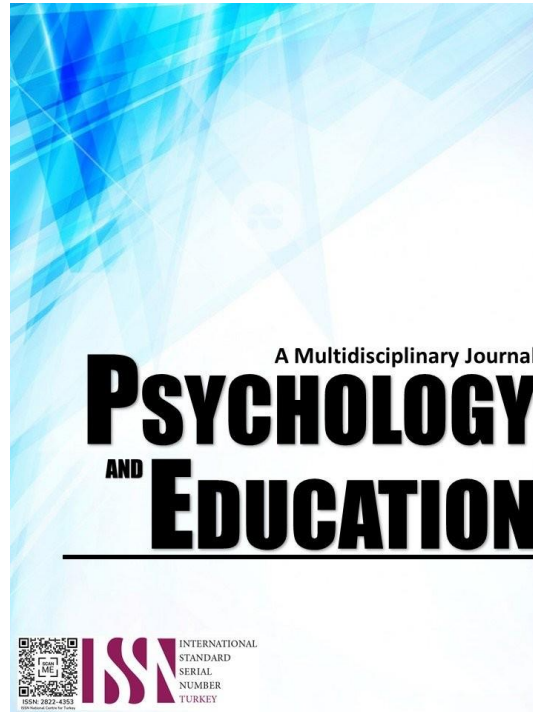


SENSE OF ACCOUNTABILITY OF THE PUBLIC-SCHOOL PRINCIPALS AND ITS IMPACT TO SCHOOL PERFORMANCE: BASIS FOR INTERVENTION PROGRAM



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 28

Issue 5

Pages: 514-522

Document ID: 2024PEMJ2684

DOI: 10.5281/zenodo.14286728

Manuscript Accepted: 11-08-2024

Sense of Accountability of the Public-School Principals and its Impact to School Performance: Basis for Intervention Program

Jenalyn M. Dapat, * Melchor Espiritu

For affiliations and correspondence, see the last page.

Abstract

This study aimed to determine the sense of accountability of the public-school principals and its impact to school performance which served as inputs for a proposed training development program during the school year 2024-2025. The level of public-school principals' accountable leadership as perceived by the teachers. In terms of Involvement / participation of teachers in school activities, the teacher-respondents got a composite mean of 4.45 which was verbally interpreted as Very Satisfactory. In terms of Professional development, the teacher-respondents got a composite mean of 4.47 which was verbally interpreted as Very Satisfactory. In terms of School programs and projects, the teacher-respondents got a composite mean of 4.50 which was verbally interpreted as Very Satisfactory. The significant correlation between the public-school principals' accountability as perceived by the teachers. In terms of Involvement participation of teachers in school activities and Professional Development, there is a highly significant correlation. In terms of Professional development and School programs and projects, there is a highly significant correlation. In terms of Involvement / participation of teachers in school activities and School programs and projects, there is no significant correlation.

Keywords: *moral accountability, professional accountability, Second Language (ESL)*

Introduction

Accountability in education has become a pressing need, driven by the high expectations of our society from the school system. All stakeholders in the school system bear the responsibility to make the education system responsive, competitive, and productive. Educational administrators are accountable to the entire education community and responsible for achieving educational goals using the available resources.

The concept of Education Accountability is conceptualized from diverse perspectives. Ethically, Hunt (2019) views accountability as the readiness or preparedness to give an explanation or justification to relevant stakeholders for one's judgments, intentions, acts, and omissions when appropriately called upon to do so. It is a readiness to have one's actions judged by others and, where appropriate, accept responsibility for errors, misjudgments, and negligence and recognition for competence, thoroughness, excellence, and wisdom.

It is then imperative that accountability as a leadership concept be properly understood and applied to manage resources successfully. This concept plays an essential role in the development of sound leadership decisions. Conversely, accurate and prompt decision-making significantly improves leaders' performance in different organizational settings. As a result, leaders need to examine the key elements and link existing accountability concepts. This is because different stakeholders look at leadership, which is supposed to apply different success concepts to care for their interests.

Parlak (2019) stated that accountability is a tool that ensures that organizational managers have appropriate conduct in line with the law and its regulations while administering organizational goals. This tool also indicates a social relationship in which the administrator feels required to answer to higher authorities regarding the accuracy of their actions. In this relationship, a higher authority questions the validity of their actions and the sufficiency of information, while the party that provides accountability has to answer these questions.

Certainly, accountability is important in leadership because it helps ensure that your team is working towards a common goal and following through with their commitments. It instills a sense of trust and mutual respect among the leader and their team.

When leaders are held accountable for their actions and understand the consequences of failing to meet expectations, it breeds a culture of trust in their leadership. This type of accountability also acts as a catalyst for innovation among the team members, leading to better success in the long run.

Hence, this study on the accountable leadership of public public-school principals and its impact on school performance was conceptualized to determine the level of effectiveness of the public principals' significant ways of demonstrating accountable leadership, to determine the effectiveness of the practices implemented by the school administrators in terms of accountability; and to determine if the accountable leadership contributes to the improvement of the school performance.

Research Questions

This study aimed to determine the sense of accountability of the public-school principals and its impact to school performance which served as inputs for a proposed training development program during the school year 2024-2025. More specifically, it sought answers to the following questions:

1. What is the level of public-school principals' accountable leadership as perceived by the teachers in terms of the following:
 - 1.1. involvement / participation of teachers in school activities;
 - 1.2. professional development; and
 - 1.3. school programs and projects?
2. Is there a significant correlation between the public-school principals' accountable leadership as perceived by the teachers in terms of the following:
 - 2.1. school programs and projects and professional development;
 - 2.2. professional development and Involvement / participation of teachers in school activities; and
 - 2.3. school programs and projects and Involvement / participation of teachers in school activities?
3. Based on the results of the study, what framework of accountable practices may be proposed?

Methodology

Research Design

The method of research used in the study was the descriptive type. Nassaji (2019) states that the goal of descriptive research is drawing and classifying the phenomenon. In addition, descriptive research relates to observations when collecting data.

A descriptive survey research design attempts to establish the range and distribution of some social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may be related to certain behavior patterns or attitudes.

The data will be collected from at least a part of the population to assess the incidence, distribution, and interrelations of phenomena and variables as they occur in people's lives.

Therefore, through a descriptive survey research design, the researcher cannot only determine the accountable leadership of the public school principals but also shed light on its significant impact on school performance. This research has the potential to influence and improve the educational landscape.

Respondents

The researcher used purposive sampling. This was conducted in the selected schools of District 2D, Division of Antipolo City. The study respondents were school administrators. Each instrument was administered to all the respondents.

The respondents had enough time to answer the research instrument. The scope of this study covered the School Administrators from the selected schools of District 2D, Division of Antipolo City.

Instrument

The study used a researcher-made questionnaire and descriptive questions that served as indicators in every variable. The survey questionnaire consisted of three parts.

The first part contained the evaluation of the respondents. The second part contained the school performance rating, and the third part contained the comments and suggestions of the school administrator -respondents.

The questionnaire that served as experts validated the study's survey instrument to ensure its correctness and validity. The questionnaire's contents were analyzed and scrutinized by principals, master teachers, English teachers, and education program supervisors. Their comments and feedback were considered in the final approval of the method and were examined by the consultant again as the researcher's proofreader.

Procedure

Permission from the concerned authorities was sought before the study was conducted. Upon approval of the school's division superintendent and the principal, the questionnaire – checklists were administered to the school administrator -respondents from the selected public elementary schools of District 2D, Division of Antipolo City, and were personally retrieved by the researcher.

Data Analysis

Frequency, Percentage Distribution, and Ranking. This was used to analyze and summarize the results of the responses from the questionnaire.

Pearson r Correlation. This was used to determine the significant correlation between the public-school principals' sense of accountability and school performance.

Results and Discussion

This section provided the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents in accordance with the specific questions posited on the objectives of the study.

Public-School Principals' Sense of Accountability as Perceived by The Teachers

Public-School Principals' Sense of Accountability as Perceived by The Teachers in terms of Involvement / participation of teachers in school activities

Table 1. *Public-School Principals' Sense of Accountability as Perceived by The Teachers in terms of Involvement/participation of teachers in school activities*

<i>Involvement/participation of teachers in school activities?</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. accept donations, gifts, bequests, and grants in accordance with RA 9155	4.42	Very Satisfactory	8
2. conduct dialogues and meetings with multi-stakeholders in crafting programs and projects	4.70	Outstanding	1
3. conduct dialogues, fora, and training of teachers, learners, and parents on the welfare and improve learners' performance	4.27	Very Satisfactory	13
4. establish school and family partnerships that promote students' peak performance	4.41	Very Satisfactory	10
5. establish sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/ MOU or Adopt-a-School Program policies	4.22	Very Satisfactory	15
6. institutionalize best practices in managing and monitoring school operations, creating a safe, secure, and clean learning environment	4.33	Very Satisfactory	12
7. maintain a good reputation with respect to financial matters such as the settlement of debts, loans, and other financial affairs	4.21	Very Satisfactory	16
8. maintain harmonious relations with superiors, colleagues, subordinates, learners, parents, and other stakeholders	4.68	Outstanding	3
9. organize programs that involve parents and other school stakeholders to promote learning	4.23	Very Satisfactory	14
10. participate actively in community affairs	4.42	Very Satisfactory	9
11. post transparency board	4.56	Outstanding	6
12. promote the school's image through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc	4.50	Very Satisfactory	7
13. assist teachers and staff in setting and resetting performance goals	4.58	Outstanding	4
14. listen to stakeholders' needs and concerns and respond appropriately considering the political, social, legal, and cultural context	4.37	Very Satisfactory	11
15. make individuals accountable for their actions	4.57	Outstanding	5
16. provide a democratic environment	4.69	Outstanding	2
Composite Mean	4.45	Very Satisfactory	

As discussed in Table 1, the respondents stated that the school principals conduct dialogues and meetings with multi-stakeholders in crafting programs and projects, which got the highest weighted mean of 4.70 and the highest rank of 1. The findings indicated that school principals conducted dialogues and meetings with multi-stakeholders to craft effective programs and projects. They recognized the importance of inclusive decision-making and actively sought input from diverse groups, including teachers, parents, students, community members, and local organizations. By facilitating open and transparent communication channels, principals ensured that various perspectives and needs were considered in the planning and implementation processes. These dialogues and meetings fostered a collaborative environment where stakeholders could share their insights, concerns, and suggestions. Principals adeptly navigated these discussions, balancing different viewpoints to develop programs and projects that were aligned with the school's goals and the community's expectations. They emphasized the value of stakeholder engagement in creating initiatives that were not only educationally sound but also culturally and contextually relevant. According to Abadzi (2020), accountability in education is strongest in explicit hierarchies with direct principal-agent relations, clear tasks, sufficient information, and significant sanctions for violators.

However, the said group of respondents stated that the school principals maintain a good reputation with respect to financial matters such as the settlement of debts, loans, and other financial affairs which yielded the least weighted mean of 3.40 and least rank of 16. The findings indicated that school principals maintained a good reputation with respect to financial matters, including the settlement of debts, loans, and other financial affairs. Principals demonstrated a strong commitment to financial integrity and transparency, ensuring that all financial transactions and obligations were handled responsibly and ethically. These school leaders implemented stringent financial management practices to monitor and control expenditures, ensuring that budgets were adhered to and funds were allocated appropriately. They prioritized the timely settlement of debts and loans, avoiding financial mismanagement and ensuring that the school's financial health remained stable and robust. Klein (2020) stated that managerial accountability in schools shifts the power balance between teachers and education authorities, focusing on effectiveness based on external standards, and adapts to each country's unique institutional norms.

The composite mean of 4.45 implied that the public-school principals' accountable leadership as perceived by the teachers in terms of involvement / participation of teachers in school activities is within high level. The findings indicated that public-school principals' accountable leadership, as perceived by teachers, was at a high level in terms of involving and encouraging participation in school activities. Teachers recognized the proactive efforts of principals to foster a collaborative and inclusive school environment where their input and involvement were valued and encouraged. Principals demonstrated accountable leadership by actively seeking and integrating

teachers' perspectives in the planning and execution of school activities. They organized regular meetings, committees, and forums where teachers could voice their ideas, concerns, and suggestions. This inclusive approach not only empowered teachers but also ensured that school activities were well-rounded and reflective of the collective expertise and experience of the staff. School management, autonomy, and accountability, mediated by pedagogical leadership, are key components for improving the quality of educational institutions (Palacios et al., 2022).

Public-School Principals' Sense of Accountability as Perceived by The Teachers in terms of Professional Development

Table 2. *Public-School Principals' Sense of Accountability as Perceived by The Teachers in terms of Professional Development*

	<i>Professional Development</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1.	coach deputized staff as needed on managing performance	4.42	Very Satisfactory	10
2.	communicate effectively to staff and other stakeholders in both oral and written forms	4.21	Very Satisfactory	15
3.	create a functional school-based performance appraisal committee	4.47	Very Satisfactory	9
4.	delegate specific tasks to help manage the performance of teaching and non-teaching personnel	4.51	Outstanding	8
5.	demonstrate integrity, honesty, and fairness in all their dealings and transactions	4.38	Very Satisfactory	11
6.	develop programs and projects for continuing personal and professional development, including moral recovery and values formation among teaching and non-teaching personnel	4.54	Outstanding	7
7.	display fair and objective management	4.20	Very Satisfactory	16
8.	display transparent and open management	4.67	Outstanding	2
9.	endorse appointments, promotions, and transfers based on merit and needs in the interest of the service	4.31	Very Satisfactory	13
10.	monitor and evaluate the performance of teaching and nonteaching personnel vis-a-vis targets	4.54	Outstanding	6
11.	observe the Award System and a system of assistance for teachers and staff to sustain integrity, honesty, and fairness in all school practices	4.22	Very Satisfactory	14
12.	practice a sense of responsibility	4.37	Very Satisfactory	12
13.	manage the school in line with its goal	4.65	Outstanding	4
14.	provide accurate information to superiors	4.69	Outstanding	1
15.	observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism, and genuine concern for others	4.65	Outstanding	5
16.	organize a procurement committee and ensure that the official procurement process is followed	4.66	Outstanding	3
Composite Mean		4.47	Very Satisfactory	

As discussed in Table 2, the respondents stated that the school principals provide accurate information to superiors, which got the highest weighted mean of 4.69 and the highest rank of 1. The findings indicated that school principals consistently provided accurate information to their superiors, demonstrating a commitment to transparency and accountability in their leadership roles. Principals ensured that all reports, data, and communications delivered to district officials and other higher authorities were precise and reliable, reflecting the true state of school operations and progress. Principals meticulously gathered and verified information before presenting it to superiors. This included data on student performance, staff evaluations, budgetary expenditures, and progress on school improvement plans. By ensuring the accuracy of this information, principals facilitated informed decision-making at higher levels of the educational hierarchy, contributing to effective governance and oversight. According to Fairman et al. (2020), high-quality teacher professional development can improve student learning when aligned with accountability needs and teachers' diverse learning needs.

However, the said group of respondents stated that the school principals display fair and objective management which yielded the least weighted mean of 4.20 and least rank of 16. The findings indicated that school principals displayed fair and objective management, fostering an environment of equity and impartiality within their schools. Principals demonstrated a commitment to treating all staff and students with fairness, ensuring that decisions and actions were guided by principles of justice and transparency. Principals established clear and consistent policies and procedures that applied uniformly to all members of the school community. By adhering to these guidelines, they minimized biases and ensured that everyone was held to the same standards. This approach helped build trust and confidence among staff and students, as they knew that their principal's decisions were based on objective criteria rather than favoritism or personal preferences. School leaders and teachers need a joint knowledge base for professional development, and inquiry-based PLCs can strengthen the teaching profession with proper leadership (Lillejord & Børte, 2020).

The composite mean of 4.47 implied that the public-school principals' accountable leadership as perceived by the teachers in terms of professional development is within high level. The findings indicated that public-school principals' accountable leadership, as perceived by teachers, was at a high level in terms of fostering professional development. Teachers recognized and appreciated the principals' commitment to their continuous growth and learning, which was evident in the numerous opportunities and support provided for professional development. Principals actively promoted a culture of continuous improvement by encouraging teachers to engage in

professional development activities. They facilitated access to workshops, seminars, conferences, and training programs that were relevant to teachers' instructional needs and career aspirations. By prioritizing professional development, principals ensured that teachers were equipped with the latest pedagogical strategies, technological tools, and educational research to enhance their teaching effectiveness. Nasir et al. (2020) stated that principals employ a wide range of leadership strategies to develop teacher professionalism, including fostering work discipline, motivating teachers, providing educational supervision, and encouraging participation in professional development programs.

Public-School Principals' Sense of Accountability as Perceived by The Teachers in terms of School Programs and Projects

Table 3. *Public-School Principals' Sense of Accountability as Perceived by The Teachers in terms of School Programs and Projects*

<i>School Programs and Projects</i>		<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1.	assign teachers and other personnel to their area of competence	4.43	Very Satisfactory	12
2.	account for school funds	4.43	Very Satisfactory	11
3.	allocate/prioritize funds to improve and maintain school physical facilities and equipment	4.52	Outstanding	8
4.	assign/ hire appropriate support personnel to manage school operations	4.37	Very Satisfactory	13
5.	develop a school budget that is consistent with SIP/AIP	4.61	Outstanding	5
6.	generate and mobilize financial resources	4.73	Outstanding	1
7.	manage a process for the registration, maintenance, and replacement of school assets and dispositions of non-reusable	4.20	Very Satisfactory	16
8.	manage a process for the registration, maintenance, and replacement of school assets and dispositions of non-reusable properties	4.71	Outstanding	3
9.	manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations, and other pertinent guidelines	4.28	Very Satisfactory	14
10.	monitor utilization, recording, and reporting of funds	4.45	Very Satisfactory	10
11.	oversee school operations and care and use of school facilities according to set guidelines	4.59	Outstanding	6
12.	prepare a financial management plan	4.58	Outstanding	7
13.	prepare and submit liquidation reports and submit/communicate the same to higher education authorities and other education partners	4.51	Outstanding	9
14.	prepare financial reports and submit/communicate the same to higher education authorities and other education partners	4.24	Very Satisfactory	15
15.	undertake tasks and procedures in line with the law and its regulations	4.72	Outstanding	2
16.	utilize funds for approved school programs and projects as reflected in SIP/AIP	4.70	Outstanding	4
Composite Mean		4.50	Outstanding	

As discussed in Table 3, the respondents stated that the school principals generate and mobilize financial resources, which got the highest weighted mean of 3.58 and the highest rank of 1. The findings indicated that school principals effectively generated and mobilized financial resources, demonstrating a proactive approach to securing and managing funds to support school initiatives and programs. Principals utilized a variety of strategies to enhance the school's financial stability and ensure the availability of resources necessary for educational excellence. Principals actively sought external funding sources such as grants, donations, and partnerships with local businesses and community organizations. They wrote grant proposals, organized fundraising events, and cultivated relationships with potential donors, all of which contributed to additional financial support for the school. By diversifying funding sources, principals reduced reliance on limited public funding and enhanced the financial resilience of their schools. According to Steiner (2022), school accountability has been shown to positively affect student outcomes, but the powers that be are increasingly ready to throw it out and leave education to the whims of the unregulated free market.

However, the said group of respondents stated that the school principals manage a process for the registration, maintenance, and replacement of school assets and dispositions of non-reusable which yielded the least weighted mean of 4.20 and least rank of 16. The findings indicated that school principals effectively managed the process for the registration, maintenance, and replacement of school assets, as well as the disposition of non-reusable items. This comprehensive asset management ensured that the school's physical resources were optimally utilized, well-maintained, and appropriately updated or disposed of when necessary. Principals implemented systematic procedures for the registration of school assets, maintaining detailed inventories that tracked the acquisition, location, and status of all equipment and materials. This thorough documentation facilitated accurate record-keeping and accountability, ensuring that assets were properly accounted for and managed. School leaders can reimagine accountability through a culture of care, respect, and shared responsibility, promoting student growth and community belonging (Kim, 2022).

The composite mean of 4.50 implied that the public-school principals' accountable leadership as perceived by the teachers in terms of school programs and projects is within high level. The findings indicated that public-school principals' accountable leadership, as perceived by teachers, was at a high level in terms of overseeing school programs and projects. Teachers recognized and appreciated the principals' proactive and strategic approach to planning, implementing, and evaluating educational initiatives that positively impacted the school community. Principals demonstrated accountable leadership by actively involving teachers in the development

and execution of school programs and projects. They fostered collaborative decision-making processes where teachers' input and expertise were valued, ensuring that initiatives were relevant to instructional needs and aligned with educational goals. This inclusive approach not only empowered teachers but also promoted a sense of ownership and commitment to the success of school initiatives. Jerrim & Sims (2021) stated that, school accountability is modestly linked to increased teacher stress, but stress levels within schools can be influenced by the stress levels of their colleagues.

Relationship between the public-school principals' Sense of Accountability as perceived by the teachers

Table 4. *Relationship between the public-school principals' sense of accountability leadership as perceived by the teachers*

Variables	r-value	p-value	Decision	Interpretation
Involvement/participation of teachers in school activities and Professional development	0.78	0.00778	Reject Ho	Highly Significant
Professional development and School programs and projects	0.81	0.00450	Reject Ho	Highly Significant
Involvement/participation of teachers in school activities and School programs and projects	0.20	0.57958	Failed to Reject Ho	Not Significant

As written in Table 4, when the assessment of the respondents regarding involvement / participation of teachers in school activities and professional development, the computed r-values of 0.78 for duties and responsibilities, and 0.81 for Professional development and School programs and projects, thus rejecting the hypothesis. On the contrary, the computed r-values of 0.20 for Involvement / participation of teachers in school activities and School programs and projects have corresponding p-values of more than 0.05, thus failing to reject the hypothesis.

The assessment findings revealed significant correlations between specific aspects of teachers' involvement and their participation in school activities and initiatives. Specifically, teachers who were actively engaged in their duties and responsibilities, as well as those who participated in professional development opportunities, showed a strong inclination to also participate in school programs and projects. This suggested that teachers who felt valued and supported in their roles and professional growth were more likely to contribute actively to broader school initiatives, such as curriculum development, extracurricular activities, and community projects.

On the other hand, the assessment did not find a substantial correlation between teachers' general involvement in routine school activities and their participation in school programs and projects. This indicates that while teachers may engage in day-to-day responsibilities, such as classroom teaching and administrative duties, this level of involvement may not directly translate into active engagement in larger-scale school initiatives.

The nuanced understanding derived from these findings underscores the importance of targeted strategies to enhance teacher engagement across different facets of school life. Principals and educational leaders can leverage these insights to tailor professional development programs, cultivate a supportive school culture, and provide meaningful opportunities for teachers to contribute to and lead impactful school projects. By fostering environments where teachers feel empowered and valued, schools can maximize their collective capacity for innovation and improvement in educational outcomes. Increased accountability in education systems leads to stronger leadership, leading to better student achievement in reading competencies (Kemethofer., 2023).

Intervention Program

Table 5. *Proposed Intervention Program*

Program Name	Objectives	Person In Charge	
Transparent Decision-Making Forums	Facilitate regular dialogues and meetings with stakeholders to enhance transparency in decision-making.	School Principal	Quarterly
Financial Management Training	Provide training on financial stewardship to ensure responsible budgeting and compliance with policies.	School Business Manager	Twice a year
Professional Development Workshops	Tailor workshops to support teachers' professional growth and innovation in instructional practices.	Professional Development Coordinator	Twice a year
Resource Mobilization Campaign	Diversify funding sources through grant applications, partnerships, and community engagement initiatives.	Fundraising Committee	Quarterly
Asset Management Improvement Program	Implement systems for the effective registration, maintenance, and disposal of school assets.	Facilities Manager	Quarterly

Table 5 outlined five intervention programs that were designed to promote accountable leadership practices in public-school settings, based on the study's recommendations. Firstly, the Transparent Decision-Making Forums facilitated regular dialogues and meetings among stakeholders, including teachers, parents, and community members. These forums aimed to enhance transparency in decision-making processes, fostering a collaborative environment where diverse perspectives were considered.

Secondly, the Financial Management Training program provided comprehensive training sessions overseen by the School Business Manager. This initiative focused on equipping school leaders with the necessary skills to manage budgets responsibly and ensure adherence to financial policies.

The Professional Development Workshops, led by the Professional Development Coordinator, were tailored to support teachers'

continuous professional growth. These workshops aimed to innovate instructional practices and enhance teaching quality across the school.

The Resource Mobilization Campaign, managed by a dedicated Fundraising Committee, sought to diversify funding sources through grant applications, partnerships, and community engagement efforts. This program aimed to supplement public funding and support various educational initiatives.

Lastly, the Asset Management Improvement Program, overseen by the Facilities Manager, implemented systematic procedures for the registration, maintenance, and disposal of school assets. This initiative aimed to optimize resource utilization and maintain conducive learning environments. These interventions collectively strengthened accountable leadership practices and improved overall school governance.

Conclusions

Derived from the study results, Public-School Principals' Accountable Leadership as Perceived by The Teachers in terms of Involvement/participation of teachers in school activities was characterized by proactive engagement and inclusive decision-making processes. Principals facilitated dialogues and meetings incorporating diverse perspectives from teachers, parents, students, and community members, fostering a collaborative environment conducive to well-rounded school programs and projects. They skillfully balanced these discussions to align with educational goals and community expectations, emphasizing the importance of stakeholder engagement in enhancing school initiatives' relevance and effectiveness. Additionally, principals were recognized for their responsible financial management practices, ensuring transparency and integrity in handling school finances. They maintained a strong reputation for fiscal accountability by promptly settling debts, loans, and other financial obligations. This commitment to financial stewardship safeguarded the school's financial health, allocating resources judiciously to support educational priorities and sustain operational efficiency. Regarding Professional Development, principals were noted for their commitment to transparent communication and accurate reporting to higher authorities. They provided precise data and reports on school operations, student performance, and budgetary matters, contributing to informed decision-making at district and state levels. This meticulous approach underscored their dedication to accountability and governance, enhancing overall administrative effectiveness and governance. Principals demonstrated effective leadership in resource mobilization and asset management. They played a key role in securing external funding sources and managed school assets diligently, ensuring resources were optimized for educational excellence. This strategic management of resources positively impacted the school community, aligning programs with instructional needs and educational objectives. The assessment findings highlighted significant correlations between teachers' engagement in professional development and their active participation in school initiatives. This underscores the impact of principled leadership on fostering a collaborative and engaged school culture, where teachers who felt supported and valued in their professional growth were more likely to contribute actively to broader school projects.

Overall, these insights underscored the critical role of accountable leadership in promoting inclusive decision-making, fiscal integrity, and strategic management of school resources. Principals played a pivotal role in nurturing a supportive environment where teachers were empowered to contribute meaningfully to school initiatives, ultimately enhancing educational outcomes and fostering a culture of continuous improvement.

Based on the results and conclusions of the study, several key recommendations emerged that strengthened leadership practices and enhanced school effectiveness. Firstly, the study found that when principals prioritize transparent and inclusive decision-making processes, it leads to a more inclusive and supportive school environment. Regular dialogues and meetings with stakeholders, including teachers, parents, students, and community members, ensure that diverse perspectives are considered in decision-making. This fosters a sense of ownership and collective responsibility among stakeholders. The establishment of structured feedback mechanisms further enhances transparency and accountability in governance practices. Secondly, the study revealed that rigorous financial stewardship practices are crucial in maintaining the school's financial health. Principals emphasized transparency in budgetary allocations and expenditures, conducting regular audits and reviews to ensure compliance with financial policies. Implementing training programs on financial management for school leaders and administrative staff further enhances their competency in handling fiscal matters. Additionally, principals invested significantly in professional development initiatives. They continued to support and tailor professional learning opportunities to align with teachers' professional growth needs and school priorities. Encouraging participation in workshops, conferences, and collaborative learning communities cultivated a culture of continuous improvement and innovation in teaching practices, enhancing instructional quality across the school. Moreover, principals strategically optimized resource mobilization efforts. They explored and diversified funding sources, including grants, partnerships, and donations, to supplement public funding and support various school programs and projects. Building strategic partnerships with local businesses, community organizations, and alumni networks further bolstered financial support and enriched educational opportunities for students.

Furthermore, principals implemented robust asset management practices. They established clear procedures for registering, maintaining, and disposing of school assets, supported by comprehensive inventory systems. Regular assessments of infrastructure and equipment need guided prioritization of maintenance and renovation projects, ensuring conducive learning environments for students and staff alike. In addition, principals fostered a culture of collaboration and engagement within the school community. They actively promoted shared decision-making and leadership roles among teachers through committees, task forces, and other collaborative

platforms. Recognizing and celebrating teachers' contributions nurtured a sense of belonging and commitment among staff members, ultimately enhancing morale and school unity. Lastly, principals continually evaluated and adapted their leadership practices. They engaged in self-assessment and sought stakeholder feedback to reflect on their effectiveness and adapt to evolving school needs. Professional coaching and mentorship programs provided principals valuable support for continuous growth and improvement in leadership competencies. By implementing these recommendations, principals enhanced accountable leadership practices, fostered an inclusive and supportive school environment, and ultimately improved student educational outcomes. These proactive measures contributed to building resilient and thriving school communities that were responsive to the diverse needs of stakeholders and prepared to meet future challenges in education.

References

- Abadzi, H. (2020). Accountability Features and Their Implications for Education Policies. *Comparative Education Review*, 64, 66 - 86. <https://doi.org/10.1086/706822>.
- Adegite, E. (2019) Accountability and Financial Management in the Local Government Administration. Unpublished Project, Department of Public Administration, University of Maiduguri.
- Aguru, L.C (2019) Effect of Bureaucratic Corruption and Lack of Public Accountability on Grass root Transformation in Nigeria. *African Journal of Politics and Administrative Studies (AJPAS)* Vol 6, (1)
- Booher-Jennings, J. (2019). Rationing education in an era of accountability. *Phi Delta J Kappan*, 87(10), 756-761. Retrieved from <https://search.proquest.com.ezproxy.shu.edu/index>.
- Borg, M. G., & Riding, R. J. (2020). Occupational stress and job satisfaction among school administrators. *Journal of Educational Administration*, 31(1), 4-21.
- Bovens, M. (2019). Analysing and assessing accountability: A conceptual framework. *European Law Journal*, 13(4), 447–468. Retrieved from <http://dspace.library.uu.nl/handle/1874/35005>.
- Cizek, G. J. (2020). More unintended consequences of high-stakes testing. *Educational Measurement: Issues and Practice*, 20(4), 19-27.
- Demoss, K. (2020). Leadership styles and high-stakes testing: Principals make a difference. *Education and Urban Society*, 35(1), 111-132.
- Dwivedi, O. P., Jabbar, J. G., & Stone, B. (Eds.) (2022). *Public service accountability: A comparative perspective*. Hartford, CT: Kumarian Press.
- Dworkin, A. G. (2019). The No Child Left Behind Act: Accountability, high-stakes testing, and roles for sociologists. *Sociology of Education*, 78(2), 170-174.
- Elmore, R. F. (2019). Accountable leadership. *The Educational Forum*, 69, 134-142.
- Emmanuel, E.J., & Emmanuel, L.L. (2019). What is accountability in health care? *Annals of Internal Medicine*, 124, 229-239.
- Fairman, J., Smith, D., Pullen, P., & Lebel, S. (2020). The challenge of keeping teacher professional development relevant. *Professional Development in Education*, 49, 197 - 209. <https://doi.org/10.1080/19415257.2020.1827010>.
- Firestone, W. A., & Shipps, D. (2020). How do leaders interpret conflicting accountabilities to improve student learning? In W. A. Firestone & C. Riehl (Eds.), *A new agenda for research in educational leadership* (pp.81-100), New York: Teachers College Press.
- Frink, D.D., & Klimoski, R.J. (2021). Toward a theory of accountability in organizations and human resource management. In G.R. Ferris (Ed.), *Research in personnel and human resource management* (Vol. 16, pp. 1-51). Stamford, CT: JAI Press.
- Guthrie, J. W., & Springer, M. G. (2019). A Nation at Risk revisited: Did "wrong" reasoning result in "right" results? At what cost? *Peabody Journal of Education*, 79(1), 7-35.
- Jerrim, J., & Sims, S. (2021). School accountability and teacher stress: international evidence from the OECD TALIS study. *Educational Assessment, Evaluation and Accountability*, 34, 5 - 32. <https://doi.org/10.1007/s11092-021-09360-0>.
- Joiner, T. C, (2019) cited Cummings, L.L., & Anton, R.J.. The logical and appreciative dimensions of accountability. In S. Srivastva, D. Cooperrider and Associates (Eds.), *Appreciative management and leadership* (pp. 257-286). San Francisco: Jossey-Bass.
- Kemethofer, D., Weber, C., Brauckmann-Sajkiewicz, S., & Pashiardis, P. (2023). Examining the trident: how data from the PISA study can be used to identify associations among context, school leadership and student outcomes. *Journal of Educational Administration*. <https://doi.org/10.1108/jea-02-2022-0030>.
- Kim, T. (2022). Reimagining accountability through educational leadership: Applying the metaphors of “agora” and “bazaar”.

Educational Management Administration & Leadership. <https://doi.org/10.1177/17411432221132100>.

Klein, E. (2020). School Accountability. Oxford Research Encyclopedia of Education. <https://doi.org/10.1093/acrefore/9780190264093.013.677>.

Ladd, H. F., & Zelli, A. (2020). School-based accountability in North Carolina: The responses of school principals. *Educational Administration Quarterly*, 38(4), 494-529.

Lillejord, S., & Børte, K. (2020). Trapped between accountability and professional learning? School leaders and teacher evaluation. *Professional Development in Education*, 46, 274 - 291. <https://doi.org/10.1080/19415257.2019.1585384>.

Moller, S.D. (2020). Teachers' responses to test-driven accountability pressures: "If I change, will my scores drop?" *Reading Research & Instruction*, 34, 332-351.

Nasir, I., Hariyati, N., Suyud, S., Susmita, D., & Andriani, D. (2020). Leadership Strategies of Elementary School Principals in Developing Teacher Professionalism. , 2, 1-21. <https://doi.org/10.21831/jump.v2i1.30675>.

Normore, A. H. (2019). The edge of chaos: School administrators and accountability. *Journal of Educational Administration*, 43(1), 55-77.

Ontario Public School Boards' Association. (2019). Good governance: A guide for trustees, school boards, directors of education and communities. Retrieved from: www.ontarioschooltrustees.org.

Palacios, S., González-Fernández, R., & López-Gómez, E. (2022). Dirección de centros educativos y ampliación de autonomía con rendición de cuentas. El rol mediador del liderazgo pedagógico. *Revista Española de Pedagogía*. <https://doi.org/10.22550/rep80-1-2022-07>.

Parlak, B. (2020). Kamu yönetiminde yeni vizyonlar. Bursa: Alfa Aktüel Yayınları.

Pollock, K., & Winton, S. (2019). Juggling multiple accountability systems: How three principals manage these tensions in Ontario, Canada. *Educational Assessment, Evaluation and Accountability*, 1-15.

Ravitch, D. (2019, October 30). A brief history of testing and accountability. Hoover Institution. Retrieved from <http://www.hoover.org/publications/hoverdigest/article/7286>.

Steiner, D. (2022). THE FUTURE OF SCHOOL ACCOUNTABILITY. *Journal of Policy Analysis and Management*. <https://doi.org/10.1002/pam.22420>.

Tetlock (2020). Accountability and complexity of thought. *Journal of Personality and Social Psychology*, 45, 74-83.

Affiliations and Corresponding Information

Jenalyn M. Dapat

Lipa City Colleges – Philippines

Dr. Melchor Espiritu

Lipa City Colleges – Philippines