2018), there are three major characteristics that can make it more difficult for teachers to deal with behavioral issues in the classroom. These include the capacity to manage a diverse group of students, the incapacity to effectively evaluate the behavior of learners and identify the elements linked to problematic behavior, and the incapacity to create the kinds of academic interventions that support students' academic success and foster positive social interactions.

Thus, one may contend that instructors are the ones directly in charge of controlling the conduct of the pupils in the classroom. The experience, training, and background of a teacher can affect how they react to children that exhibit violent conduct. Their opinions of the learner will also be influenced by these circumstances. In order to prevent and manage behavioral issues in a school setting, teachers and students should have a tight and understanding relationship (Owens et al.,2021).

A framework of organizational support for learner learning starts with leadership as the driver for change. According to Bond et al. (2020), an overall normative environment where learners feel safe and are pressed and supported to engage with intellectual activity is central to making this work for children. Similarly, a collegial setting may decrease teachers discontent with learner disciplinary issues, according to De Souza Andrade Maciel et al. (2024), found a relatively strong association between professional support and student discipline difficulties.

Support to Students

According to research, fostering a healthy school climate where social skills and other required behaviors are effectively taught and reinforced can be a potent preventive measure against behavior disorders (Ko et al., 2022). She goes on to say that rather than viewing learners as mere objects to be cared for and protected, efforts to involve them in controlling their own conduct should aim to acknowledge them as social and political individuals with specific rights and duties.

In classes where they feel welcomed and respected by teachers and peers, students put in more effort, accomplish more, and value their academic work more (Sette et al., 2019). When a discipline issue does emerge, it should be assessed considering the child's comprehension and intent as well as the circumstances surrounding the incident (Dadds et al., 2019). As a result, according to Johnson et al. (2024), managing student behavior is a complex process, and not all issue behavior can be successfully addressed by a predetermined set of interventions. Therefore, educators must always put in a lot of effort by coming up with creative solutions to deal with problematic behaviors. Lestari (2024) recommends an adult provide consistent, long-term support for the child in order to manage the conduct of the learners. An adult should support their development by outlining expectations, offering constructive criticism, and assisting children in developing social and problem-solving abilities.

Students Behavior Management

Student behavior management highlights various strategies that educators can employ to create a positive learning environment. One key approach is modeling ideal behavior, where teachers demonstrate the conduct they expect from students. This method has been shown to effectively teach students how to interact appropriately in different situations, fostering a respectful classroom atmosphere.

Another important strategy by Aelterman et al. (2019) is involving students in rule-setting. When students participate in establishing classroom guidelines, they feel a sense of ownership and responsibility, which can lead to better adherence to those rules. This collaborative approach encourages learners to be more courteous and engaged in their learning. Moreover a positive reinforcement plays a crucial role in managing behavior as well. Recognizing and rewarding good behavior whether through verbal praise or tangible rewards can motivate students to maintain positive actions. Research indicates that this method can significantly reduce disruptive behaviors over time, creating a more conducive learning environment. Additionally, it is essential for teachers to address inappropriate behaviors promptly but privately. Quick interventions can prevent negative feelings from escalating and help maintain a positive classroom climate.

According to Liang et al. (2024), understanding the mental health challenges that some students may face is vital. Teachers should be sensitive to these issues, as they can significantly impact student behavior. By fostering a supportive environment and addressing the underlying needs behind certain behaviors, educators can enhance both student engagement and overall classroom dynamics.

Awards and Recognition

According to Deng et al. (2020), student awards and recognition have a significant influence on research related to school leadership and student behavior. Vaughn et al. (2021) highlight the importance of helping students develop a growth mindset, where praise and recognition are tied to their effort, perseverance, and learning rather than fixed abilities. When students are recognized for their hard work and accomplishments, it has a strong motivating effect on their attitudes, beliefs about themselves, and approaches to learning. Learners who receive such recognition are more likely to exhibit improved engagement, resilience, and positive behavior in both academic and social contexts. Therefore, building a supportive and conducive learning environment, as well as effectively leading a school, requires an awareness of how recognition and the cultivation of a growth mindset can impact learners mindsets and, in turn, their overall performance and behavior. By understanding the powerful influence of student awards and recognition, school leaders can implement strategies that foster a culture of growth, effort, and continuous improvement, ultimately driving positive outcomes for all learners.

Student Engagement

According to Endedijk et al. (2021), the relationship between teachers and learners has a significant impact on research related to student behavior and school leadership. He emphasizes the value of strong teacher-student interactions in fostering a welcoming and helpful learning environment. Building rapport, trust, and respect between educators and learners promotes motivation, engagement, and a sense of belonging in the classroom. Developing these relationships is crucial for improving student behavior, academic achievement, and general well-being.

Effective school leadership recognizes the importance of strong teacher-student relationships in creating a positive learning environment. By creating rapport, teachers can create an environment of community belongingness among learners, which leads to developed academic performance. According to Tripathi (2019), strong teacher-student relationships are essential for creating a conducive learning environment that supports student growth and development. Teachers who had strong and positive connection with their learners have better understanding on how to have a wide range of ideas to meet the needs of the learners. This approach does not only focuses on student learning but also creates an inclusive school climate ,ultimately benefiting the entire school community.

Teachers and Students Relationship

The relationship between teachers and learners is a cornerstone of effective education, influencing not only academic performance but also social and emotional development. A positive teacher-student relationship is built on trust, respect, and open communication, creating a classroom environment where students feel safe to express themselves. When learners perceive their teachers as understanding and approachable, they are more likely to participate actively in the learning process. This engagement is crucial, as it encourages learners to ask questions, share ideas, and participate in discussions without the fear of being judged. Such an environment fosters intellectual curiosity and motivates learners to take risks in their learning, which is essential for deeper understanding and retention of knowledge.

Gyeltshen et al. (2022) consistently show that strong teacher-student relationships correlate with improved academic performance. When teachers take the time to understand their learners' individual needs, interests, and backgrounds, they can tailor their teaching methods accordingly. For instance, incorporating students' interests into lessons makes learning more relevant and engaging, thereby enhancing motivation.

Additionally, positive relationships contribute significantly to students' social skills and emotional well-being. Teachers often serve as mentors and role models, helping learners navigate personal challenges and develop essential life skills such as empathy and resilience. By fostering a supportive classroom environment that prioritizes these connections, teachers can help cultivate not only academically successful learners but also well-rounded individuals equipped to face future challenges with confidence. To nurture these vital relationships, teachers can implement several strategies. Open communication is key; by encouraging dialogue and actively listening to students' concerns, teachers can create a sense of belonging and validation. Simple gestures like remembering a student's name or asking about their interests can significantly enhance the connection between teacher and learner.

School Culture and Climate

According to Lombardi (2019), the study of student behavior and school leadership is significantly impacted by the school's climate and culture. He emphasizes how a supportive educational environment with common standards, values, and beliefs encourages cooperation, trust, and a sense of belonging among all parties involved. In order to create and maintain a positive environment where students feel safe, respected, and inspired to learn, effective school leadership is essential. A positive school climate does not only has an impact on student behavior but also improves academic performance and overall school performance. When learners are part of a community that values their well-being and success, they are foster to positive behaviors and strive for academic excellence. This positive climate also fosters a sense of ownership and responsibility among students, as they take an active role in shaping the school environment.

According to Jongyung (2024), effective school leaders play a crucial role in establishing and maintaining a positive school culture. They set the tone for the entire school community by modeling the values and behaviors they wish to see in their learners and staff. Leaders who prioritize building relationships, communicating clear expectations, and providing support and resources to teachers and learners are more likely to create a school climate that is conducive to learning and growth. By fostering a positive school culture and enabling competent leadership, schools can significantly improve student outcomes and create an environment where everyone can thrive.

Theoretical Framework

This study is intrinsically connected to the Transformational Leadership Theory. Transformational leadership theory provides valuable insights for school leaders in Bukidnon Division to enhance student conduct and foster a constructive educational atmosphere. By adopting this approach, administrators can inspire and motivate both teachers and learners, leading to improved behavior and a more positive school climate. Transformational leaders in education focus on creating a shared vision, promoting innovation, and developing the potential of their staff and students. This leadership style can help school heads in Bukidnon address challenges such as staff supervision and school management while cultivating a culture of continuous improvement and mutual respect. This theory is effective for school heads to have a clear vision of how they want to manage student behavior. When leaders communicate this vision clearly, it helps teachers and learners understand what is expected of them. This shared understanding creates a sense of teamwork, where everyone is working towards the same goals, making it easier to promote positive behavior among learners.

Conceptual Framework

This study is based on DepEd Order No. 24, s. 2020, which mandates the national adoption and implementation of the Philippine Professional Standards for School Heads (PPSSH). The PPSSH formalizes a set of professional standards that define the competencies and behaviors expected of effective school leaders. These standards serve as the foundation for all human resource systems, policies, and decision making and setting guidelines. By establishing a common language and framework for high-impact leadership, the PPSSH aims to guide school heads in effectively managing student behavior and creating positive learning environments.

The study recognizes student behavior management as a key aspect of a school head's job-embedded service, which is anchored in the competencies outlined in the PPSSH. Considering the importance of procedures and policies, support to staff, and support to students in school leadership is paramount for fostering a conducive learning environment and promoting positive behavioral outcomes. As highlighted by educational scholars such as Royer et al., (2021), clear procedures and policies provide a structured framework for behavioral expectations, offering guidance for both students and teachers.

Statement of the Problem

The study attempted to determine the level of school head leadership practices and students' behavior management of the Division of Bukidnon during the School Year 2025-2027. The result of this study would be the basis for School Management Plan.

Specifically, it sought to answer the following:

1. How are the teacher respondents characterized in terms of position, teaching experience and the highest educational attainment; and student-respondents   in terms of grade level?

2. How do the teachers assess the level of school head leadership practices based on procedures and policies, support to staff and support to students?

3. What is the level of students' behavior management as perceived by them considering awards and recognition, behavioral conduct, student engagement, teacher and student relationship and school culture and climate?

4. Is there a significant relationship between the teachers' evaluation on school head's leadership practices and students' perceived behavior management?

5. How do the teachers compare in their assessment of school leadership and students perceived behavior management when grouped according to their characteristics?

6. Based on the findings of the study, what school management plan on school leadership and Behavior Management can be formulated?

Scope and Limitations of the Study

The study focused on school leadership and student behavior management in the Division of Bukidnon for the School Year 2025-2027. This study involved the three hundred (300) teachers and three hundred (300) students who will provide valuable insights on school leadership and students behavior management. The independent variables are limited to school leadership on procedures and policies, support to staff and support to students. The dependent variables are also limited to students' behavior management, namely awards and recognition, behavioral conduct, student engagement, teachers and students relationship and school culture and climate. Indeed, the moderating variables are respondents' characteristics, for teachers includes position, teaching experience, highest educational attainment, and student, the grade level only.

METHODOLOGY

Research Design

This study made use of a descriptive correlational approach. The research explored how teachers perceived the leadership skills of school heads. Additionally, inferential statistics were employed to determine if there were significant differences in school heads' behavior management skills as perceived by students.

Descriptive research aims to describe, explain, and interpret existing conditions, practices, structures, differences, relationships, opinions, processes, or trends. It provided an understandable view of the characteristics and behaviors of a particular population or phenomenon. In contrast, correlational research was commonly used to investigate associations between variables. This type of study design was appropriate for examining the relationships among variables. While descriptive research focused on describing the current state of a situation, correlational research explored the connections and patterns that existed between different factors.

Study Setting

This study was conducted in the Division of Bukidnon, located within the province of Bukidnon. The research focused on this specific cluster to investigate the interplay between school heads' leadership skills and learners' behavior management in that particular educational context.

It occupied an extensive plateau in the central part of Mindanao, bounded by Misamis Oriental to both north and east, Agusan Province to the east, Davao Province to the south and southeast, and Lanao and Cotabato Provinces to the southwest. Bukidnon was considered a rich tableland, known for its progressive agriculture-based economy and being a major producer of various crops and livestock. The province's geography, characterized by rolling uplands, deep canyons, and valleys, created a refreshing and scenic landscape that earned it the reputation of being the highland paradise in the heart of Mindanao.

Bukidnon, a landlocked province in the Northern Mindanao region of the Philippines, was situated between 7°25' and 8°38' North latitude and 124°03' and 125°16' East longitude. The province covers an area of 839,378 hectares, accounting for 2.76% of the country's total land area. Malaybalay City, the provincial capital, is located approximately 850 kilometers by air from Manila and 91 kilometers by road from Cagayan de Oro City.

Bukidnon was the only province in Mindanao that did not have a coastline. It was situated in the north-central part of the island, dominated by the Bukidnon plateau. The province's landscape was characterized by canyons formed by the Cagayan, Pulangui, Tagoloan, and other river systems. At the southern end, near Mailag, the plateau began to descend and merged into the lowlands of the Province of Cotabato. The central part of Bukidnon was occupied by the extinct volcano, Mount Kitanglad, which stood at 2,938 meters and was the second highest peak in the Philippines. Other notable mountains in the province included Mount Kalatungan (2,824 meters) and Mount Tankulan (1,678 meters) in the southern region.

Research Respondents and Sampling Technique

The study had a total of six hundred (600) respondents, comprising three hundred (300) Junior High School teachers and three hundred (300) students from public secondary schools in the Division of Bukidnon. They comprises the teachers and students from the large and medium districts.

In this study, the researcher used the universal sampling technique, where all the teachers in the population were involved. However, a purposive sampling procedure was used in selecting and in identifying the number of learners based on the population.

Research Instrument

The instrument used in this study is a questionnaire composed of three parts. Part 1 involved the respondents' characteristics in terms of position, teaching experience, highest educational attainment. Part II dealt with the school head leadership practices such as procedures and policies, support to staff and support to students. Part III elicited on students' behavior management, namely awards and recognition, behavioral conduct, student engagement, teachers and students relationship, school culture and climate. These were all patterned and modified from Caingcoy's (2020) dissertation entitled "School Heads Leadership Practices and Students Behavioral Management in Secondary Schools".

Statistical Treatment

Having collected and recorded the data gathered in the study, the researcher used the following statistical tools:

Descriptive statistics such as frequency percentage, mean, standard deviation where used to describe the variables for the study.

Pearson Product Moment Correlation was utilized to determine the significant relationship between teachers' assessment of school leadership and student-perceived behavior management. T-test and F-test were used to test the significant difference between teachers' assessment of school leadership and students perceived management behavior when grouped according to their characteristics.

Ethical Consideration

It was crucial to ensure the privacy and anonymity of the teachers and students who participated in the research. Teachers and learners were more inclined to participate honestly and openly when they were assured that their identities and personal information would be kept confidential.

The following ethical concerns were addressed: informed consent was obtained from all participating students, and the purpose of the study, the data collection process, and how their information would be used were clearly explained. This ensured that the respondents have the option to withdraw from the study at any time. Data De-identification: students were asked to remove or replace any personally identifiable information (such as names, section names, or contact details) from the data during analysis and reporting. Pseudonyms were assigned to participants to protect their identities. Secure Data Storage: The collected data was safeguarded by being stored securely, using encryption where necessary, and limiting access to authorized personnel only. This ensured that data was not accidentally disclosed to unauthorized parties. Ethical Review was sought from an institutional review board (IRB) or ethics committee to ensure that the research design and data handling procedures met ethical standards and guidelines.

Thus, this research adhered strictly to ethical guidelines, ensuring informed consent from all participants. Confidentiality and anonymity were maintained, and participants had the option to withdraw from the study at any point.

RESULTS AND DISCUSSION

Problem 1. How are the respondents characterized in terms of position, teaching experience, the highest educational attainment and student-respondents in terms of grade level?

Table 1
Distribution of Teachers' Position

Category	n	%
Master Teacher I	20	7
Teacher III	30	10
Teacher II	43	14
Teacher I	207	69
Total	**300**	**100**

Table 1 shows the respondents' characteristics in terms of teaching position. Results show that the highest frequency of 207(69.00%) belonged to the Teacher I. This means that the educational institution has a strong foundation of early-career educators. As observed, teachers who are new within the teaching workforce can lead to a dynamic and innovative learning environment. Furthermore, having a large number of new teachers can infuse fresh perspectives and contemporary teaching methods into the classroom, enhancing student engagement and learning outcomes. New teachers often come equipped with fresh ideas and innovative teaching strategies that invigorate the curriculum and engage learners in novel ways. Their recent training may include the latest educational practices and technologies, allowing them to implement contemporary methods that resonate with today's learners. This infusion of

new perspectives can stimulate collaboration among teachers, as experienced teachers may find inspiration in the enthusiasm and creativity of their newer colleagues, leading to a more dynamic and responsive teaching culture.

This was supported by the study of Abendan and Malbas (2022), in which younger teachers may bring enthusiasm and new ideas to the classroom. In their article, they discussed the significant challenges that new teachers face, such as time management and classroom navigation, and highlighted the necessity of providing tailored support and resources to help them succeed. They advocate for the establishment of mentorship programs, which offer personalized guidance and encouragement, enabling new educators to develop effective teaching strategies and build confidence in their roles. They stressed that a supportive school culture is crucial for fostering collaboration and communication, ultimately empowering new teachers to thrive and positively impact student learning.

Furthermore, the lowest frequency of 20 (6.67%) is the Master Teacher I position. The data means a need for more opportunities for career advancement and recognition of exemplary teaching. It also highlights the potential for growth and development within the teaching staff. This can serve as a motivating factor for teachers to continuously improve their skills, seek out professional development opportunities, and demonstrate their leadership abilities. Additionally, the limited number of Master Teacher I positions might be due to the limited items. The Department of Education encourages a culture of collaboration and knowledge-sharing, where experienced educators mentor and guide their colleagues, fostering a supportive environment for professional growth and development. This could include workshops, conferences, and training sessions that focus on enhancing pedagogical skills, incorporating innovative teaching methods, and staying up-to-date with the latest educational trends. In addition, establishing mentoring programs that pair experienced teachers with new educators such as programs offer guidance, support, and a wealth of knowledge to help teachers navigate the challenges of the profession.

This was supported by the study of Tornee et al. (2023), which fosters a collaborative environment where teachers of all experience levels can learn from one another, and the school can create a strong and effective teaching staff. Experienced teachers can serve as mentors, sharing their insights and best practices with their newer colleagues. This exchange of knowledge and expertise can help elevate teaching skills and pedagogical approaches across the entire faculty.

Table 2
Distribution of Teachers' Teaching Experience

Category	*n*	*%*
36 years and above	12	4
31-35 years	9	3
26-30 years	13	4
21-25 years	45	15
16-20 years	32	11
11-15 years	50	17
6-10 years	41	14
1-5 years	98	33
Total	**300**	**100**

Table 2 shows the respondents' teaching experience. Results show that the highest frequency of 98 (33.00%) belonged to the 1-5 years of teaching experience. This means that many of the respondents are young in the field of teaching. As observed, teachers who are young in the service can bring fresh ideas and contemporary teaching practices into the classroom and bring a potential shift in the workforce dynamics of the school. Furthermore, these young educators often come equipped with the latest pedagogical training and innovative teaching methods, which can enhance student engagement and learning outcomes. Their enthusiasm and adaptability can contribute to a vibrant classroom atmosphere that encourages student participation and exploration. Moreover, the presence of young teachers provides an excellent opportunity for mentorship and professional development programs, allowing seasoned educators to share their expertise and foster a collaborative culture. This supportive environment not only aids in the retention and growth of new teachers but also ultimately enriches the educational experience for learners, promoting a thriving learning community.

According to Graham et al. (2020), the presence of new teachers with 1-5 years of teaching experience in the school brings a wealth of positive insights that can significantly enhance the educational environment. These new educators often come equipped with the latest pedagogical knowledge and innovative teaching strategies, which can invigorate the curriculum and engage learners in meaningful ways. Their enthusiasm and fresh perspectives can foster a dynamic classroom atmosphere that encourages creativity and active participation among students. As they implement contemporary teaching methods, they can inspire students to think critically and explore new ideas, ultimately enhancing the overall learning experience.

On the other hand, the lowest frequency of 9 (3.00%) have 31-35 years teaching experience. This means that there is only very small number of populations under the 31-35 years of teaching. This signifies a potential trend in the teaching profession where fewer educators are reaching or remaining in the field for such extended periods. Factors

contributing to this may include retirement, career transitions, or a shift in educational demands that favors younger, more technologically adept teachers. It is important to create pathways for teachers in the 31-35 years experience bracket, ensuring that they feel valued and supported in their roles (Mockler,2020). By implementing targeted professional development programs and mentorship opportunities, the institution can foster a sense of belonging and purpose among these educators. Addressing their needs not only benefits the teachers themselves but also contributes to a more balanced distribution of teaching experience across the staff, ultimately enhancing the overall educational environment and improving student outcomes. This was supported by Alonazi et al. (2019), who highlighted the importance of mentorship and collaboration among educators, especially given the significant number of new teachers in the workforce. By fostering environments where experienced teachers can share their insights and strategies, schools can create a more supportive atmosphere that encourages continuous learning and improvement.

Table 3
Distribution of Teachers Highest Educational Attainment

Category	n	%
Doctorate Degree	15	5
Master's Degree with PhD Units	23	8
Master's Degree	34	11
Bachelors' Degree with MA Units	28	9
Bachelors' Degree	200	67
Total	**300**	**100**

Table 3 presents the respondents' characteristics in terms of highest educational attainment. Results show that the highest frequency of 200 (67.00%) belonged to the bachelors' degree category. As observed, it is evident that a Bachelor's Degree serves as a crucial stepping stone for further academic pursuits and career advancement. This level of attainment not only equips graduates with essential skills and knowledge but also enhances their employability in various fields. Moreover, the Bachelor's Degree is often viewed as a versatile credential that opens doors to a wide range of career opportunities. Graduates with a Bachelor's Degree are typically seen as possessing critical thinking abilities, effective communication skills, and a solid understanding of their chosen disciplines. This versatility allows them to adapt to different roles and responsibilities, making them attractive candidates in a competitive job market.

Lastly, the strong representation of Bachelor's Degree holders indicates a positive trend toward higher education and lifelong learning. As more individuals pursue this level of education, it reflects a growing societal recognition of the importance of academic achievement in personal and professional development. This trend benefits the individuals and contributes to a more educated workforce, fostering innovation and economic growth. Thus, a bachelor's degree is a vital component in shaping a brighter future for both individuals and society.

Furthermore, the lowest frequency of 15 (5.00%) is Doctorate Degree. Having a doctorate in education makes an impact to a profound commitment to academic excellence and professional development among teachers. This highest level of educational attainment not only reflects a teacher's dedication to their field but also enhances their credibility as educators. Teachers with a doctorate are often seen as leaders within their institutions, capable of influencing educational practices and policies. Their advanced knowledge equips them to contribute meaningfully to discussions on curriculum development, educational reform, and instructional strategies, thereby elevating the overall quality of education. The pursuit of a doctorate degree also fosters valuable skills that are essential for effective teaching and leadership. Doctoral programs typically emphasize research, critical thinking, and advanced communication skills. These competencies enable educators to analyze educational theories and practices rigorously, implement evidence-based strategies, and communicate their findings effectively to colleagues and stakeholders. As observed, teachers with a doctorate are well-prepared to take on roles that require high-level problem-solving and strategic decision-making, making them invaluable assets in any educational setting.

Furthermore, according to Kindsiko et al. (2019), obtaining a doctorate opens up a myriad of career opportunities for educators. Graduates can pursue leadership positions such as deans, department heads, or even university professors, where they can shape future educators. In addition to academic roles, those with a doctorate can find opportunities in educational policy-making, consultancy, and administration within various organizations. This expanded career trajectory not only benefits the individuals but also enriches the educational landscape by bringing in experienced professionals who can drive innovation and improvement. The impact of having a doctorate degree extends beyond personal career advancement; it also positively influences students and the broader educational community. Educators with advanced degrees often serve as role models, inspiring students to pursue higher education and fostering a culture of lifelong learning. Their expertise allows them to mentor and guide both students and fellow educators, creating a supportive learning environment that encourages academic achievement and personal growth. This mentorship can lead to improved student outcomes and a more engaged learning community.

Table 4
Distribution of Students' Grade Level

Category	n	%

Grade 7	75	25.00
Grade 8	74	24.67
Grade 9	75	25.00
Grade 10	76	25.33
Total	**300**	**100.00**

Table 4 shows the respondents' grade level. Results show that the highest frequency of 76 (25.33%) belonged to the grade 10. As observed, being a Grade 10 student presents a unique set of advantages that contribute to personal and academic growth. This pivotal year serves as a bridge between early high school experiences and the more specialized demands of upper grades. As students navigate this crucial stage, they develop a deeper understanding of their interests, strengths, and aspirations, setting the foundation for future success.

Furthermore, according to Maestrado et al. (2024) Grade 10 is a time when students begin to explore their career aspirations more seriously. Many schools offer guidance programs that help students understand their options for post-secondary education and career paths. This stage is crucial, because learners are to make decisions about their future. By participating in career counseling sessions and workshops, Grade 10 students can align their academic choices with their long-term goals, fostering a sense of purpose and direction. Another positive aspect of being a Grade 10 student is the development of leadership skills. With more opportunities to take on responsibilities in school clubs, sports teams, and community service projects, students can cultivate their leadership abilities. These experiences will not boost confidence but also prepare them for future roles in higher education and the workforce. Engaging in leadership activities helps students learn how to motivate others, manage projects, and contribute positively to their communities.

Furthermore, the lowest frequency of 74 (24.67%) is the Grade 8. This signifies that there is only a small number of populations under the grade 8 curriculum. The data implies that with this grade level, there may be challenges in student retention or enrollment at this level, indicating a need for targeted strategies to engage and support these learners effectively. The small population in grade 8 allows for a more personalized approach to education. With fewer learners, teachers can dedicate more time and attention to each individual, providing customized support and guidance that can significantly enhance academic performance and personal development. The school can leverage this situation to implement innovative programs that specifically target grade 8 students. For instance, the introduction of mentorship programs, after-school clubs, or enrichment activities can create a sense of community and belonging among students. These initiatives can foster collaboration and peer support, helping learners feel more connected to their school and encouraging them to remain enrolled.

This was supported by Aykut et al. (2024) in their study that the school can utilize this opportunity to strengthen communication with parents and guardians of grade 8 students. By actively engaging families in the educational process through regular updates, workshops, and feedback sessions, the school can create a partnership that supports student retention. Involving parents in discussions about their children's education can lead to increased investment in their academic journey and a greater understanding of the resources available to them. Barana et al. (2020) stressed that the school can promote the benefits of the grade 8 curriculum more effectively by highlighting the unique opportunities and experiences available at this grade level, such as advanced coursework, extracurricular activities, and preparation for high school, the school can attract more students and encourage current students to remain engaged.

Problem 2. How do the teachers assess the level of school head leadership practices based on procedures and policies, support to staff and support to students?

Table 5
Summary of the Teachers' Assessment on the Level of
School Head Leadership Practices

Variables	Mean	SD	Interpretation
Procedures and Policies	3.15	0.13	High
Support to Staff	3.11	0.13	High
Support to Students	3.08	0.11	High
Overall	**3.11**	**0.13**	**High**

Legend: 3.26-4.00=At all Times/Very High   1.76-2.50=Sometimes/Low
2.51-3.25=Most of the Time/High   1.00-1.75=Never/Very Low

Table 5 presents the summary distribution of teacher-respondents assessment on school leadership practices with an overall mean of 3.11(SD=0.13), interpreted as High. This means that teachers perceive these positive leadership practices as frequently occurring. This high overall mean likely reflects well-implemented and clear procedures and policies, strong support for staff members, and adequate support for students.

The highest mean score is for the Procedures and Policies, with a mean of 3.15 (SD=0.13) interpreted as High. This indicates that the respondents perceive the school's leadership as being highly effective in establishing and implementing clear procedures and policies, with the majority of teachers viewing this aspect as being implemented most of the time. The school's leadership has demonstrated a strong commitment to establishing clear guidelines and protocols.

According to Tinggi et al. (2024) that the implementation of well-defined guidelines and protocols also contributes to the efficient use of resources. By establishing clear procedures for tasks such as budgeting, resource allocation, and conflict resolution, the school's leadership ensures that resources are utilized in a manner that maximizes their impact on student learning and overall school improvement. In addition, the school's emphasis on developing and communicating well-defined guidelines and protocols demonstrates a proactive approach to school management. This strategic focus on establishing clear expectations and procedures is likely to enhance the school's overall effectiveness, promote a positive school culture, and contribute to the success of its students.

In contrast, the variable Support to Students got the lowest with a mean of 3.08 (SD=0.11), interpreted as High. This means a high level of consistency in the respondents' perceptions of the school's leadership in this area. It is evident that the majority of teachers share a similar understanding and assessment of the level of support provided to students by the school's leadership. The school's leadership has been particularly effective in implementing procedures and policies. This indicates that the school has a well-defined framework for decision-making and action, which likely contributes to the overall efficiency and consistency of the school's operations. The high scores in this area also show that teachers feel supported by the leadership's commitment to clear guidelines and protocols from the recent research of Mahaye (2023).

Problem 3. What is the level of students' behavior management as perceived by them considering awards and recognition, behavioral conduct, student engagement, teacher and student relationship and school culture and climate?

Table 6
Summary of the Level of Students Perceived Behavior Management

Variables	Mean	SD	Interpretation
Awards and Recognition	3.11	0.11	High
Behavioral Conduct	3.07	0.08	High
Student Engagement	3.10	0.10	High
Teachers and Students Relationship	3.08	0.09	High
School Culture and Climate	3.07	0.08	High
Overall	**3.09**	**0.09**	**High**

Legend:
3.26-4.00=At all Times/Very High   1.76-2.50=Sometimes/Low
2.51-3.25=Most of the Time/High   1.00-1.75=Never/Very Low

Table 6 shows the summary of the level of students' perceived behavior management with an overall mean score of 3.09 (SD=0.09), interpreted as High. This means that a high level of perceived behavior management among students in the study. This shows that students generally feel positive about various aspects of their school environment, including awards and recognition, behavioral conduct, engagement in activities, relationships with teachers, and the overall school culture. This is encouraging because it highlights that students recognize and appreciate the efforts made by their schools to foster a supportive and engaging atmosphere. Such perceptions can lead to improved student motivation and academic performance. However, it is essential to continue monitoring these variables to ensure that they remain effective and to identify any areas that may need further attention or improvement. Overall, the data reflects a healthy school environment conducive to positive student behavior and engagement.

The highest variable is Awards and Recognition, with a mean of 3.11(SD-0.11) interpreted as High. This means that the respondents perceive the school's system of providing awards and recognition to learners as being interpreted as high. This means that most respondents have a consistent and positive view of how the school recognizes learners. This rating indicates that students and teachers feel the school's system for giving awards is effective and meaningful, reflecting a strong appreciation for acknowledging learner achievements. Such recognition likely motivates students to perform better and fosters a sense of pride in their accomplishments. Overall, this positive perception highlights the importance of celebrating successes within the school community, reinforcing a culture that values hard work and achievement.

In contrast, the lowest variable is behavioral conduct and school culture and climate, with a mean of 3.07(SD=0.09). This means that respondents are less satisfied with how behavioral conduct is managed and the overall school environment compared to other areas like awards and recognition. While the score is still relatively positive, it indicates that there may be some concerns or inconsistencies regarding student behavior and the school culture. Krauss et al. (2022) pointed out that improvements are needed to create a more supportive and respectful atmosphere where

students feel safe and encouraged to behave well. Addressing these issues could enhance the overall experience for both students and staff, leading to a more positive school climate.

Problem 4. Is there a significant relationship between the teachers' assessment of school head leadership practices and students' perceived behavior management?

Table 7
Result of the Test on the Relationship between the Teacher Assessment of School Head Leadership Practices and Students' Perceived Behavior Management

Students Behavior Management	School Head Leadership Practices			Overall
	Procedures and Policies	Support to Staff	Support to Students	
Awards and Recognition	0.088	-0.012	0.052	0.073
	0.129	0.836	0.371	0.205
	NS	NS	NS	NS
Behavioral Conduct	0.038	-0.032	0.028	0.019
	0.508	0.585	0.624	0.746
	NS	NS	NS	NS
Student Engagement	0.086	0.037	-0.102	0.023
	0.138	0.526	0.079	0.690
	NS	NS	NS	NS
Teachers and Students Relationship	-0.020	0.129	0.044	0.090
	0.733	0.025	0.444	0.120
	NS	S	NS	NS
School Culture and Climate	0.032	-0.039	0.032	-0.072
	0.576	0.500	0.516	0.213
	NS	NS	NS	NS

Legend: *significant at $p<0.05$ alpha level   S – significant   NS – not significant

Table 7 highlights the relationship between teachers' assessment of school head leadership practices and students' perception of behavior management. The data shows that while most factors, such as awards and recognition, behavioral conduct, and student engagement, have non-significant (NS) correlations with leadership practices, the relationship between the teacher-student relationship and support to students is significant (S) with a correlation of 0.129. This assumes that when school heads actively support students, it positively influences how students perceive behavior management in their school. However, the lack of significant correlations in other areas indicates that merely having policies or recognition systems in place may not effectively manage student behavior without strong leadership and support from school heads. In simpler terms, effective leadership that focuses on supporting both teachers and learners is important for fostering a positive environment where students feel better about behavior management. The researcher assumes that while school leadership is important in establishing a conducive learning environment, the specific practices evaluated might not resonate strongly with students' experiences or perceptions of behavior management. This could imply that students may prioritize different aspects of school leadership or that the effectiveness of these practices varies based on contextual factors such as school culture or individual student needs.

Furthermore, the lack of significant correlations highlights the complexity of educational environments where multiple variables interact. This suggests that a more nuanced approach may be necessary to understand how leadership practices can effectively shape student behavior management perceptions. Results show that there are no statistically significant correlations between the various aspects of school leadership and students' perceptions of behavior management practices, as indicated by the correlation value and probability values greater than 0-at alpha level, which led to the acceptance of the null hypothesis.

Specifically, indicators such as awards and recognition, behavioral conduct, and student engagement all yielded low correlation coefficients, implying that teacher assessments of school leadership do not significantly influence students' views on behavior management practices. This finding indicates that the procedures and policies, support to staff, and support to students, as perceived by teachers, are not strongly related to students' perceptions of the effectiveness of behavior management in the school.

These results highlight the complex nature of the relationship between school leadership and student outcomes, particularly in the domain of behavior management. While school leaders play a crucial role in setting the tone and expectations for student behavior, their influence may be mediated by various factors, such as teacher implementation, student characteristics, and school culture. Further research is needed to explore how school leadership affects student behavior management and identify the most effective leadership practices in this area.

As observed from the data, the presence of significant relationships between teachers and students is special because it forms the foundation for a positive learning environment and personal growth. Unlike awards or recognition, which can be fleeting, a strong teacher-student bond fosters trust and open communication. When learners are supported and understood by their teachers, they will proactive participate learning and take risks without fear of failure.

This connection also helps teachers recognize individual needs and adapt their teaching methods accordingly, making learning more effective. Ultimately, a nurturing relationship can inspire students to develop a love for learning that lasts a lifetime, making it more impactful than other factors like school culture or behavioral conduct. Teachers might hold certain beliefs about the effectiveness of school leadership, yet these beliefs do not seem to translate into positive experiences for students in the realm of behavior management. This discrepancy raises important questions about the effectiveness of communication and the shared understanding of behavior management strategies within the school environment.

Moreover, several factors could contribute to this separation, including differences in communication styles, varying expectations, or the actual implementation of behavior management strategies. For instance, teachers may feel adequately supported in their roles and believe that the policies in place are effective. However, students might not share this perception, leading to a situation where teachers and students are operating under different assumptions about what constitutes effective behavior management. This disconnection can create misunderstandings and frustration on both sides. For example, while teachers might think their rules are clear, learners may feel confused or left out of the conversation. To bridge this gap, it is important for schools to encourage open dialogue between teachers and students, ensuring everyone is on the same page about behavior expectations and support.

According to the study of Zoromski et al. (2020), it is evident that schools must adopt more comprehensive and collaborative approaches when it comes to behavior management strategies. By actively involving both teachers and students in the formulation and execution of behavior policies, educational institutions can ensure that these practices are clearly communicated and implemented in a manner that effectively resonates with the student body. When students are engaged in the development of behavior policies, it empowers them and cultivates a sense of ownership over their actions, which is crucial for fostering a positive school climate. This collaborative approach allows for a mutual understanding between teachers and students, where both parties feel supported and respected, ultimately leading to improved behavior and a more conducive learning environment. Through these cohesive efforts, schools can solve behavior-related challenges in an efficient and effective manner and will eventually create a culture of accountability and mutual responsibility which is anchored on respect among members of the school.

Additionally, it is essential for school leaders to improve their engagement with both teachers and students to establish a more cohesive approach to behavior management. By cultivating an inclusive environment that values input from all stakeholders, school leaders can align their leadership practices more closely with the specific needs and dynamics of the school community. This engagement can take various forms, such as organizing regular discussions, conducting surveys, or facilitating focus groups to gather valuable insights from both educators and learners. By actively seeking feedback, school leaders can ensure that behavior management strategies are not only clearly communicated but also tailored to resonate with the student body, fostering a sense of ownership and accountability among students.

Moreover, this collaborative approach can significantly enhance the effectiveness of behavior management initiatives. When teachers and learners that their voices are heard and considered, they are going to support and adhere to the established behavior policies. This alignment lead to a positive school climate, where behavior management strategies are understood and accepted by all members of the school. Ultimately, by prioritizing engagement and inclusivity, school leaders can create an environment that promotes mutual respect and cooperation, resulting in improved behavior and a more conducive learning atmosphere for everyone involved.

A positive school climate, characterized by strong relationships among teachers, learners, and administrators, plays a critical role in influencing student behavior and engagement. According to the study of Callier (2024), schools fostering a supportive and inclusive culture see significant improvements in student outcomes, including higher academic achievement and lower rates of disciplinary issues. For instance, studies have shown that positive school environment are fostered with decreased number of absenteeism and lower suspension rates, showcasing the importance of a nurturing environment in promoting student well-being and engagement in learning activities. This is also congruent with the study of González et al. (2021) that when students feel safe and connected within their school community, they are more likely to participate actively in their education, leading to enhanced academic performance and overall satisfaction with their school experience.

School leaders can create this positive climate by building on effective communication, collaboration, and giving respect among all members of the school community. By focusing on building strong relationships and establishing fair disciplinary practices, leaders can create an environment that not only supports behavior management but also encourages students to take ownership of their learning. The safe and supportive school model emphasizes the importance of engagement, safety, and a conducive environment in fostering a positive school climate.

Furthermore, according to the study of Ramberg et al. (2019), when students perceive their school as a caring and participatory space, they develop a greater attachment to the school, which serves as a foundation for both social

and academic learning. This interconnectedness of school climate, student behavior, and academic success underscores the need for school leaders to actively engage in creating and maintaining a positive educational environment that benefits all stakeholders. School heads prioritize creating a positive school climate for several key reasons. First, when learners perceive their school as a caring and participatory space, they develop a greater attachment to the school, which serves as a foundation for both social and academic learning. This interconnectedness of school climate, student behavior, and academic success underscores the need for school leaders to actively engage in creating and maintaining a positive educational environment that benefits all stakeholders.

Additionally, a negative school climate is often described as with higher prevalence of bullying cases, which victimize learners on a daily basis over a period of time. By fostering a positive climate with high levels of teacher and peer support, engagement of learners, and clear safety rules, school leaders can help students develop key social skills like assertiveness and empathy, which are crucial for preventing bullying. Finally, a positive school climate not only benefits students, but also contributes to teacher effectiveness and retention. When a school is consistent in implementing the rules and provide supportive leadership, and give opportunities for input, they are to remain in the profession and positively impact learner outcomes. This underscores the importance of school heads prioritizing a healthy school climate for all members of the educational community.

Problem 5. How do the teachers compare their assessment of school head leadership practices and students' perceived behavior management when grouped according to their characteristics?

Table 8

Comparison of the Teachers' Assessment of School Head Leadership Practices and their Characteristics

Teachers Characteristics	School Head Leadership Practices			Overall
Position	0.319	0.254	0.362	0.032
	NS	NS	NS	NS
Teaching Experience	0.610	0.271	0.823	0.561
	NS	NS	NS	NS
Highest Educational	0.365	0.001	0.037	0.000
Attainment	NS	S	S	S

Legend: ***significant at p<0.05 alpha level** **S – significant** **NS – not significant**

Table 8 examines the difference between teacher-respondents' assessments of school leadership practices and their characteristics. It reveals several important observations. Notably, the correlation coefficients for various teacher characteristics, including position, teaching experience, and highest educational attainment, indicate varying degrees of association with perceptions of school leadership.

One possible explanation for this finding is that advanced education provides teachers with a deeper understanding of educational theories, best practices, and leadership principles. Teachers with higher degrees may have more opportunities to develop critical thinking, problem-solving, and decision-making skills essential for effective leadership. Higher education often involves collaborative projects, presentations, and research, which can help teachers build communication, teamwork, and leadership abilities.

Furthermore, teachers with advanced degrees may be more likely to stay in the profession and take on leadership roles, such as mentoring new teachers, leading professional development workshops, or serving on school committees. Their experience and expertise can inspire and guide other teachers, fostering a culture of collaboration and continuous improvement.

One significant observation is the correlation between teaching experience and perceptions of school leadership, which has the highest correlation coefficient at 0.610, which is not statistically significant. This suggests that teachers with more experience may have a different perspective on school leadership compared to their less experienced counterparts. Experienced teachers may have had the opportunity to observe and evaluate various leadership styles and practices over time, potentially leading to a more nuanced understanding of effective leadership. This insight could be valuable for school administrators seeking to engage experienced staff in leadership discussions and decision-making processes.

Additionally, the correlation between the highest educational attainment and assessments of school leadership shows a coefficient of 0.365, indicating a moderate relationship. However, this correlation is also not statistically significant. It suggests that teachers with higher educational qualifications might have differing expectations or perceptions regarding school leadership, as the study of Naidoo (2019) stressed that educators with advanced degrees may prioritize certain leadership qualities or practices that align with their training, which could influence their assessments. The overall assessment of school leadership, with a correlation of 0.362, indicates that teachers' characteristics may collectively influence their perceptions of leadership in schools. While the lack of statistical significance suggests that these relationships may not be strong enough to draw definitive conclusions, it still points to the potential for further exploration.

In addition, it indicates that the relationships between teacher characteristics and perceptions of school leadership are not statistically significant. The observed trends provide valuable insights. The higher correlation coefficients for teaching experience and educational attainment show that these factors may play a role in shaping teachers' views on leadership. The result is also congruent with the study of Punzalan et al. (2024). To enhance school leadership effectiveness, administrators should consider engaging teachers in discussions about leadership practices, taking into account their diverse experiences and qualifications. By fostering an inclusive environment that values teachers' perspectives, schools can create a more collaborative and supportive leadership culture. When teachers share their experiences and insights, it helps create a more inclusive atmosphere where everyone feels valued. This collaboration can lead to better decision-making and more effective policies that truly reflect the needs of both teachers and students. Additionally, when teachers opinions are heard they are confident in playing their roles. This, in turn, can lead to a stronger sense of community within the school, where everyone works together towards common goals.

Table 9
Comparison of the Students' Perceived Behavior Management and their Grade Level

Student Behavior Management	Students Grade Level
Awards and Recognition	r=0.002
	p=0.113
	NS
Behavioral Conduct	r=-0.025
	p=0.666
	NS
Student Engagement	r=0.023
	p=0.697
	NS
Teachers and Students Relationship	r=-0.157
	p=0.006
	S
School Culture and Climate	r=-0.054
	0.348
	NS
Overall	r=-0.039
	p=0.506
	NS

Note: *significant at p<0.05 alpha level   S – significant   NS – not significant

Table 9 compares the students' perceived behavior management and their grade level. The analysis of students' perceptions of behavior management across different grade levels reveals minimal differences, with most correlations being statistically insignificant. For instance, measures such as awards and recognition, behavioral conduct, and student engagement showed very weak relationships with grade level, indicating that these factors do not vary significantly among learners in different grades.

However, a notable exception was found in the relationship between teachers and students, which had a significant negative correlation (r = -0.157, p = 0.006. The relationship between teachers and students is truly unique and plays a vital role in how well students learn and grow. This assumes that when students have a strong bond with their teachers, it creates a safe space where they feel comfortable asking questions, sharing their thoughts, and even making mistakes. This kind of trust is essential because it encourages learners to participate more actively in class and explore new ideas without worrying about being judged.

For example, when a teacher understands a student's struggles or interests, they can tailor their lessons to fit that student's needs. This personalized approach makes learning more relevant and engaging, which can help students grasp difficult concepts better. In contrast, awards and recognition might feel nice for a moment, but they don't build the same deep connection that comes from a supportive teacher-student relationship.

Learners begin to see education not just as something they have to do but as an exciting journey of discovery. This passion for learning can stay with them throughout their lives, influencing their future choices and helping them become lifelong learners. In short, while other factors like school culture or behavioral rules are important, the bond between teachers and learners is what truly makes a lasting impact on a student's educational experience.

The researcher suggests that this decline could stem from various factors, including increased academic pressures and changing social dynamics as students mature. As learners advance in grade levels, they may become more critical of teacher interactions or feel less supported due to the transition to a more competitive academic environment. This insight highlights the need for educators to adapt their approaches to maintain positive relationships with older students, ensuring that they feel valued and supported throughout their educational journey. Overall, while the findings indicate that most aspects of behavior management do not significantly differ by grade level, the significant correlation

regarding teacher-student relationships warrants further investigation into how these dynamics evolve as learners progress through school.

Furthermore, one significant observation is the correlation related to the teachers and students relationship, which shows a statistically significant negative correlation (r = -0.157, p = 0.006). This means that as learners progress through grade levels, their perceptions of the quality of relationships with teachers may decline. This further indicates that older students, who may be more independent and critical, perceive their interactions with teachers differently than younger students. This trend highlights the importance of maintaining strong, supportive relationships throughout all grade levels, as these relationships are crucial for effective behavior management and overall learner success.

The absence of significant correlations in other areas indicates that behavior management strategies are perceived similarly across different grade levels. This uniformity is a promising sign that schools may be effectively implementing consistent policies and practices that resonate with students at all ages. When behavior management strategies are communicated clearly and applied uniformly, learners are more likely to grasp and comply with the behavioral expectations set forth, irrespective of their grade level. This shared understanding fosters a sense of clarity and fairness, which is essential for creating a supportive learning environment.

Moreover, according to Putri et al. (2024), this consistency in behavior management can contribute to establishing a stable and predictable atmosphere that is conducive to learning. When learners know and understand their responsibilities, they perform their tasks and undertakings on a manner of confidence and effectiveness. Such an environment not only enhances student engagement but also promotes positive behavior, allowing educators to concentrate on teaching rather than managing disruptions. Ultimately, the successful implementation of uniform behavior management strategies can lead to improved academic outcomes and a more harmonious school climate for all students. In addition, the absence of significant relationships in areas such as awards and recognition, behavioral conduct, and student engagement suggests that these aspects of behavior management may not be perceived as strongly influenced by grade level. This could imply that schools are effectively fostering a culture of recognition and engagement that transcends grade boundaries. It also indicates that learners may view these practices as integral to their school experience rather than as dependent on their specific grade level.

Conversely, the data reveals a significant relationship regarding teacher-student interactions. The overall lack of significant correlations in other areas suggests a consistent perception of behavior management across grade levels. This consistency is beneficial for creating a cohesive school environment where students can thrive. This is congruent with the study of Karasova et al. (2023). To build on these insights, schools should focus on enhancing teacher-student relationships, particularly as students advance in grade levels while continuing to reinforce effective behavior management practices that engage and support all students.

Discussion

The study on school leadership practices and student behavior management in the division of Bukidnon sheds light on how school heads contribute to supporting students and maintaining a positive learning environment. It reveals that school leaders are generally effective in implementing policies and procedures, participating in professional development, resolving conflicts promptly, and fostering open communication with staff. These findings align with research by Jongyung (2024), which highlights the crucial role of school leaders in shaping students' behavior and creating a supportive school atmosphere. By actively engaging in professional development, school heads demonstrate their ability to manage student behavior effectively.

However, the study also reveals areas where improvements are needed. For instance, notable gaps exist in providing learners with opportunities to engage in extracurricular activities. Extracurricular activities play a vital role in fostering students' holistic development, including building social skills, teamwork, and leadership abilities. This lack of such opportunities suggests that schools may not be fully addressing students' needs beyond academics. This issue calls for school leaders to prioritize creating more avenues for students to participate in activities that enrich their overall learning experience.

Problem 6. Based on the findings of the study, what school management plan on school heads leadership practices and student behavior management can be formulated?

The study emphasizes how important school leaders' leadership skills in ensuring and scaffolding learner behavior and creating a positive learning space. To effectively handle behavioral issues, schools should focus on setting clear policies and support systems that empower teachers. Implementing a school-wide behavior management framework helps ensure everyone knows what is expected and provides various levels of support for students. Additionally, involving parents in this process can improve behavioral outcomes, as they can share valuable insights and work alongside teachers. It is also important to provide staff with professional development on behavior management strategies, ensuring that educators have the tools they need to create engaging and structured classrooms.

Problem 6. Based on the findings of the study, what school management plan on school heads leadership practices and student behavior management can be formulated?

Table 10
School Management Plan
Year 1 (2025)

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person Involved	Source of Funds	Estimated Budget	Expected Outcomes
Support to Students	Provide nutritious meals to undernourished students. Promote vegetable production in schools. Educate students on healthy eating habits. Raise awareness about malnutrition issues. To implement a Peer Education Program:	School-Based Feeding Program (SBFP) Gulayan sa Paaralan (School Garden) Nutrition Education Workshops Nutrition Month Celebration Health Cooking Demonstrations	June 2025 3 days June -July 2025 July 2025	Education Program Supervisors District Supervisors School Principals Teacher In-charge/School In charge Curriculum Head/SSLG Coordinator Barangay Council	Division MOOE/Special Education Fund (SEF)	₱20,000 per year	Improved nutritional status of undernourished students, leading to better health and academic performance. Increased vegetable production, enhancing students' access to fresh produce and promoting healthy eating. Enhanced knowledge of healthy eating habits, resulting in improved food choices among students.
Behavioral Conduct	Reinforce positive behavior and reduce disciplinary issues. Establish clear routines to enhance learning and behavior. Provide scheduled breaks to help students reset and refocus.	Positive Behavior Support (PBS) Classroom Routines Initiative Break Time Program GSP/BSP	August 2025 3 days	Teachers, counselors, administrators Teachers, support staff Teachers, support staff	Division MOOE/Special Education Fund (SEF)	₱30,000 per year	Improved student behavior and school climate. Increased student engagement and reduced disruptions. Enhanced focus and reduced behavioral issues.
School Culture and Climate	Each students skills for managing emotions and building relationships. Evaluate the current school climate to identify areas for improvement. Implement strategies to encourage positive behavior in students.	Social-Emotional Learning (SEL) Curriculum School Climate Assessment Positive Behavior Interventions	November 2025 3 days	Teachers, counselors Administrators, teachers Teachers, support staff	Division MOOE/Special Education Fund (SEF)	₱50,000 per year	Improved emotional regulation and social skills among students. Clear understanding of school climate strengths and weaknesses. Reduction in disciplinary issues and increased positive behavior.

Table 11
School Management Plan
Year 2 (2026)

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person Involved	Source of Funds	Estimated Budget	Expected Outcomes
Support to Students	Regularly monitor student health and nutritional status. Foster collaboration between schools and communities.	Health Monitoring and Screening School and Community Nutrition Programs	January 2026 3 days	Education Program Supervisors School Principals Teacher In-charge/School In charge	Division MOOE/ Special Education Fund (SEF)	₱50,000 per year	Early identification of health issues, leading to timely interventions and improved student health. Increased access to nutritious food options and education, resulting in improved dietary habits among students.

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person Involved	Source of Funds	Estimated Budget	Expected Outcomes
	Support students with nutritional supplements. Reduce risks of malnutrition in students.	Supplementary Feeding for Malnourish students Nutrition Scavenger Hunt		Curriculum Head/ SSLG Coordinator SPTA Officials (School Parents Teachers Association)			Significant improvement in the nutritional status of participating students, reducing rates of malnutrition. Enhanced knowledge about healthy foods and nutrition through interactive learning experiences.
Behavioral Conduct	Use non-verbal cues to remind students of expectations Reward students for demonstrating positive behaviors consistently. Teach students strategies for resolving conflicts peacefully. Encourage students to help each other by being kind and respectful, creating a friendly atmosphere in the classroom.	Silent Signals Implementation Positive Reinforcement System Conflict Resolution Workshops Student Leadership Training	April 2026 3 days	SGC (School Governing Council) SPTA Officials (School Parents Teachers Association)	Division MOOE/Special Education Fund (SEF)	₱50,000 per year	Increased motivation and positive behavior among students. Decreased incidents of conflict and improved relationships. Strengthened home-school connection and support for students.
School Culture and Climate	Foster better communication and collaboration between parents and teachers. Educate staff and students on the importance of diversity and inclusion. Raise awareness about mental health Resources available to students. Create a Buddy System. Organize Regular Community Events	Parent-Teacher Collaboration Nights Diversity and Inclusion Workshops Mental Health Awareness Campaign	July 2026 3 days	Parents, teachers Teachers, community leaders Counselors, health professionals	Division MOOE/Special Education Fund (SEF) Grants, donations School budget, community grants	₱100,000 per year	Strengthened relationships between families and the school community. Increased awareness and respect for diversity within the school. Improved student knowledge of mental health resources and support systems.

Table 12
School Management Plan
Year 3 (2027)

Areas of Concern	Specific Objectives	Strategies/ Activities	Time Frame	Person Involved	Source of Funds	Estimated Budget	Expected Outcomes
Support to Students	Promote physical fitness alongside nutrition education. Foster teamwork and sportsmanship among students. Reduce junk food consumption among students Promote mental well-being alongside physical health	School Sports and Physical Activity Programs Healthy Snack Program Mental Health Awareness Programs Garden-to-Table Events	January 2027 3 days	Education Program Supervisors District Supervisors School Principals Teacher In-charge/School In-charge Curriculum Head/SSLG Coordinators	Division MOOE/Special Education Fund (SEF)	₱50,000 per year	Clear evidence of any improvements in student performance linked to the support programs, such as increased GPA or reduced dropout rates. Higher attendance rates may indicate a positive reception of the programs, while low rates could signal the need for adjustments.

				SSLG officers (Supreme Student Leaders Government			Students will feel more comfortable expressing their needs, leading to quicker resolutions of issues they face.
initiatives among students Provide resources for coping strategies.		Food Label Reading Workshops Nutrition Education Poster Contest Cultural Food Day					
Behavioral Conduct	Promote values such as respect, responsibility, and empathy. Pair older students with younger ones to model positive behavior. Introduce mindfulness exercises to help manage stress and emotions. Establish a "Caught Being Good" Program Hold Monthly Character Building Workshops	Character Education Program Peer Mentoring Program Mindfulness Practices Anti-Bullying Campaign	July 2027 3 days	Teachers, community leaders Older students, teachers Teachers, counselors	Division MOOE/Special Education Fund (SEF)	₱100,000 per year	Enhanced character development and social skills in students. Improved social skills and confidence in younger students. Reduced anxiety and improved emotional regulation among students.
School Culture and Climate	Develop leadership skills among students through various activities. Teach students effective strategies for resolving conflicts peacefully. Celebrate cultural diversity through events that showcase different traditions and customs. Provide training for staff on creating a positive school climate and culture. Create opportunities for students to voice their opinions about school policies and culture. Educate students on sustainability practices to promote environmental stewardship within the school community.	Student Leadership Program Conflict Resolution Training Wellness Programs Cultural Exchange Events Staff Development Workshops Student Feedback Forums Environmental Awareness Initiatives	September 2027 3 days	Teachers, student leaders Counselors, teachers Students, parents Administrators, teachers Students, teachers Teachers, environmental groups	Division MOOE/Special Education Fund (SEF) School budget School funds School budget School funds	₱50,000 per year	Enhanced leadership skills and confidence in participating students. Decreased incidents of conflict and improved peer relationships. Enhanced appreciation for cultural diversity among the school community. Improved staff effectiveness in fostering a positive school climate. Increased student engagement and input in decision-making processes at school. Increased awareness of environmental issues and responsible behaviors among students.

Conclusions

The study highlights that while school leaders excel in their roles and foster positive educational environments, their leadership practices do not directly influence student behavior management. Effective leadership remains crucial for setting expectations, recognizing good behavior, and involving teachers and parents in behavior strategies. However, managing student behavior requires more than strong leadership, it involves collaborative efforts and targeted interventions. Recognizing and rewarding positive behavior is more impactful than punitive measures,

creating a supportive atmosphere. Ultimately, leadership contributes indirectly by shaping policies and fostering trust, which enhances both academic success and behavioral outcomes.

Recommendations

On the basis of the conclusions of the study, the following recommendations are hereby forwarded:

1. The Department of Education should create a program that offers healthy meals at school and teaches children about good nutrition while also getting parents and the community involved to help improve students' health and school performance.

2. School heads also encourage to improve their leadership skills and stay updated on recent trends is essential for creating a supportive environment for students.

3. Future researchers should conduct longitudinal studies to examine the impact of various leadership styles on teacher satisfaction and student behavior over time within Bukidnon.

4. Teachers should follow the three-year management plan to create a positive classroom by setting clear behavior rules, which helps students understand what is expected of them and encourages good behavior while addressing any issues that arise.

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