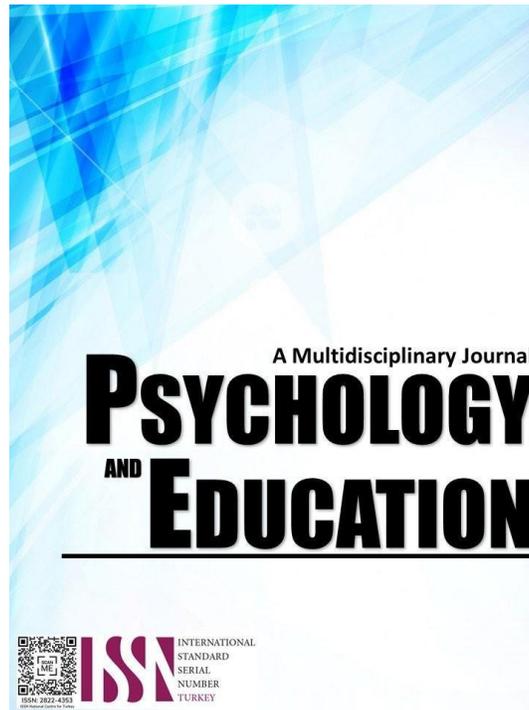


EFFECTIVENESS OF GOVERNANCE AND THE STUDENTS' ACADEMIC PERFORMANCE OF CENTRAL MINDANAO MISSION IN BUKIDNON



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Effectiveness Of Governance and the Students' Academic Performance of Central Mindanao Mission in Bukidnon

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Abstract

This study aimed to assess the effectiveness of governance in Central Mindanao Mission in Bukidnon and its impact on students' academic performance. Specifically, it examined governance effectiveness in terms of administrative practices, policies, and leadership approaches, and academic performance in terms of extracurricular activities, decision-making, and academic achievement. A descriptive-correlational research design was employed, using survey questionnaires administered to students in selected private schools. Data were analyzed using mean, standard deviation, and Pearson correlation coefficient to determine both the levels and relationships among the identified variables. Findings revealed that governance effectiveness in private schools was rated very high across all three domains. Administrative practices received a mean of 4.32, indicating students perceive school administrators as generally supportive and efficient, though concerns were noted in approachability and communication timeliness. School policies had a mean of 4.33, seen as clear and inclusive, with improvement needed in consistent enforcement and awareness of guidelines. Leadership approaches received the highest mean rating of 4.40, highlighting students' strong perception of their leaders as motivational, supportive, and respectful. Students' academic performance was likewise rated very high across all areas, with extracurricular engagement ($M = 4.37$) rated highest, followed by academic achievement ($M = 4.36$) and decision-making ($M = 4.21$). However, correlation analysis showed no statistically significant relationship between governance sub-variables and academic performance. Leadership approaches showed a moderate positive correlation ($r = 0.391$, $p = .264$), while administrative practices and policies showed no meaningful associations. The study concludes that while governance is positively perceived, its direct influence on academic outcomes may be mediated by other variables. Strengthening student-centered leadership and policy consistency is recommended.

Keywords: *governance effectiveness, academic performance, private schools, leadership approaches, student engagement*

Introduction

Education is a key driver of national progress, and academic performance is an indicator of educational success influenced by school governance. In the Philippines, particularly in Bukidnon's private schools, the effectiveness of governance practices in decision-making and extracurricular activities has a significant impact on student outcomes. However, there is a challenge in aligning these governance practices with the goals of academic success, which affects how well students perform academically and personally.

Globally, research supports the influence of governance on student achievement. Smith et al. (2018) and Johnson (2020) note that structured decision-making and active student engagement in extracurricular activities can enhance academic performance by developing essential skills such as discipline, time management, and leadership. However, despite this understanding, there remains a gap in consistently applying governance practices that effectively bridge the link between governance and student achievement.

In the Philippine context, governance practices in educational settings are especially impactful in private schools, as noted by Cruz and Santos (2019), who emphasize that structured governance can improve student outcomes by providing clear guidelines and fostering an environment conducive to learning. Garcia and Reyes (2021) highlight the value of extracurricular activities as tools for personal growth, which, when integrated with strong governance, can result in higher student engagement and better academic performance. Nonetheless, many private schools, especially those in Bukidnon, face challenges due to limited resources or governance strategies that are not fully aligned with students' academic and developmental needs.

Local studies also point out that Filipino students benefit from balanced academic programs that combine decision-making opportunities with extracurricular activities (Rivera & Manalo, 2018). However, the role of governance in ensuring that these elements work synergistically to boost academic performance has not been thoroughly explored. This gap in the literature underlines the need to investigate how governance factors like decision-making processes and the provision of extracurricular activities influence students' academic outcomes in the Philippines.

This study will explore how effective governance, through strategic decision-making and promotion of extracurricular activities, affects academic performance in private schools in Bukidnon. By addressing this gap, the research aims to provide insights into how Bukidnon private schools can strengthen governance practices to support both academic excellence and personal development. This will contribute to educational strategies that foster well-rounded, capable students prepared for future challenges.

Research Questions

The general objective of this study is to assess the effectiveness of governance in private schools in Bukidnon and its impact on students' academic performance. Specifically, the study aims to answer the following questions:

1. What is the level of governance effectiveness in private schools in Bukidnon in terms of: Administrative Practices, Policies, Leadership Approaches?
2. What is the level of students' academic performance in terms of: Extracurricular Activities, Decision Making, Academic Achievement?
3. Is there a significant relationship between each sub-variable of governance effectiveness (administrative practices, policies, leadership approaches) and students' academic performance in terms of: Extracurricular Activities, Decision Making, Academic Achievement?

Methodology

Research Design

This study employed a descriptive-correlational research design to assess the effectiveness of governance in private schools in Bukidnon and its relationship with students' academic performance. The descriptive aspect of the design is used to evaluate the current level of governance effectiveness, specifically in terms of administrative practices, policies, and leadership approaches, as well as to measure students' academic performance across three dimensions: extracurricular activities, decision-making, and academic achievement. By gathering descriptive data, the study aims to provide a comprehensive understanding of governance practices within the selected schools and the associated levels of student performance.

The correlational component sought to determine the extent and nature of the relationship between governance effectiveness and students' academic performance. Through statistical analysis, the study identified whether significant relationships exist between each component of governance (administrative practices, policies, and leadership approaches) and each aspect of academic performance (extracurricular activities, decision-making, and academic achievement). The use of a correlational design is particularly suited to this study, as it allows for an examination of potential links between governance practices and student outcomes without manipulating any variables. This design provides insights into how effective governance may impact students' academic experiences, supporting evidence-based recommendations for enhancing educational governance in private schools.

Respondents

The respondents for this study consisted of 100 students from Grades 5 and 6 across the five selected private schools within the Central Mindanao Mission in Bukidnon. These grade levels have been chosen as students in these grades are typically involved in extracurricular activities and beginning to develop decision-making skills, which are essential components of the study. The selection of students at this educational stage allows for a focused assessment of how governance practices influence their academic performance.

A random sampling technique was employed to select respondents, ensuring that each student in Grades 5 and 6 across the participating schools has an equal chance of being included. This method enhances the representativeness of the sample, helping to minimize bias and ensure that the results can be generalized to similar educational settings. By obtaining a random sample of 100 students from these schools, the study aimed to capture a diverse range of experiences and perspectives, providing a comprehensive view of the relationship between governance effectiveness and students' academic performance.

Instrument

The primary research instrument for this study was a structured survey questionnaire designed to measure students' perceptions of governance effectiveness in their schools and their academic performance across several dimensions. The questionnaire was adapted based on established frameworks for evaluating educational governance and student outcomes, drawing from validated instruments used in previous studies by authors such as Garcia and Fernandez (2019) for policies, Brown and Lee (2019) for leadership approaches, and Roberts and Garcia (2020) for administrative practices. These authors have conducted extensive research on the components of governance effectiveness, making their work an appropriate foundation for this study's instrument.

In addition to governance effectiveness, the survey instrument assesses students' academic performance through items focusing on Extracurricular Activities, Decision Making, and Academic Achievement. This section of the instrument draws on previous research by authors such as Wilson and Lee (2018), who explored the impact of extracurricular involvement on academic and personal development, and Anderson and White (2019), who examined the importance of student decision-making in fostering a sense of ownership and responsibility in their education. Roberts and Clark (2019) further contributed to the academic achievement component by providing a framework to measure students' academic progress and motivational factors.

The survey consisted of multiple sections, each targeting a specific sub-variable aligned with the study's objectives. The governance effectiveness section includes items on Administrative Practices, Policies, and Leadership Approaches, while the academic performance section covers Extracurricular Activities, Decision Making, and Academic Achievement. Each item is rated on a 5-point

Likert scale, ranging from Strongly Disagree to Strongly Agree, which allows students to express the extent of their agreement with statements related to their school experience.

Procedure

The data collection process involved several stages, including pilot testing, to ensure the instrument's reliability and accuracy.

Initially, permission was obtained from the administration of the five selected private schools in the Central Mindanao Mission, specifically in Malaybalay, Valencia, Mailag, Kulasihan, and Bagontaas. Meetings were held with school leaders to outline the study's objectives, procedures, and ethical considerations, ensuring student confidentiality and consent protocols are clearly communicated. Upon approval, coordination with each school will help facilitate the data collection process.

Before the main data collection, a pilot test was conducted with a small sample of Grade 5 and 6 students from a different school that is not part of the study. This pilot test aims to assess the clarity, relevance, and reliability of the survey items. Feedback from the pilot participants were reviewed, and any necessary adjustments to the questionnaire were made to improve clarity and coherence. Reliability testing, such as calculating Cronbach's alpha, was conducted to ensure that the instrument consistently measures the intended constructs.

After refining the instrument, random sampling was used to select 100 students from Grades 5 and 6 across the participating schools. This random sampling approach ensures that each student within the eligible population has an equal chance of being selected, enhancing the sample's representativeness. The finalized survey questionnaire was distributed to selected students on designated dates. The researcher provided a brief orientation, explaining the purpose of the study, the structure of the questionnaire, and instructions on how to complete it. Students were reminded that participation is voluntary and that their responses are confidential.

Students completed the questionnaire within a set timeframe, with the researcher available to address any questions or concerns. The researcher will ensure a supportive environment to facilitate honest and thoughtful responses. After completion, the questionnaires were collected and checked for completeness. Any incomplete questionnaires were noted, and necessary follow-up actions were taken to clarify ambiguous responses if possible. Responses securely entered into a digital database for analysis, adhering to confidentiality protocols and ensuring data integrity. The reliability of the data was re-evaluated post-collection to confirm consistency across the entire sample. By following this data gathering procedure, including pilot testing and reliability assessment, the study aims to collect high-quality, reliable data on the relationship between governance effectiveness and students' academic performance in private schools in Bukidnon.

Data Analysis

The data collected from the survey were analyzed using a combination of descriptive and inferential statistical techniques to comprehensively address the research questions. Initially, descriptive statistics such as mean, standard deviation, frequency, and percentage were used to summarize the levels of governance effectiveness and students' academic performance across the sample. This analysis provided a general understanding of each sub-variable, including administrative practices, policies, leadership approaches, extracurricular activities, decision-making, and academic achievement, highlighting overall trends within the sample.

To ensure the reliability of the instrument, Cronbach's alpha was calculated for each set of items related to the governance effectiveness and academic performance sub-variables. A Cronbach's alpha value of 0.7 or higher were considered an indicator of good internal consistency, confirming that the items reliably measure the intended constructs within each scale.

To examine the relationships between governance effectiveness and students' academic performance, Pearson's correlation coefficient was used. This analysis revealed whether there are significant relationships between each governance component (administrative practices, policies, and leadership approaches) and the academic performance dimensions (extracurricular activities, decision-making, and academic achievement). By determining the strength and direction of these relationships, with a significance level set at 0.05, the study identified whether and how governance practices are linked to students' academic outcomes.

Ethical Considerations

This study adhered to strict ethical guidelines to ensure the protection of the rights, dignity, and well-being of all participants. Prior to data collection, the researcher secures ethical approval from the Institutional Review Board (IRB) of the institution to ensure that the study meets the necessary ethical standards. All participants were fully informed about the purpose of the study, their role as respondents, and the voluntary nature of their participation. Informed consent was obtained from each participant, and they were given the option to withdraw from the study at any time without any consequences. Confidentiality was strictly maintained throughout the research process; all personal information and responses will be anonymized to protect the identity of the participants. Data were stored securely, and access was limited to the researcher and authorized personnel. The researcher ensured that the study does not cause any physical, emotional, or psychological harm to the respondents, and any sensitive issues raised during data collection were handled with care and respect. Upon the completion of the study, the findings were shared with the participating institutions and stakeholders in a way that respects the anonymity and confidentiality of the respondents.

Results and Discussion

This section deals with the presentation, analysis, and interpretation of data. Data with statistical treatment were interpreted using specified criteria and techniques as intended to be used in the study.

Governance Effectiveness

Table 1. *Governance Effectiveness in terms of Administrative Practices*

Statements	Mean	SD	Qualitative Description
Administrative Practices			
1. The school administration communicates rules and policies clearly to students.	4.3800	.69311	Very High
2. The school provides a well-organized and supportive learning environment.	4.4700	.67353	Very High
3. Administrative staff are accessible and helpful to students when needed.	4.4600	.84591	Very High
4. Administrative processes (e.g., schedules, announcements) are communicated in a timely manner.	4.1200	.84423	High
5. The school administration encourages participation in school activities.	4.4900	.62757	Very High
6. The administration supports student initiatives and ideas.	4.2700	.70861	Very High
7. I feel comfortable approaching administrative staff with questions or concerns.	3.9200	.97110	High
8. The school administration maintains a safe school environment.	4.5000	.82266	Very High
9. The administration provides necessary resources for our learning and activities.	4.3500	.83333	Very High
Overall Mean	4.32	0.780	Very High

Legend: 5 (4.20–5.00) – Strongly Agree; Very High; 4 (3.40–4.19) – Agree; High; 3 (2.60–3.39) – Undecided; Moderate; 2 (1.80–2.59) – Disagree; Low; 1 (1.00–1.79) – Strongly Disagree; Very Low.

Table 1 presents the evaluation of governance effectiveness in terms of administrative practices based on student perceptions. The table includes nine indicators assessing how well the school administration manages communication, support, accessibility, organization, and resource allocation. The results indicate that the overall mean score for administrative practices is 4.32 (SD = 0.780), which falls under the Very High category. This suggests that students generally perceive their school administration as highly effective in managing and implementing policies that create a structured and supportive learning environment.

The three highest-rated indicators highlight the strongest aspects of administrative practices. "The school administration maintains a safe school environment" received the highest mean score (M = 4.50, SD = 0.82266), followed by "The school administration encourages participation in school activities" (M = 4.49, SD = 0.62757) and "The school provides a well-organized and supportive learning environment" (M = 4.47, SD = 0.67353). These findings suggest that students feel secure in their school environment and recognize the administration's commitment to encouraging active participation in school-related activities. Additionally, the organization and support provided by the administration contribute to an environment that facilitates learning and personal development.

Conversely, the three lowest-rated indicators reveal areas for improvement. "I feel comfortable approaching administrative staff with questions or concerns" received the lowest mean score (M = 3.92, SD = 0.97110), followed by "Administrative processes (e.g., schedules, announcements) are communicated in a timely manner" (M = 4.12, SD = 0.84423) and "The administration supports student initiatives and ideas" (M = 4.27, SD = 0.70861). Although these scores still fall under the High to Very High categories, they indicate that students may find it somewhat challenging to directly approach administrative staff or that there may be occasional delays in the communication of school-related information. The administration's level of support for student-driven initiatives may also require further enhancement to foster greater student engagement and leadership opportunities.

The findings imply that the significance of effective administrative practices in shaping the student experience within private schools. The Very High ratings in school safety, activity participation, and structured learning environments suggest that private schools in Bukidnon are successfully fostering a conducive academic atmosphere. However, the relatively lower ratings in accessibility to administrative staff, timeliness of communication, and support for student initiatives imply the need for improved interpersonal engagement between administrators and students. Strengthening student-administrator interactions through open-door policies, student advisory councils, or regular feedback sessions may help address these concerns. Additionally, improving communication channels, such as digital platforms for announcements and updates, can ensure timely information dissemination.

These findings align with recent studies emphasizing the role of school governance in academic performance and student engagement. According to Khalifa, Gooden, and Davis (2019), effective school administration fosters an inclusive, well-managed school environment that enhances student satisfaction and learning outcomes. Similarly, Bush and Glover (2019) argue that strong administrative leadership contributes to a safe, structured, and resource-rich learning environment, which is essential for academic success. Additionally, Leithwood, Harris, and Hopkins (2020) highlight that school governance effectiveness, particularly in administrative policies and leadership, directly influences student participation and motivation. The lower ratings in communication and accessibility reinforce the need for improved administrative engagement, as emphasized by Robinson et al. (2021), who found that transparent communication and student involvement in decision-making significantly enhance school governance effectiveness. Thus, addressing these areas will further strengthen administrative practices and improve overall student experiences in private schools.

Table 2. *Governance Effectiveness in terms of Policies*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>
1. School policies are fair and apply equally to all students.	4.1700	.77921	Agree
2. The school has clear rules about academic honesty and integrity.	4.3300	.87681	Strongly Agree
3. Policies for participation in extracurricular activities are fair and reasonable.	4.3800	.76251	Strongly Agree
4. Policies regarding attendance are communicated clearly.	4.4100	.69769	Strongly Agree
5. The school enforces its policies consistently.	4.0700	.83188	Agree
6. Discipline policies are communicated to students and parents.	4.3800	.74914	Strongly Agree
7. There are policies in place to support student safety.	4.3600	.84710	Strongly Agree
8. I am aware of the school's policies regarding academic assessment and grading.	4.2500	.84537	Strongly Agree
9. Policies on behavior and conduct help create a positive school environment.	4.4400	.78264	Strongly Agree
10. School policies are designed to support student learning and growth.	4.5100	.77192	Strongly Agree
Overall Mean	4.33	0.794	Strongly Agree

Legend: 5 (4.20–5.00) – Strongly Agree; Very High; 4 (3.40–4.19) – Agree; High; 3 (2.60–3.39) – Undecided; Moderate; 2 (1.80–2.59) – Disagree; Low; 1 (1.00–1.79) – Strongly Disagree; Very Low.

Table 2 presents the evaluation of governance effectiveness in terms of school policies, reflecting how students perceive the fairness, clarity, and enforcement of school regulations. The table includes ten indicators covering different policy aspects, such as academic integrity, attendance, student safety, discipline, and learning support. The overall mean score of 4.33 (SD = 0.794) falls under the Strongly Agree category, suggesting that students generally perceive their school's policies as effective, clear, and supportive of their academic and personal development.

The three highest-rated indicators reflect the strongest aspects of school policies. The highest mean score was recorded for "School policies are designed to support student learning and growth" (M = 4.51, SD = 0.77192), indicating that students recognize the role of policies in fostering academic success. This is followed by "Policies on behavior and conduct help create a positive school environment" (M = 4.44, SD = 0.78264), suggesting that well-enforced behavioral guidelines contribute to a conducive learning atmosphere. The third highest-rated item, "Policies regarding attendance are communicated clearly" (M = 4.41, SD = 0.69769), highlights the importance of transparent communication in ensuring students' adherence to attendance rules.

On the other hand, the three lowest-rated indicators, while still receiving high ratings, point to areas for potential improvement. "The school enforces its policies consistently" (M = 4.07, SD = 0.83188), had the lowest mean, indicating that some students perceive inconsistencies in policy implementation. This is followed by "School policies are fair and apply equally to all students" (M = 4.17, SD = 0.77921), suggesting that while fairness is generally recognized, there may be occasional perceptions of bias or unequal treatment. The third lowest-rated item, "I am aware of the school's policies regarding academic assessment and grading" (M = 4.25, SD = 0.84537), suggests that while most students are familiar with grading policies, further efforts may be needed to enhance awareness and understanding.

The findings imply that private schools in Bukidnon have well-established policies that support student learning, discipline, and attendance. The high ratings for learning support and behavioral policies indicate that students perceive the policies as beneficial in maintaining a structured academic environment. However, the lower ratings in policy enforcement and fairness suggest that while policies are well-designed, their implementation may not always be perceived as consistent or equitable. Schools should consider reinforcing transparency in policy enforcement through mechanisms such as student handbooks, policy briefings, and open discussions with students and parents. Additionally, increasing efforts to ensure students fully understand academic assessment policies could help improve trust and clarity in grading practices.

These findings align with research on school governance and policy effectiveness. According to Fullan (2019), clear and well-communicated policies are essential for creating a structured and effective learning environment, as they provide guidance for both students and educators. Similarly, Bush and Glover (2019) highlight that well-enforced school policies contribute to academic achievement by ensuring discipline, fairness, and student engagement. Moreover, Hallinger and Wang (2020) emphasize the importance of consistency in policy enforcement, arguing that discrepancies in application can lead to student dissatisfaction and reduced institutional trust. The relatively lower rating in perceived fairness supports the findings of Robinson et al. (2021), who suggest that students' perception of equity in policy application is crucial for fostering an inclusive and supportive school culture. Addressing these areas through improved communication and equitable policy enforcement can further enhance governance effectiveness in private schools.

Table 3. *Governance Effectiveness in terms of Leadership Approaches*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>
1. The school leaders motivate students to achieve their best	4.5900	.63715	Very High
2. School leaders encourage open communication with students.	4.1600	.82536	High
3. I feel supported by the school leaders in achieving my academic goals.	4.3000	.74536	Very High
4. School leaders set a good example for students	4.5400	.70238	Very High
5. The school leadership promotes a culture of respect and inclusion	4.5300	.70288	Very High
6. School leaders encourage student involvement in school activities	4.3100	.91778	Very High

7. The school leadership listens to students' concerns and feedback.	4.3700	.78695	Very High
8. School leaders make decisions in the best interest of students.	4.2800	.77954	Very High
9. I am inspired by the school leadership to improve academically.	4.4500	.68718	Very High
10. The school leadership actively supports student welfare and development.	4.5400	.68785	Very High
Overall Mean	4.40	0.747	Very High

Legend: 5 (4.20–5.00) – Strongly Agree: Very High; 4 (3.40–4.19) – Agree: High; 3 (2.60–3.39) – Undecided: Moderate; 2 (1.80–2.59) – Disagree: Low; 1 (1.00–1.79) – Strongly Disagree: Very Low.

Table 3 presents the evaluation of governance effectiveness in terms of leadership approaches, measuring students' perceptions of school leaders' influence, motivation, and decision-making. The table includes ten indicators assessing how school leadership fosters student achievement, communication, respect, decision-making, and welfare. The overall mean score of 4.40 (SD = 0.747) falls under the Very High category, indicating that students generally perceive their school leaders as highly effective in fostering a positive academic environment and promoting student engagement.

The three highest-rated indicators reflect the strongest aspects of leadership approaches. The highest mean score was recorded for "The school leaders motivate students to achieve their best" (M = 4.59, SD = 0.63715), emphasizing that students feel highly encouraged by their school leaders to excel academically. This is followed by "School leaders set a good example for students" (M = 4.54, SD = 0.70238) and "The school leadership actively supports student welfare and development" (M = 4.54, SD = 0.68785), indicating that students see their school leaders as role models who prioritize student well-being and holistic development. These results suggest that leadership approaches in private schools in Bukidnon are perceived as strong, with a focus on student motivation and support.

Conversely, the three lowest-rated indicators, while still rated highly, highlight areas for potential improvement. "School leaders encourage open communication with students" (M = 4.16, SD = 0.82536), had the lowest mean, indicating that some students may feel that school leaders could be more accessible or open to dialogue. This is followed by "School leaders make decisions in the best interest of students" (M = 4.28, SD = 0.77954), suggesting that while leadership decisions are generally student-centered, there may be occasional concerns about inclusivity in decision-making processes. The third lowest-rated item, "I feel supported by the school leaders in achieving my academic goals" (M = 4.30, SD = 0.74536), implies that some students may desire more direct academic guidance or mentorship from school leaders.

The findings imply that private schools in Bukidnon have strong and effective leadership that significantly contributes to student motivation, welfare, and positive role modeling. The Very High ratings indicate that students perceive their leaders as supportive figures who inspire them to perform academically and personally. However, the relatively lower ratings in communication and decision-making suggest that while students generally trust their leaders, greater efforts in fostering open dialogue and ensuring transparency in school decisions could further enhance leadership effectiveness. Schools may consider implementing structured student-leader forums, feedback mechanisms, and mentorship programs to strengthen engagement and accessibility.

These findings align with existing research on effective school leadership and its impact on student performance. According to Leithwood, Sun, and Pollock (2019), transformational school leadership plays a crucial role in motivating students, fostering a positive school culture, and improving academic outcomes. Similarly, Hallinger and Wang (2020) highlight the importance of leadership behaviors such as setting a positive example, active student engagement, and policy-driven decision-making in enhancing governance effectiveness. Additionally, Bush and Glover (2019) emphasize that school leaders who prioritize student well-being and development create more inclusive and supportive learning environments, which aligns with the high ratings seen in this study.

However, the slightly lower scores in communication and decision-making reflect findings from Robinson, Lloyd, and Rowe (2021), who argue that while effective school leadership is crucial, greater student inclusion in decision-making processes strengthens institutional trust and governance effectiveness. Addressing these areas through leadership development programs and student-centered governance strategies can further enhance school leadership effectiveness in private schools.

Table 4. Summary table of Governance effectiveness

Governance Aspect	Overall Mean	(SD)	Qualitative Description
Administrative Practices	4.32	0.78	Very High
Policies	4.33	0.794	Strongly Agree
Leadership Approaches	4.4	0.747	Very High
Overall Governance Effectiveness	4.35	0.773	Very High

The summary table in Table 4 presents an overview of governance effectiveness in private schools in Bukidnon, categorized into Administrative Practices, Policies, and Leadership Approaches. All three aspects received Very High ratings, with mean scores ranging from 4.32 to 4.40, indicating strong perceptions of effective governance among students.

Leadership Approaches received the highest overall mean (4.40, SD = 0.747), signifying that students recognize the motivational and supportive role of school leaders in fostering academic and personal growth. Policies were rated slightly lower (4.33, SD = 0.794), indicating strong agreement that school policies are clear, fair, and well-implemented, but with minor areas for improvement in enforcement consistency.

Administrative Practices had the lowest mean (4.32, SD = 0.780) while still maintaining a Very High rating, suggesting that while

administrative processes are generally efficient, areas such as student approachability and timely communication could be further enhanced.

Overall, the results indicate that governance in these private schools is highly effective, with slight room for improvement in communication, policy enforcement, and student inclusivity in decision-making. Strengthening these areas through more interactive leadership engagement, transparent policy application, and student participation initiatives will further optimize governance effectiveness.

Students' Academic Performance

Table 5. Students' Academic performance in terms of Extracurricular activities

Sub-variable	Mean	SD	Qualitative Description
1. I am encouraged to participate in extracurricular activities at my school.	4.5000	.71774	Very High
2. I believe that participating in extracurricular activities enhances my learning experience.	4.4300	.72829	Very High
3. My school offers a variety of extracurricular activities that interest me.	4.2600	.77355	Very High
4. Participation in extracurricular activities helps me develop important skills	4.5400	.78393	Very High
5. Extracurricular activities are well-organized by the school.	4.3900	.75069	Very High
6. Extracurricular activities help me connect with other students and build friendships.	4.4400	.74291	Very High
7. I receive guidance from teachers when participating in extracurricular activities.	4.4300	.70000	Very High
8. My participation in extracurricular activities helps me manage my time effectively.	4.1500	.85723	High
9. The school provides the resources necessary for extracurricular activities	4.1900	.84918	High
10. Extracurricular activities motivate me to perform well academically.	4.4400	.80804	Very High
Overall Mean	4.37	0.771	Very High

Legend: 5 (4.20–5.00) – Strongly Agree; Very High; 4 (3.40–4.19) – Agree; High; 3 (2.60–3.39) – Undecided; Moderate; 2 (1.80–2.59) – Disagree; Low; 1 (1.00–1.79) – Strongly Disagree; Very Low.

Table 5 presents the evaluation of students' academic performance based on their engagement in extracurricular activities. The table includes ten indicators assessing students' motivation, skill development, social connections, and academic benefits derived from extracurricular involvement. The overall mean score of 4.37 (SD = 0.771) falls under the Very High category, indicating that students perceive extracurricular activities as highly beneficial for their academic growth and personal development.

The three highest-rated indicators emphasize the significant role of extracurricular activities in student development. "Participation helps develop important skills" (M = 4.54, SD = 0.78393) received the highest score, suggesting that students strongly believe these activities contribute to essential life and academic skills. This is followed by "Encouraged to participate in extracurricular activities" (M = 4.50, SD = 0.71774), indicating that schools actively promote participation. The third highest-rated indicator, "Extracurricular activities motivate me to perform well academically" (M = 4.44, SD = 0.80804), highlights that student engagement in non-academic pursuits positively influences their academic motivation.

On the other hand, the three lowest-rated indicators, while still rated highly, suggest areas for improvement. "Helps manage time effectively" (M = 4.15, SD = 0.85723) had the lowest mean, indicating that some students may struggle with balancing extracurricular participation and academic responsibilities. This is followed by "School provides resources for activities" (M = 4.19, SD = 0.84918), suggesting that while resources are generally available, there may be occasional limitations. The third lowest-rated item, "Variety of extracurricular activities offered" (M = 4.26, SD = 0.77355), implies that some students feel that additional activity options could further enhance their engagement.

The findings imply that private schools in Bukidnon successfully promote and integrate extracurricular activities into student life, fostering both academic and personal growth. The Very High ratings indicate that students recognize the value of these activities in skill development, social interaction, and academic motivation. However, the relatively lower ratings suggest that schools may need to provide better time management guidance, increase available resources, and expand extracurricular offerings to cater to diverse student interests. Implementing structured time management workshops, allocating additional funding for extracurricular resources, and conducting student surveys to identify desired activities could enhance participation and overall student experience.

These results align with research on extracurricular engagement and academic performance. Eccles and Barber (2019) highlight that participation in extracurricular activities positively correlates with skill development and academic success. Similarly, Knifsend and Graham (2020) emphasize that students involved in structured extracurricular programs demonstrate higher motivation and improved academic outcomes. Fredricks and Eccles (2021) further argue that extracurricular activities contribute to social skill enhancement and increased student engagement, reinforcing the high ratings observed in this study. However, the lower scores related to time management and resource availability align with findings from Mahoney and Vest (2020), who suggest that while extracurricular involvement benefits students, institutions must provide adequate support systems to help them balance their academic and non-academic commitments. Addressing these concerns through targeted interventions can maximize the positive impact of extracurricular activities on student success.

Table 6. *Students' Academic performance in terms of Decision-making*

<i>Sub-variable</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>
1. I am given opportunities to make decisions regarding my school activities.	4.2500	.84537	Very High
2. My opinions are valued in school decision-making processes	3.8700	1.00156	High
3. I feel confident in making decisions related to my studies.	4.2100	.80773	Very High
4. The school encourages students to take responsibility for their decisions.	4.2400	.85422	Very High
5. I have opportunities to share my ideas with teachers and school leaders.	4.2500	.95743	Very High
6. Decision-making experiences help me develop problem-solving skills.	4.2500	.85723	Very High
7. My school involves students in discussions about school improvements	4.2600	.78650	Very High
8. I feel that student feedback is considered in school decisions.	4.1600	.89578	High
9. Being part of school decisions helps me feel more connected to the school.	4.3600	.81054	Very High
10. Decision-making opportunities motivate me to perform better academically.	4.3200	.93073	Very High
Overall Mean	4.21	0.874	Very High

Legend: 5 (4.20–5.00) – Strongly Agree; Very High; 4 (3.40–4.19) – Agree; High; 3 (2.60–3.39) – Undecided; Moderate; 2 (1.80–2.59) – Disagree; Low; 1 (1.00–1.79) – Strongly Disagree; Very Low.

Table 6 presents the evaluation of students' academic performance based on their participation in decision-making within their school environment. The table includes ten indicators assessing student involvement, confidence, problem-solving skills, and motivation related to school decisions. The overall mean score of 4.21 (SD = 0.874) falls under the Very High category, indicating that students perceive decision-making opportunities as a significant factor contributing to their academic and personal growth.

The three highest-rated indicators reflect the strongest aspects of student decision-making involvement. "Feeling connected to school through decision-making" (M = 4.36, SD = 0.81054) received the highest score, suggesting that students who engage in decision-making processes develop a stronger sense of belonging and attachment to their school. This is followed by "Motivated academically by decision-making opportunities" (M = 4.32, SD = 0.93073), indicating that students find personal involvement in school decisions to be a motivating factor in their academic performance. The third highest-rated indicator, "Involvement in discussions about school improvements" (M = 4.26, SD = 0.78650), highlights the importance of including students in meaningful discussions regarding their educational environment.

On the other hand, the three lowest-rated indicators suggest areas for further development. "Opinions valued in school decision-making" (M = 3.87, SD = 1.00156) had the lowest mean, indicating that some students feel that their input is not always considered in school policies and decisions. This is followed by "Student feedback considered in school decisions" (M = 4.16, SD = 0.89578), suggesting that while schools seek student opinions, there may be gaps in how feedback is implemented. The third lowest-rated item, "Confidence in making study-related decisions" (M = 4.21, SD = 0.80773), suggests that while students generally feel confident in making academic choices, additional support or guidance may further strengthen their decision-making skills.

The findings imply that decision-making opportunities positively impact student engagement, motivation, and school attachment. The Very High ratings indicate that students recognize the importance of being involved in school decisions and see it as beneficial to their academic success. However, the relatively lower ratings suggest a need for greater student voice in decision-making processes and more visible integration of student feedback in school policies. Schools should consider enhancing participatory governance mechanisms, such as student councils, leadership programs, and open forums, to empower students and make their opinions more impactful. Additionally, implementing mentorship and leadership training can help boost student confidence in academic and personal decision-making.

These findings align with research on student engagement and participatory decision-making. Mitra and Gross (2019) highlight that student involvement in decision-making fosters a sense of ownership over their education, leading to improved motivation and academic performance. Similarly, Fielding (2020) emphasizes the importance of student voice in school governance, arguing that meaningful engagement in decision-making processes enhances students' leadership skills and institutional trust. Additionally, Quaglia and Corso (2021) suggest that students who feel their opinions are valued are more likely to develop confidence, responsibility, and problem-solving skills, reinforcing the findings of this study. However, the lower ratings on perceived value of student input align with Cook-Sather (2020), who argues that many schools still struggle to fully incorporate student perspectives into policy-making, leading to gaps in trust and engagement. Addressing these concerns through more inclusive and transparent decision-making practices can further enhance student participation and academic success.

Table 7. *Students' Academic performance in terms of academic achievements*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Qualitative Description</i>
1. I feel confident about my academic abilities.	4.1900	.81271	High
2. My school encourages me to set academic goals.	4.4400	.71520	Very High
3. I receive the support I need to succeed academically.	4.3700	.67652	Very High
4. I have access to academic resources that help me excel in my studies.	4.3300	.86521	Very High
5. My teachers provide feedback that helps me improve my academic performance.	4.5000	.68902	Very High
6. I am encouraged to strive for academic excellence at my school	4.2700	.82701	Very High
7. I am motivated to do well academically.	4.3800	.73553	Very High



8. I am given opportunities to apply what I learn in practical situations.	4.3600	.70381	Very High
9. My academic achievements are recognized by the school.	4.4200	.74101	Very High
10. I am satisfied with my academic progress.	4.4000	.99494	Very High
Overall Mean	4.36	.776	Very High

Legend: 5 (4.20–5.00) – Strongly Agree; Very High; 4 (3.40–4.19) – Agree; High; 3 (2.60–3.39) – Undecided; Moderate; 2 (1.80–2.59) – Disagree; Low; 1 (1.00–1.79) – Strongly Disagree; Very Low.

Table 7 presents the evaluation of students’ academic performance based on their perceptions of academic achievements. The table includes ten indicators assessing students' confidence, goal-setting, motivation, support systems, and access to academic resources. The overall mean score of 4.36 (SD = 0.776) falls under the Very High category, indicating that students generally feel well-supported and motivated in their academic journey. The three highest-rated indicators highlight the strongest aspects of academic achievement. "Teachers provide feedback that helps me improve my academic performance" (M = 4.50, SD = 0.68902) received the highest rating, emphasizing the crucial role of constructive feedback in enhancing student learning. This is followed by "Encouraged to set academic goals" (M = 4.44, SD = 0.71520), which suggests that schools actively promote goal-setting as a key strategy for academic success. The third highest-rated indicator, "Academic achievements are recognized by the school" (M = 4.42, SD = 0.74101), indicates that students feel acknowledged and appreciated for their academic efforts.

Conversely, the three lowest-rated indicators, while still rated high, suggest areas for potential enhancement. "Confident about academic abilities" (M = 4.19, SD = 0.81271) had the lowest mean, indicating that some students may experience self-doubt regarding their academic skills. This is followed by "Encouraged to strive for academic excellence" (M = 4.27, SD = 0.82701), suggesting that while motivation levels are high, additional reinforcement may be needed to maintain student enthusiasm. The third lowest-rated item, "Access to academic resources" (M = 4.33, SD = 0.86521), implies that while most students have adequate learning materials, there may be occasional limitations in resource availability.

The findings imply that private schools in Bukidnon effectively foster an academic environment where students feel supported, motivated, and acknowledged for their achievements. The Very High ratings suggest that students benefit from strong institutional support, effective feedback mechanisms, and a culture that promotes goal-setting and excellence. However, the relatively lower ratings suggest that boosting student confidence in academic abilities, reinforcing excellence-driven motivation, and expanding access to learning resources could further enhance academic performance. Schools may consider implementing mentorship programs, academic coaching, and personalized learning support to address these areas. Additionally, providing a wider range of academic resources, such as digital learning tools and supplementary materials, may improve student access to educational support.

These findings align with existing research on academic motivation and student achievement. Zimmerman and Schunk (2019) highlight that academic goal-setting and constructive feedback significantly contribute to student motivation and learning outcomes. Similarly, Hattie and Timperley (2020) emphasize that teacher feedback plays a vital role in improving student academic performance, reinforcing the highest-rated item in this study. Eccles and Wigfield (2021) further argue that academic recognition and encouragement to strive for excellence are critical in maintaining long-term motivation among students. However, the lower ratings in confidence and resource accessibility align with findings from Marsh et al. (2020), who suggest that self-efficacy issues and resource limitations can hinder academic progress. Addressing these concerns through personalized academic interventions and resource expansion will further optimize student success.

Table 8. Correlation analysis between variables

Variables	Correlation Coefficient	P -Value	Interpretation
Administrative Practices	-.470	.202	Not Significant
Policies	-.014	.969	Not Significant
Leadership Approaches	.391	.264	Not Significant

The results of the correlation analysis revealed in Table 8 noted that no statistically significant relationship between governance effectiveness components and students’ academic performance. Specifically, administrative practices and academic performance showed a moderate negative correlation (r = -0.470, p = .202), indicating that as administrative practices increase, there is a slight decline in student academic performance. However, this trend is not strong enough to reject the null hypothesis, which posits no significant relationship. This may suggest that the administrative systems in the selected private schools are potentially too rigid or procedural, possibly hindering rather than supporting student learning.

In the case of policies and academic performance, a near-zero correlation (r = -0.014, p = .969) was observed, reflecting virtually no relationship between the existence of school policies and academic outcomes. The high p-value confirms the absence of a statistically significant relationship and supports the null hypothesis. This implies that the mere presence of school policies does not guarantee improved academic performance unless these policies are effectively implemented and integrated into the school’s day-to-day operations.

A moderate positive correlation (r = 0.391, p = .264) was found between leadership approaches and academic performance, suggesting a potential positive influence of leadership on academic success. However, this result also fails to reach statistical significance, leading to the acceptance of the null hypothesis. Despite this, the direction of the relationship provides important insight into how leadership

strategies, even if not statistically validated in this study, may still contribute to fostering student engagement, motivation, and academic achievement.

Given these findings, the study concludes that none of the three governance components—administrative practices, policies, and leadership approaches—exhibited a statistically significant correlation with academic performance at the 0.05 level. Therefore, the null hypothesis is retained across all variables. Nevertheless, the nature of the observed correlations presents useful implications for school governance. The negative correlation between administrative practices and academic performance suggests a need to restructure school administrative systems to be more student-centered and less bureaucratic. Administrative processes should be designed not merely for compliance but for supporting educational outcomes. Similarly, the near-zero correlation between policies and performance underscores the importance of translating policy into action through effective communication, implementation, and monitoring. Policies must be relevant and adapted to the unique needs of the student population to be impactful.

The moderate positive trend between leadership and academic performance, although not statistically significant, indicates that leadership effectiveness may play a crucial role in enhancing student success. This highlights the value of dynamic, participative, and inclusive leadership styles that actively engage both teachers and students in the learning process. Leadership that inspires and motivates has the potential to influence not only academic outcomes but also school climate and student well-being.

These findings are consistent with existing literature. Hallinger and Heck (2019) emphasize that school leadership plays a pivotal role in fostering learning environments that support academic success, more so than administrative procedures or policy frameworks. Leithwood et al. (2020) further assert that leadership is one of the most influential factors in student achievement, particularly when it empowers staff and encourages student voice. Robinson et al. (2021) argue that policies only become effective when they are embedded into the school's culture and daily practices. Likewise, Bush and Glover (2019) caution against excessive administrative formalities that may lead to inefficiencies and disconnections from core educational goals.

Conclusions

Based on the findings of the study, several conclusions can be drawn. First, governance effectiveness in Central Mindanao Mission in Bukidnon is generally perceived as strong, receiving Very High ratings in the areas of administrative practices, policies, and leadership approaches. Despite these high ratings, the study identified areas that require attention, particularly in terms of policy enforcement, integrating student feedback into decision-making, and improving the accessibility and responsiveness of administrative systems.

Second, students' academic performance is also rated as Very High, reflecting a learning environment where students feel motivated, actively engaged, and supported in both academic and extracurricular pursuits. Nonetheless, certain challenges persist, especially in time management, building confidence in decision-making, and ensuring equitable access to academic resources that support holistic development.

Third, among the governance components examined, leadership approaches demonstrated the strongest relationship with academic performance. This suggests that effective school leadership plays a critical role in shaping positive academic outcomes. However, administrative practices and school policies did not exhibit statistically significant correlations with academic performance. This implies that while governance structures are important, they may not, by themselves, directly influence student achievement.

Lastly, governance effectiveness should not be examined in isolation but rather as part of a broader academic ecosystem that includes teacher quality, student engagement, and overall school culture. Schools that foster strong leadership-student relationships, design policies that are aligned with student needs, and establish student-centered administrative practices are more likely to achieve sustained improvements in academic outcomes. A holistic approach to school governance, grounded in collaboration and responsiveness, is essential for nurturing student success.

Based on the conclusions drawn from the study, several recommendations are proposed to enhance governance effectiveness and improve students' academic performance in private schools within the Central Mindanao Mission in Bukidnon. To strengthen governance effectiveness, schools should focus on improving administrative accessibility by adopting open-door policies, facilitating student forums, and conducting regular feedback sessions to foster better relationships between students and administrators. There should also be consistent enforcement of school policies through the development of transparent monitoring systems that ensure fairness and equality in their application. Additionally, leadership training programs should be expanded to equip school leaders with student-centered approaches that promote motivation, engagement, and academic support.

In terms of improving students' academic performance, schools are encouraged to support students in developing effective time management skills through structured workshops that help them balance academic responsibilities with extracurricular activities. Student involvement in decision-making should be enhanced by establishing formal advisory councils, providing students with meaningful opportunities to participate in shaping school policies and practices. Access to academic resources can also be improved by expanding digital learning platforms, offering more tutorial sessions, and providing additional academic support services to meet diverse student needs.

For future research, qualitative studies are recommended to gain deeper insights into how governance effectiveness influences aspects of student engagement beyond academic achievement. Further investigations should consider potential mediating variables such as



teacher quality, instructional methods, and socio-economic conditions that may also impact student performance. Moreover, expanding the study to include a larger sample of private schools from different regions would provide a more comprehensive understanding of governance practices and their effects across diverse educational contexts.

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