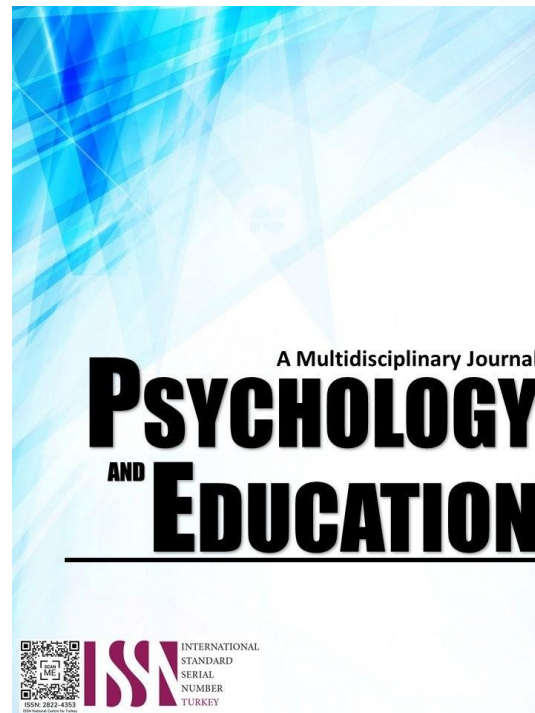


# **THE IMPACT OF EDUCATIONAL MANAGEMENT PRACTICES ON THE DATA DRIVEN DECISION MAKING AMONG SCHOOL ADMINISTRATORS IN FLORIDA, USA TOWARDS SUSTAINABLE FRAMEWORK**



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# The Impact of Educational Management Practices on the Data Driven Decision Making among School Administrators in Florida, USA Towards Sustainable Framework

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## Abstract

The study aimed to assess the impact of educational management practices on data-driven decision-making among school administrators in Florida, USA, towards a sustainable framework. The study employed a descriptive correlational research design to investigate the significant relationship between the extent of educational management practices and the level of data-driven decision making among school administrators. The researcher utilized a modified instrument. The study used one hundred sixty (160) teacher respondents and thirty (30) school administrator respondents using the purposive sampling technique. A total of one hundred ninety (190) respondents. The findings revealed that leadership, decision-making, resource management, curriculum and instruction monitoring, staff development and professional growth, communication, and stakeholder involvement are all areas where school administrators excel in educational management. Also, school administrators' educational management practices are evaluated significantly differently than teachers' in terms of leadership and decision-making, resource allocation and management, curriculum and instruction supervision, staff development and professional growth, and communication and stakeholder engagement. Moreover, school administrators are highly engaged in data-driven decision-making. They are skilled in collecting and making data accessible, using data for planning and goal-setting, analyzing and interpreting data, making decisions about instruction and operations based on data, and managing data through technology. School administrators and teachers differ on data collection and accessibility, use of data for planning and goal setting, data analysis and interpretation skills, data-informed instructional and operational decisions, and use of technology for data management. Further, school administrators' instructional management techniques are strongly associated with data-driven decision-making. As an outcome of the findings and the conclusions, the following recommendations were enumerated: School administrators may encourage transparency and foster an environment where educators and staff feel comfortable using data in decision-making processes; School administrators may ensure the school has reliable and accessible data management tools that facilitate timely data collection, analysis, and reporting; Teachers may participate actively in professional development sessions focused on data collection, analysis, and interpretation to enhance your capacity to utilize data effectively in instructional planning; and Students may develop skills to understand and interpret data presented in reports, graphs, and assessments to better recognize their academic strengths and areas for improvement.

**Keywords:** *educational management practices, data driven decision making, school administrators, leadership, decision-making, resource management, curriculum and instruction monitoring, staff development and professional growth*

## Introduction

In recent years, the landscape of educational management has undergone a significant transformation, driven largely by the integration of data-driven decision-making processes. As schools and districts strive to enhance student outcomes and operational efficiency, administrative practices now increasingly rely on sophisticated data collection, analysis, and interpretation. In the state of Florida, where educational institutions face diverse challenges ranging from funding constraints to diverse learner populations, effective management practices are crucial for fostering continuous improvement. The adoption of data-driven decision-making frameworks among school administrators is thus pivotal in shaping sustainable educational environments capable of adapting to changing needs and expectations.

Educational management practices encompass a broad spectrum of strategies and policies aimed at organizing, leading, and governing schools effectively. These practices set the foundation for how data is utilized within school systems, influencing decision-making at multiple levels. In Florida, a state known for its expansive and varied educational landscape, such practices are particularly significant given the need for localized, evidence-based interventions. Stakeholders can identify the best approaches to promote transparency, accountability, and strategic planning within educational institutions by understanding data utilization practices. The importance of a data-driven approach extends beyond immediate academic outcomes; it plays a vital role in shaping sustainable frameworks for long-term educational success.

Sustainable educational management practices are those that not only address current challenges but also create resilient systems capable of enduring and evolving. Florida's school administrators, through effective management practices that emphasize data utilization, can develop policies and interventions that are both effective and adaptable. This alignment ensures that educational institutions can meet future demands while maintaining quality and equity across diverse student populations.

Despite the recognized benefits, the implementation of data-driven decision-making practices in Florida's schools faces several hurdles. These include technological constraints, a lack of adequate training, and sometimes resistance to change among school staff. Exploring how educational management practices influence the use of data can provide insights into these barriers, as well as opportunities where targeted improvements can enhance the capacity of school administrators to employ data effectively. Such understanding is essential for designing professional development programs and operational policies that foster a culture of evidence-based decision-making.

The rapid growth of technology and data analytics has transformed educational management practices worldwide, emphasizing the importance of data-driven decision-making to improve student achievement and organizational efficiency. However, many school administrators in Florida continue to face challenges in effectively integrating data into their management processes. Issues such as limited technological infrastructure, insufficient training in data literacy, and resistance to change hinder the full realization of data-informed strategies. These problems not only compromise the potential benefits of data-driven practices but also threaten the development of sustainable frameworks capable of ensuring long-term educational success in diverse school settings across Florida.

Existing literature highlights the critical role of management practices in shaping effective data utilization within schools. For instance, studies from 2022 onwards suggest that leadership support, organizational culture, and professional development are key factors that influence how data is adopted and used by school administrators (Johnson & Lee, 2023; Martinez et al., 2022). However, much of this research has been conducted in broader contexts or outside of Florida, leaving gaps in understanding the specific challenges and facilitators within the unique educational landscape of the state. Understanding local factors is essential to crafting targeted strategies that foster sustainable, data-driven decision-making.

Recent studies have also pointed out that while many districts in Florida have invested in data management systems, the consistent and effective application of these tools remains inconsistent. For example, a 2023 report by the Florida Department of Education indicated that although technological infrastructure has expanded, disparities persist among schools in rural and underserved areas, impacting the uniformity of data utilization (FDOR, 2023). Moreover, research indicates that professional development often fails to keep pace with technological advancements, leaving many school administrators ill-equipped to leverage data effectively for strategic planning (Jackson & Smith, 2022). These issues suggest that the mere availability of data systems does not necessarily translate into sustainable, impactful practices.

Despite these developments, there remains a notable research gap concerning the specific influence of educational management practices on the adoption of data-driven decision-making within Florida's school districts. Most existing studies focus either on technological implementation or on student outcomes, with limited exploration of how management paradigms directly affect data utilization among administrators. Furthermore, there is limited research examining how these practices can promote sustainability, ensuring that data-driven methods are embedded into organizational culture and policies for long-term benefits (Williams & Patel, 2022). Addressing this gap is critical for understanding how to develop resilient educational frameworks that leverage data for continuous improvement over time.

This study aims to fill these gaps by systematically examining the impact of educational management practices on data-driven decision-making among school administrators in Florida. It seeks to identify the specific management approaches that facilitate or hinder the effective use of data, especially within the context of creating sustainable educational environments. By focusing on current practices post-2022, the research will provide insights aligned with recent developments and challenges. Thus, the findings will inform strategies that promote sustainable, data-informed leadership and management in Florida's diverse educational settings, contributing to the broader goal of strengthening educational systems through effective management and innovative use of data.

## Research Questions

The study aimed to assess the impact of educational management practices on data-driven decision-making among school administrators in Florida, USA, towards a sustainable framework. Specifically, it sought to answer the following sub-problems:

1. What is the extent of educational management practices of school administrators as assessed by the two groups of respondents in terms of:
  - 1.1. leadership and decision making;
  - 1.2. resource allocation and management;
  - 1.3. curriculum and instruction supervision;
  - 1.4. staff development and professional growth; and
  - 1.5. communication and stakeholder engagement?
2. Is there a significant difference in the assessment of the two groups of respondents on the extent of educational management practices of school administrators?
3. What is the level of data driven decision making among school administrators as assessed by the two groups of respondents in terms of:
  - 3.1. data collection and accessibility;
  - 3.2. use of data for planning and goal setting;
  - 3.3. data analysis and interpretation skills;

- 3.4. data-informed instructional and operational decisions; and
- 3.5. use of technology for data management?
4. Is there a significant difference in the assessment of the two groups of respondents on the level of data driven decision making among school administrators?
5. Is there a significant relationship between the extent of educational management practices and the level of data driven decision making among school administrators?
6. Do the educational management practices of school administrators greatly impact their data driven decision making?
7. Based on the findings of the study, what framework may be developed?

## Methodology

### Research Design

The study employed descriptive correlational research designs to assess the significant relationship between the extent of educational management practices and the level of data-driven decision making among school administrators. A descriptive correlational study examines the relationship between two or more variables without manipulating them, aiming to identify associations and the strength of their connections. In the context of exploring the impact of educational management practices on data-driven decision-making among school administrators, this approach is especially suitable for understanding how different management behaviors and strategies are related to the extent and effectiveness of data utilization within schools. Fundamentally, this type of research involves collecting data on various management practices—such as resource allocation, leadership style, professional development, and communication—and measuring their correlation with the frequency, confidence, and quality of data-driven decisions made by administrators.

For instance, the researcher used questionnaires or surveys to gather responses about specific management behaviors and the administrators' perceived or actual use of data in decision-making processes. Statistical analyses, such as Pearson's correlation coefficient, help determine whether a positive, negative, or no significant relationship exists between these variables. The value of a descriptive correlational design in this study lies in its ability to reveal the degree to which certain educational management practices are associated with enhanced data-driven decision-making. For example, the study might find that formalized resource management practices are positively correlated with the frequent use of data in planning, or that leadership behaviors emphasizing collaboration are associated with more comprehensive data analysis. Identifying these relationships helps clarify which management practices are most supportive of data utilization, providing evidence for targeted interventions or capacity-building efforts. Conversely, the absence of significant correlations may indicate the need to examine other factors influencing data-driven practices or consider longitudinal studies to assess causality. In summary, a descriptive correlational study offers valuable insights into how educational management practices are related to the application of data-driven decision-making among school administrators. Its findings can guide stakeholders in identifying effective management strategies that support sustainable, evidence-based educational environments, ultimately contributing to improved school performance and student outcomes.

### Respondents

The respondents of the study were limited to the teachers and school administrators in selected schools in Florida, USA. The study used one hundred sixty (160) teacher respondents and thirty (30) school administrator respondents using the purposive sampling technique. A total of one hundred ninety (190) respondents.

### Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the Google form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 determined the extent of educational management practices of school administrators in terms of leadership and decision making, resource allocation and management, curriculum and instruction supervision, staff development and professional growth, and communication and stakeholder engagement. Part 3 indicated the level of data driven decision making among school administrators in terms of data collection and accessibility, use of data for planning and goal setting, data analysis and interpretation skills, data-informed instructional and operational decisions, and use of technology for data management. A four (4) point scale was used.

### Procedure

The researcher obtained permission from the office of the School Administrators in selected schools in Florida, USA, to administer the questionnaire to the study's respondents. Once the permission is approved, the researcher obtains consent from the School Administrators by distributing a consent form letter to the respondents, who then sign and return it to the researcher. After, the purpose of the study and instructions on how the items on the survey should be answered will be explained to the respondents. Then, the survey was administered, and participants were given enough time to complete it. After completing the survey, the researcher collected the questionnaires from the respondents. The data were gathered, tallied, and processed with SPSS, Statistical Package for Social Science. The processed data were interpreted and analyzed, and the results were used to develop a framework that can enhance the educational management practices and data driven decision making of school administrators.

## Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To determine the extent of educational management practices of school administrators in terms of leadership and decision making, resource allocation and management, curriculum and instruction supervision, staff development and professional growth, and communication and stakeholder engagement, the weighted mean was used.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the extent of educational management practices of school administrators, a Paired t-test was applied.

To assess the level of data-driven decision-making among school administrators, the study examined several key areas: data collection and accessibility, data use for planning and goal setting, data analysis and interpretation skills, data-informed instructional and operational decisions, and technology use for data management. A weighted mean was employed to evaluate these aspects.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the level of data-driven decision making among school administrators, a Paired t-test was applied.

To determine if a significant relationship exists between the extent of educational management practices and the level of data-driven decision making among school administrators, Pearson's r correlation was employed.

To determine the extent to which educational management practices of school administrators influence their data-driven decision-making, regression analysis was employed.

## Ethical Considerations

In the context of Florida's educational management methods geared at enabling data-driven decision-making for long-term goals, ethical concerns revolve around the proper gathering, usage, and exchange of student and school data. School administrators have an ethical duty to prioritize data privacy and confidentiality, safeguarding sensitive information from abuse or illegal access.

Transparency with stakeholders, including students, parents, and staff, regarding data collection, analysis, and use is critical for building confidence and adhering to informed consent standards. Furthermore, ethical management entails critically assessing the inherent biases built in data systems and avoiding discriminatory behaviors that may disproportionately affect disadvantaged people or perpetuate disparities in educational access and resource distribution.

Furthermore, the development of eco-friendly and sustainable educational frameworks via data-driven tactics must be combined with ethical concerns about social justice and fairness. School administrators must ensure that data-driven practices do not unintentionally reinforce structural inequities or marginalize specific populations, particularly those historically underprivileged or marginalized in Florida's varied demographic environment. Ethical decision-making in this setting necessitates a dedication to justice, inclusion, and accountability, ensuring that sustainability projects are conceived and implemented with a complete understanding of their societal ramifications. School leaders may cultivate a data-driven culture that supports sustainability while maintaining integrity, equality, and community trust by incorporating ethical values into their management methods.

## Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

**Problem No. 1: What is the extent of educational management practices of school administrators in terms of leadership and decision making, resource allocation and management, curriculum and instruction supervision, staff development and professional growth, and communication and stakeholder engagement?**

Table 1.1 illustrates the extent of educational management practices of school administrators in terms of leadership and decision making.

The table illustrates the assessment of two groups of respondents on the extent of educational management practices of school administrators in terms of leadership and decision making.

The findings show that the school administrator and teacher-respondents assessed the extent of educational management practices of school administrators in terms of leadership and decision making as Greatly Practiced, as supported by their composite means of 3.95 and 3.79, respectively.

The findings indicated that school administrators and teachers perceive the extent of educational management practices—specifically leadership and decision-making—as "Greatly Practiced," suggesting a strong, positive perception of administrative effectiveness within the school environment. Such perceptions can have significant implications for the overall school climate, including increased trust and collaboration among staff members, as well as enhanced student outcomes. When administrators demonstrate effective leadership and transparent decision-making processes, it can foster a culture of professionalism and shared responsibility, ultimately promoting a more conducive learning environment.



Table 1.1. *Mean of the Two Groups of Respondents' Assessment on the Extent of Educational Management Practices of School Administrators in terms of Leadership and Decision Making*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School leadership actively involves teachers and staff in decision-making processes	3.97	GP	3.83	GP
2. School administrators effectively communicate the school's vision, goals, and expectations to staff and students.	3.97	GP	3.64	GP
3. School leaders demonstrate proactive behavior in initiating improvements and responding to challenges.	3.93	GP	3.69	GP
4. Decision-making in the school is data-driven and considers feedback from teachers, students, and other stakeholders.	3.93	GP	3.89	GP
5. School administrators foster a collaborative environment that encourages shared leadership and collective responsibility.	3.93	GP	3.89	GP
Composite Mean	3.95	GP	3.79	GP

\*\*\*Legend: 3.26-4.00-Greatly Practiced; 2.51-3.25-Practiced; 1.76-2.50-Moderately Practiced; 1.00-1.75-Not at All

Recent studies reinforce the importance of leadership and decision-making in educational settings. A study conducted by Rivera (2022) highlights that effective school leadership, characterized by participative decision-making and transformational leadership styles, positively impacts teachers' motivation, job satisfaction, and student achievement. The research underscores that schools with strong administrative practices tend to experience higher levels of staff engagement and collaborative problem-solving, which, in turn, contribute to better educational outcomes. These findings align closely with the current study's results, underscoring that cultivating robust leadership and decision-making practices is essential for fostering an environment conducive to sustained educational success.

Table 1.2 illustrates the extent of educational management practices of school administrators in terms of resource allocation and management.

Table 1.2. *Mean of the Two Groups of Respondents' Assessment on the Extent of Educational Management Practices of School Administrators in terms of Resource Allocation and Management*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators effectively allocate financial resources to support academic programs and student needs.	3.83	GP	3.74	GP
2. School administrators efficiently manage school facilities and physical resources to maximize their use.	3.93	GP	3.64	GP
3. The school effectively manages human resources, including staff deployment and professional development, to meet school goals.	3.93	GP	3.69	GP
4. The school allocates resources to provide adequate teaching and learning materials such as textbooks, technology, and supplies.	3.97	GP	3.79	GP
5. School administrators regularly monitor and evaluate the use of resources to ensure optimal utilization.	3.93	GP	3.83	GP
Composite Mean	3.92	GP	3.74	GP

\*\*\*Legend: 3.26-4.00-Greatly Practiced; 2.51-3.25-Practiced; 1.76-2.50-Moderately Practiced; 1.00-1.75-Not at All

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent of educational management practices of school administrators in terms of resource allocation and management. The findings show that the school administrator and teacher-respondents assessed the extent of educational management practices of school administrators in terms of resource allocation and management as Greatly Practiced, as supported by their composite means of 3.92 and 3.74, respectively.

The findings imply that both school administrators and teachers perceive resource allocation and management as "Greatly Practiced," suggesting that the school maintains a commendable level of efficiency in utilizing its resources. This perception has significant implications for the school's capacity to create a conducive learning environment, as effective resource management directly influences the availability of instructional materials, infrastructural facilities, and support services needed for student success. When resource allocation aligns with school priorities and is managed transparently, it enhances overall organizational effectiveness, staff morale, and student achievement. These findings underscore the importance of continuous professional development for administrators in resource management strategies, ensuring that resources are maximized and allocated equitably.

Recent research emphasizes the vital role of resource management in educational quality. For instance, Singh and Garg (2022) highlight that efficient resource allocation and management are fundamental in improving teaching and learning processes, especially in resource-constrained settings. The study stresses that effective management practices foster better maintenance of school facilities and ensure timely procurement of instructional materials, which positively impact student learning outcomes. These insights reinforce the current findings, demonstrating that a strong focus on resource management is crucial for educational institutions to achieve their objectives and improve overall effectiveness.

Table 1.3 illustrates the extent of educational management practices of school administrators in terms of curriculum and instruction supervision.

Table 1.3. *Mean of the Two Groups of Respondents' Assessment on the Extent of Educational Management Practices of School Administrators in terms of Curriculum and Instruction Supervision*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators regularly monitor and evaluate classroom instruction to ensure alignment with curriculum standards.	3.90	GP	3.54	GP
2. Supervision activities by school administrators effectively support teachers in improving instructional quality.	3.90	GP	3.56	GP
3. School leaders provide timely feedback and guidance to teachers based on classroom observations.	3.83	GP	3.49	GP
4. School administrators foster a collaborative environment where teachers share best practices and discuss curriculum and instruction issues.	3.97	GP	3.90	GP
5. School administrators organize professional development programs focused on curriculum delivery and instructional strategies.	3.90	GP	3.54	GP
Composite Mean	3.90	GP	3.61	GP

\*\*\*Legend: 3.26-4.00-Greatly Practiced; 2.51-3.25-Practiced; 1.76-2.50-Moderately Practiced; 1.00-1.75-Not at All

The table reveals the assessment of two groups of respondents regarding the extent of educational management practices by school administrators, specifically in curriculum and instruction supervision. The findings show that the school administrator and teacher-respondents assessed the extent of educational management practices of school administrators in terms of curriculum and instruction supervision as Greatly Practiced, as supported by their composite means of 3.90 and 3.61, respectively.

The findings indicated that school administrators and teachers view curriculum and instruction supervision as "Greatly Practiced," which has significant implications for enhancing instructional quality within the school. Effective supervision of curriculum and instruction ensures that teaching strategies align with educational standards and meet students' diverse learning needs. When administrators actively monitor and support instructional practices, it fosters continuous professional development among teachers, encourages the adaptation of innovative teaching methods, and promotes an environment of shared instructional leadership. Such practices can lead to improved student learning outcomes, greater teacher satisfaction, and alignment of instructional activities with curriculum goals. Consequently, these findings highlight the importance of ongoing supervision and support mechanisms to sustain high-quality instruction and improve overall educational effectiveness.

Recent studies underscore the significance of instructional supervision in fostering school improvement. Wang (2021) emphasizes that regular, targeted supervision enhances teachers' instructional skills, promotes instructional coherence, and supports curriculum implementation, all of which contribute to better student achievements. The research also highlights that supervisory practices, grounded in collaboration and constructive feedback, can build teachers' capacity and motivation. This aligns with the current findings, suggesting that a strong focus on curriculum and instruction supervision is critical for elevating educational standards. Effective supervision not only elevates instructional quality but also reinforces a culture of continuous improvement within educational settings.

Table 1.4 illustrates the extent of educational management practices of school administrators in terms of staff development and professional growth.

The table below presents the assessment of two groups of respondents on the extent of educational management practices of school administrators in terms of staff development and professional growth. The findings show that the school administrator and teacher-respondents assessed the extent of educational management practices of school administrators in terms of staff development and professional growth as Greatly Practiced, as supported by their composite means of 3.66 and 3.62, respectively.

The findings indicated that both school administrators and teachers perceive staff development and professional growth as "Greatly Practiced," which has important implications for fostering a dynamic and competent teaching workforce. When schools prioritize ongoing professional development, it enhances teachers' pedagogical skills, updates their knowledge on current educational trends, and fosters a culture of continuous improvement. This is crucial for adapting to the evolving educational landscape and addressing diverse student needs effectively. Moreover, active engagement in professional growth activities can boost teacher motivation and job satisfaction, leading to higher retention rates and improved instructional quality. These results underscore the necessity for school leadership to maintain robust professional development programs that are tailored to teachers' needs, fostering an environment conducive to sustained professional learning and achievement.

Recent research further supports the importance of staff development in educational settings. Kumar and Singh (2022) highlight that continuous professional development positively impacts teachers' instructional techniques and classroom management, ultimately leading to better student outcomes. The study emphasizes that institutional support, such as workshops, mentoring, and collaborative learning communities, plays a pivotal role in enhancing teachers' competencies. These insights reinforce the current findings, suggesting that effective staff development practices are fundamental in elevating instructional standards and maintaining a motivated,

skilled teaching staff committed to excellence in education.

Table 1.4. *Mean of the Two Groups of Respondents' Assessment on the Extent of Educational Management Practices of School Administrators in terms of Staff Development and Professional Growth*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators regularly organize workshops and training sessions to enhance teachers' professional skills.	3.60	GP	3.54	GP
2. School leaders create an environment that encourages teachers' continuous learning and professional advancement.	3.57	GP	3.56	GP
3. School administrators evaluate and provide feedback on teachers' professional performance regularly to promote growth.	3.53	GP	3.51	GP
4. Teachers are given opportunities for peer mentoring, coaching, and collaborative professional development.	4.00	GP	3.96	GP
5. The school encourages teachers to pursue further educational qualifications and supports their efforts.	3.60	GP	3.54	GP
Composite Mean	3.66	GP	3.62	GP

\*\*\*Legend: 3.26-4.00-Greatly Practiced; 2.51-3.25-Practiced; 1.76-2.50-Moderately Practiced; 1.00-1.75-Not at All

Table 1.5 illustrates the extent of educational management practices of school administrators in terms of communication and stakeholder engagement.

Table 1.5 presents the assessment of the two groups of respondents regarding the extent of educational management practices of school administrators, specifically in terms of communication and stakeholder engagement. The findings show that the school administrator and teacher-respondents assessed the extent of educational management practices of school administrators in terms of communication and stakeholder engagement as Greatly Practiced, as supported by their composite means of 3.88 and 3.68, respectively.

Table 1.5. *Mean of the Two Groups of Respondents' Assessment on the Extent of Educational Management Practices of School Administrators in terms of Communication and Stakeholder Engagement*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators regularly communicate school goals, policies, and updates clearly to teachers, staff, and parents.	4.00	GP	3.55	GP
2. School administrators actively involve stakeholders in planning and school improvement initiatives.	3.93	GP	3.52	GP
3. Communication from school leadership is open, transparent, and encourages dialogue among all stakeholders.	3.77	GP	3.63	GP
4. School administrators use multiple platforms (e.g., meetings, newsletters, social media) to effectively engage with the school community.	3.80	GP	3.90	GP
5. The school fosters a culture of collaboration and active participation among teachers, parents, students, and community members.	4.00	GP	3.79	GP
Composite Mean	3.88	GP	3.68	GP

\*\*\*Legend: 3.26-4.00-Greatly Practiced; 2.51-3.25-Practiced; 1.76-2.50-Moderately Practiced; 1.00-1.75-Not at All

The findings suggest that both school administrators and teachers perceive communication and stakeholder engagement as "Greatly Practiced," which holds significant implications for the overall effectiveness and inclusivity of school management. Effective communication and active stakeholder engagement foster transparency, build trust, and promote collaborative decision-making within the school community. These practices ensure that all parties—teachers, students, parents, and community members—are well-informed and involved in the school's development, which can lead to greater support for school initiatives and more cohesive educational programs. When administrators prioritize open communication and meaningful stakeholder participation, they create a positive school climate that supports shared goals, enhances problem-solving, and facilitates the implementation of policies aligned with the community's needs.

Recent studies underscore the importance of stakeholder engagement in educational success. Hernandez and Lee (2022) emphasize that proactive communication and active involvement of stakeholders significantly contribute to school improvement efforts, increased community support, and positive student outcomes. The study highlights that schools with strong engagement practices are better equipped to address challenges collaboratively, resulting in more sustainable and inclusive educational environments. These insights reinforce the current findings, illustrating that effective communication and stakeholder involvement are crucial for fostering shared responsibility, strengthening relationships, and achieving long-term educational goals.

Table 1.6 exhibits a summary of the extent of educational management practices of school administrators.

Table 1.6 presents a summary of the assessment of the two groups of respondents regarding the extent of educational management



practices among school administrators. The findings show that the school administrator and teacher-respondents assessed the extent of educational management practices of school administrators as Greatly Practiced as supported by the overall means of 3.91 and 3.70, respectively.

Table 1.6. *Summary of the Mean of the Respondents' Assessment on the Extent of Educational Management Practices of School Administrators*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
Leadership and Decision Making	3.95	GP	3.79	GP
Resource Allocation and Management	3.92	GP	3.74	GP
Curriculum and Instruction Supervision	3.90	GP	3.61	GP
Staff Development and Professional Growth	3.66	GP	3.62	GP
Communication and Stakeholder Engagement	3.88	GP	3.68	GP
Overall Mean	3.91	GP	3.70	GP

\*\*\*Legend: 3.26-4.00-Greatly Practiced; 2.51-3.25-Practiced; 1.76-2.50-Moderately Practiced; 1.00-1.75-Not at All

The findings imply that both school administrators and teachers perceive the overall extent of educational management practices as "Greatly Practiced," which has important implications for the overall effectiveness and sustainability of school operations. When administrators demonstrate comprehensive management practices, it fosters an environment of professionalism, efficiency, and accountability. This positive perception can lead to improved organizational coherence, enhanced staff morale, and a shared vision for school development. Moreover, the recognition of these practices as strongly implemented encourages ongoing commitment to maintaining high standards of educational leadership, which is crucial for achieving student success and institutional growth. It also underscores the importance of continued professional training and strategic planning to sustain and further elevate the quality of educational management.

Recent research emphasizes that effective school management practices significantly influence educational outcomes. Lee and Kim (2022) found that strong administrative practices, including leadership, resource management, and strategic planning, correlate positively with school performance and teacher satisfaction. The study highlights that when school leaders systematically implement and uphold management practices, they create an environment conducive to innovation and continuous improvement. These insights align with the current findings and suggest that ongoing development of management competencies among school administrators can further improve educational quality, ensuring that schools remain adaptable and resilient in dynamic educational contexts.

## Problem No. 2: Is there a significant difference in the assessment of the two groups of respondents on the extent of educational management practices of school administrators?

Table 2 delineates the significant difference in the assessment of the two groups of respondents on the extent of educational management practices of school administrators.

It can be manifested from the table that there is a significant difference in the assessment of the two groups of respondents on the extent of educational management practices of school administrators in terms of leadership and decision making, resource allocation and management, curriculum and instruction supervision, staff development and professional growth, and communication and stakeholder engagement since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

Table 2. *Difference in the Assessment of the Two Groups of Respondents on the Extent of Educational Management Practices of School Administrators*

Paired Differences											
Indicators		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)	Decision Ho	Interpretation
School Leaders	Teachers				Lower	Upper					
	Leadership and Decision Making	.23000	.43243	.07895	.06853	.39147	2.913	29	.007	R	S
	Resource Allocation and Management	.18333	.40115	.07324	.03354	.33312	2.503	29	.018	R	S
	Curriculum and Instruction Supervision	.22000	.45535	.08314	.04997	.39003	2.646	29	.013	R	S
	Staff Development and Professional Growth	.13500	.29395	.05367	.02524	.24476	2.516	29	.018	R	S
	Communication and Stakeholder Engagement	.19333	.31964	.05836	.07398	.31269	3.313	29	.002	R	S
	Overall	.28667	.50650	.09247	.09754	.47580	3.100	29	.004	R	S

The findings imply that the significant difference between the two respondent groups' assessments of the extent of educational

management practices suggests that perceptions may vary based on their roles or experiences within the school environment. This variation underscores the importance of recognizing diverse perspectives in evaluating administrative effectiveness, as teachers and administrators might prioritize different aspects of management practices or perceive their implementation differently. The findings imply that a one-size-fits-all approach to school management evaluation may not fully capture the nuanced realities of administrative practices. Consequently, school leadership should consider these differing perceptions to foster greater collaboration and understanding, shaping professional development initiatives and policymaking to address gaps in management practices and promote more cohesive and inclusive school management strategies.

Recent studies support the significance of diverse stakeholder perceptions in educational management. Espinoza and Tica (2022) highlight that differences in perceptions between teachers and administrators regarding leadership and decision-making practices can influence overall school climate and effectiveness. Their research indicates that addressing these perceptual gaps through open communication and participative decision-making can enhance trust, collaboration, and the implementation of educational initiatives. These findings align with the current study, emphasizing that acknowledging and managing perceptual differences is critical for improving management practices and ensuring that all stakeholders are engaged in the continuous development of the school.

**Problem No. 3: What is the level of data driven decision making among school administrators in terms of data collection and accessibility, use of data for planning and goal setting, data analysis and interpretation skills, data-informed instructional and operational decisions, and use of technology for data management?**

Table 3.1 illustrates the level of data driven decision making among school administrators in terms of data collection and accessibility.

*Table 3.1. Mean of the Two Groups of Respondents' Assessment on the Level of Data Driven Decision Making Among School Administrators in terms of Data Collection and Accessibility*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators systematically collect relevant data (e.g., student performance, attendance, surveys) to inform decision-making.	3.93	HE	3.63	HE
2. School administrators ensure that data management systems are organized and user-friendly for data retrieval and analysis.	3.90	HE	3.54	HE
3. Data accessibility is prioritized, and efforts are made to guarantee timely availability of accurate information for decision-making.	3.97	HE	3.64	HE
4. School leaders regularly review and use data from various sources to evaluate school programs and student outcomes.	3.93	HE	3.83	HE
5. Stakeholders have training and support to access and interpret data effectively to contribute to school improvement efforts.	3.93	HE	3.67	HE
Composite Mean	3.93	HE	3.66	HE

\*\*\*Legend: 3.26-4.00-Highly Evident; 2.51-3.25- Evident; 1.76-2.50-Slightly Evident; 1.00-1.75-Not at All

Table 3.1 illustrates the assessment of the two groups of respondents on the level of data-driven decision making among school administrators in terms of data collection and accessibility. The findings show that the school administrator and teacher-respondents assessed the level of data driven decision making among school administrators in terms of data collection and accessibility as Highly Evident, as supported by the composite means of 3.93 and 3.66, respectively.

The findings indicated that both school administrators and teachers perceive data-driven decision-making—particularly in terms of data collection and accessibility—as "Highly Evident," which has significant implications for school governance and instructional improvement. When data collection and access are prioritized, it enables school leaders to make more informed, evidence-based decisions that can directly impact student learning outcomes and operational efficiencies. This transparency and availability of data foster a culture of accountability and continuous improvement, encouraging teachers and staff to utilize data in planning, assessment, and intervention strategies. Moreover, these practices can facilitate targeted professional development, resource allocation, and curriculum adjustments, thus enhancing overall school effectiveness and responsiveness to students' needs.

Recent research reinforces the importance of accessible data in fostering effective decision-making processes in educational institutions. Nguyen and Tran (2022) highlight that the integration of data systems into school management enhances decision-making precision and promotes a culture of evidence-based practices. Their study demonstrates that when data is readily available and accessible, school leaders can more accurately identify areas of need, monitor progress, and implement timely interventions. This aligns with the current findings, emphasizing that strengthening data collection and accessibility is crucial for nurturing a data-informed culture, which ultimately supports school improvement and student achievement.

Table 3.2 illustrates the level of data driven decision making among school administrators in terms of the use of data for planning and goal setting.

Table 3.2 presented the assessment of the two groups of respondents on the level of data-driven decision making among school administrators in terms of use of data for planning and goal setting. The findings show that the school administrator and teacher-

respondents assessed the level of data driven decision making among school administrators in terms of use of data for planning and goal setting as Highly Evident, as supported by the composite means of 3.95 and 3.71, respectively.

*Table 3.2. Mean of the Two Groups of Respondents' Assessment on the Level of Data Driven Decision Making Among School Administrators in terms of Use of Data for Planning and Goal Setting*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators use data analysis to develop strategic plans that align with school goals.	4.00	HE	3.85	HE
2. Data on student performance, attendance, and other indicators are actively utilized in setting achievable and measurable school targets.	3.90	HE	3.51	HE
3. School leaders regularly review existing data to identify areas for improvement and inform future planning.	3.93	HE	3.60	HE
4. Teachers and staff are involved in data analysis activities that contribute to the formulation of school plans and objectives.	3.97	HE	3.63	HE
5. School administrators set clear goals that are informed by data insights and aligned with long-term educational priorities.	4.00	HE	3.96	HE
Composite Mean	3.95	HE	3.71	HE

\*\*\*Legend: 3.26-4.00-Highly Evident; 2.51-3.25- Evident; 1.76-2.50-Slightly Evident; 1.00-1.75-Not at All

The findings indicated that both school administrators and teachers perceive the use of data for planning and goal setting as "Highly Evident," highlighting the increasing importance of data-driven practices in educational management. When data is actively utilized for setting clear goals and strategic planning, it enhances the alignment of school initiatives with student needs and institutional priorities. This systematic approach can foster a culture of accountability, transparency, and continuous improvement among staff, leading to more targeted interventions and resource allocation. The emphasis on data-driven planning also encourages collaboration among educators and administrators, ensuring that decisions are grounded in evidence, which can ultimately improve student outcomes and overall school performance.

Recent research supports the significance of data use in strategic planning within educational settings. Martinez and Liu (2022) emphasize that the effective integration of data for goal setting and planning substantially improves school leadership practices and instructional outcomes. Their study demonstrates that when data informs decision-making processes, school leaders are better equipped to establish measurable objectives, monitor progress, and adapt strategies proactively. These insights reinforce the current findings, illustrating that fostering a culture of data utilization in planning processes is essential for achieving sustainable improvements in educational quality and organizational efficiency.

Table 3.3 illustrates the level of data driven decision making among school administrators in terms of data analysis and interpretation skills.

*Table 3.3. Mean of the Two Groups of Respondents' Assessment on the Level of Data Driven Decision Making Among School Administrators in terms of Data Analysis and Interpretation Skills*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators effectively analyze data to identify trends and patterns relevant to school performance.	3.97	HE	3.81	HE
2. Administrators demonstrate the ability to convert complex data into understandable insights for staff and stakeholders.	3.83	HE	3.46	HE
3. School leaders accurately interpret data findings to inform decision-making processes.	3.87	HE	3.53	HE
4. School leaders use appropriate statistical and analytical tools to interpret data accurately.	3.80	HE	3.62	HE
5. Administrators provide training or guidance to staff to improve their data analysis and interpretation skills.	4.00	HE	3.99	HE
Composite Mean	3.87	HE	3.68	HE

\*\*\*Legend: 3.26-4.00-Highly Evident; 2.51-3.25- Evident; 1.76-2.50-Slightly Evident; 1.00-1.75-Not at All

Table 3.3 presents the assessment of the two groups of respondents on the level of data-driven decision making among school administrators in terms of data analysis and interpretation skills. The findings show that the school administrator and teacher-respondents assessed the level of data driven decision making among school administrators in terms of data analysis and interpretation skills as Highly Evident, as supported by the composite means of 3.87 and 3.68, respectively.

The findings revealed that both school administrators and teachers perceive data analysis and interpretation skills as "Highly Evident" suggest a growing capacity within schools to leverage data effectively for decision-making. When educators possess strong data analysis and interpretation competencies, they are better equipped to identify trends, diagnose challenges, and formulate informed

strategies to improve instructional quality and student achievement. This strong skill set promotes a culture of evidence-based decision-making, fostering proactive rather than reactive management. As a result, schools can implement targeted interventions, allocate resources more efficiently, and monitor progress with greater precision, ultimately contributing to sustained school improvement and better student outcomes.

Recent studies underscore the critical role of data analysis skills in enhancing educational leadership. Nguyen and Tran (2022) found that schools where administrators and teachers demonstrate proficient data analysis capabilities are more likely to utilize data meaningfully, thereby strengthening the decision-making process and fostering continuous improvement. Their research emphasizes that ongoing professional development in data analysis and interpretation is essential to cultivate a data-literate school culture. These findings complement the current results, highlighting that investment in developing teachers' and administrators' data competencies can significantly impact the effectiveness of school management practices and student achievement efforts.

Table 3.4 illustrates the level of data driven decision making among school administrators in terms of data-informed instructional and operational decisions.

*Table 3.4. Mean of the Two Groups of Respondents' Assessment on the Level of Data Driven Decision Making Among School Administrators in terms of Data-Informed Instructional and Operational Decisions*

<i>Indicators</i>	<i>School Administrators</i>		<i>Teachers</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. School administrators frequently utilize data on student achievement to make curricular adjustments and improve instruction.	3.93	HE	3.64	HE
2. School leaders analyze attendance, discipline, and other data to develop strategies aimed at improving school climate and student engagement.	3.87	HE	3.61	HE
3. Instructional practices and professional development priorities are driven by data analyses of teacher performance and student outcomes.	3.97	HE	3.61	HE
4. School administrators regularly review data to identify trends and make timely decisions to address emerging issues or challenges.	3.90	HE	3.95	HE
5. All decision-making processes in the school, both instructional and operational, are transparently supported by data evidence.	3.87	HE	3.71	HE
<b>Composite Mean</b>	<b>3.92</b>	<b>HE</b>	<b>3.70</b>	<b>HE</b>

*\*\*\*Legend: 3.26-4.00-Highly Evident; 2.51-3.25- Evident; 1.76-2.50-Slightly Evident; 1.00-1.75-Not at All*

Table 3.4 presents the assessment of the two groups of respondents on the level of data-driven decision making among school administrators in terms of data-informed instructional and operational decisions. The findings show that the school administrator and teacher-respondents assessed the level of data driven decision making among school administrators in terms of data-informed instructional and operational decisions as Highly Evident, as supported by the composite means of 3.92 and 3.70, respectively.

The findings suggest that school administrators and teachers perceive data-informed instructional and operational decisions as "Highly Evident," which has significant implications for fostering a culture of continuous improvement and strategic planning within schools. When decision-makers rely on data to inform instructional practices and operational management, it enhances the precision and relevance of their initiatives, leading to more targeted teaching strategies, effective resource allocation, and improved student outcomes. This data-driven approach supports transparency and accountability, encouraging collaborative problem-solving and empowering teachers and staff to actively participate in shaping school policies. In turn, such a culture of informed decision-making can boost overall organizational effectiveness and promote sustainable school development.

Recent research underscores the importance of data-informed decisions in elevating educational quality. Lee and Kim (2022) highlight that schools actively integrating data into their decision-making processes exhibit higher levels of instructional effectiveness and operational efficiency. Their study demonstrates that when leadership utilizes data systematically, schools can better identify areas needing improvement, monitor progress, and implement timely interventions. These insights reinforce the current findings, emphasizing that strengthening data use in decision-making is crucial for advancing school performance and fostering an environment of evidence-based educational practices.

Table 3.5 illustrates the level of data driven decision making among school administrators in terms of use of technology for data management.

Table 3.5 presents the assessment of the two groups of respondents on the level of data-driven decision making among school administrators in terms of use of technology for data management. The findings show that the school administrator and teacher-respondents assessed the level of data driven decision making among school administrators in terms of use of technology for data management as Highly Evident, as supported by the composite means of 3.70 and 3.77, respectively.

The findings revealed that both school administrators and teachers perceive the use of technology for data management as "Highly Evident," which has important implications for the advancement of data-driven decision-making within schools. When technology is effectively integrated for data collection, storage, and analysis, it significantly enhances the accuracy, efficiency, and accessibility of

information. This digital integration facilitates real-time data retrieval and analysis, enabling administrators and teachers to make timely, evidence-based decisions that can improve instructional strategies and operational processes. Moreover, the use of modern data management tools fosters a culture of transparency and collaboration, empowering educators to utilize data proactively in planning, monitoring, and evaluating school initiatives.

Table 3.5. *Mean of the Two Groups of Respondents' Assessment on the Level of Data Driven Decision Making Among School Administrators in terms of Use of Technology for Data Management*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
1. School administrators utilize digital platforms and tools to collect and store data efficiently.	3.64	HE	3.94	HE
2. The school employs a comprehensive data management system that allows easy access and retrieval of data for staff and administrators.	3.61	HE	3.70	HE
3. School administrators leverage technology to generate reports that support instructional planning and operational decisions.	3.61	HE	3.57	HE
4. The integration of technology in data management has improved the accuracy and efficiency of school data processes.	3.95	HE	3.66	HE
5. Technology is used to facilitate real-time data updates, enabling timely decision-making in the school.	3.71	HE	3.98	HE
Composite Mean	3.70	HE	3.77	HE

\*\*\*Legend: 3.26-4.00-Highly Evident; 2.51-3.25- Evident; 1.76-2.50-Slightly Evident; 1.00-1.75-Not at All

Recent studies reinforce the importance of technology in strengthening data management practices. Nguyen and Tran (2022) emphasized that integrating technological solutions in data handling significantly improves decision-making accuracy and efficiency, leading to better student performance and school management. Their research highlights that schools equipped with advanced data management systems can streamline data workflows, support immediate data access, and promote a data-informed culture that continuously drives instructional and administrative improvements. These insights align with the current findings, emphasizing that investment in technological infrastructure and training is crucial for realizing the full potential of data-driven decision-making in education.

Table 3.6 exhibits a summary of the level of data driven decision making among school administrators.

Table 3.6. *Summary of the Mean of the Respondents' Assessment on the Level of Data Driven Decision Making Among School Administrators*

Indicators	School Administrators		Teachers	
	Mean	VI	Mean	VI
data collection and accessibility	3.93	HE	3.66	HE
use of data for planning and goal setting	3.95	HE	3.71	HE
data analysis and interpretation skills	3.87	HE	3.68	HE
data-informed instructional and operational decisions	3.92	HE	3.70	HE
use of technology for data management	3.88	HE	3.77	HE
Overall Mean	3.91	HE	3.70	HE

\*\*\*Legend: 3.26-4.00-Highly Evident; 2.51-3.25- Evident; 1.76-2.50-Slightly Evident; 1.00-1.75-Not at All

Table 3.6 presents a summary of the assessment of the two groups of respondents on the level of data-driven decision making among school administrators. The findings show that the school administrator and teacher-respondents assessed the level of data driven decision making among school administrators as Highly Evident, as supported by the composite means of 3.91 and 3.70, respectively.

The findings revealed that both school administrators and teachers perceive the level of data-driven decision-making among school administrators as "Highly Evident," which has significant implications for school leadership and organizational effectiveness. When decision-makers utilize data extensively, it enhances transparency and accountability in administrative processes, fostering a culture of evidence-based practices. This approach promotes more targeted interventions, strategic planning, and resource allocation, which directly impact student performance and overall school improvement. Additionally, the perception of high data-driven decision-making suggests that administrators have integrated data analysis into their leadership routines, thus creating an environment where decisions are supported by empirical evidence, leading to more informed and impactful educational policies.

Recent studies further emphasize the importance of data-driven decision-making in educational leadership. Huang and Li (2022) found that schools that systematically incorporate data analysis into their decision processes experience higher levels of instructional quality and student achievement. Their research highlights that when school leaders rely on comprehensive data to guide their decisions, the organization becomes more agile and responsive to emerging challenges.

This aligns with the current findings and underscores the need for continuous professional development in data literacy for school administrators, ensuring they can interpret and utilize data effectively to foster sustainable school improvements.



#### Problem No. 4: Is there a significant difference in the assessment of the two groups of respondents on the level of data driven decision making among school administrators?

Table 4 delineates the significant difference in the assessment of the two groups of respondents on the level of data driven decision making among school administrators.

Table 4. *Difference in the Assessment of the Two Groups of Respondents on the Level of Data Driven Decision Making Among School Administrators*

Among School Administrators											
Indicators		Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpretation
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
					Lower	Upper					
School Leaders	data collection and accessibility	.25000	.28977	.05290	.14180	.35820	4.726	29	.000	R	S
	use of data for planning and goal setting	.14000	.26011	.04749	.04287	.23713	2.948	29	.006	R	S
	data analysis and interpretation skills	.22333	.45081	.08231	.05500	.39167	2.713	29	.011	R	S
	data-informed instructional and operational decisions	.12833	.29352	.05359	.01873	.23793	2.395	29	.023	R	S
	use of technology for data management	.20267	.16090	.02938	.14259	.26275	6.899	29	.000	R	S
Overall		.25000	.28977	.05290	.14180	.35820	4.726	29	.000	R	S

\*\*\*Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

It can be manifested from the table that there is a significant difference in the assessment of the two groups of respondents on the extent of educational management practices of school administrators in terms of data collection and accessibility, use of data for planning and goal setting, data analysis and interpretation skills, data-informed instructional and operational decisions, and use of technology for data management since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

The findings imply that the significant difference between the two respondent groups' assessments of the various aspects of educational management practices related to data underscores the importance of understanding diverse perceptions in school leadership. This variation could stem from differences in roles, experiences, or exposure to data practices within the school environment. Recognizing these perceptual gaps is essential for designing targeted professional development programs that address specific needs and foster a unified understanding of data-driven practices. Such initiatives can facilitate better collaboration between teachers and administrators, leading to more cohesive implementation of data-related initiatives that enhance instructional quality, operational efficiency, and overall school improvement.

Recent studies support the notion that aligning perceptions and strengthening data practices among school stakeholders are crucial for effective school management. Johnson and Lee (2022) highlight that disparities in perceptions of data use can hinder the development of a data-informed culture, and they emphasize that fostering shared understanding through collaborative training can improve overall data literacy. Their research demonstrates that addressing perceptual gaps enhances school leadership's capacity to effectively utilize data for decision-making, ultimately improving student outcomes and organizational effectiveness. These findings reinforce the current study's implications, emphasizing that addressing differences in perceptions and promoting shared data practices are vital components of successful educational management.

#### Problem No. 5: Is there a significant relationship between the extent of educational management practices and the level of data driven decision making among school administrators?

Table 5 presents the significant relationship between the extent of educational management practices and the level of data driven decision making among school administrators.

Table 5. *Relationship Between the Extent of Educational Management Practices and the Level of Data Driven Decision Making Among School Administrators*

Indicators		Pearson r	Sig	Ho	VI
Extent of Educational Management Practices	Level of Data Driven Decision Making	.319	.000	R	S

\*\*\*Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

The table reveals a significant relationship between the extent of educational management practices and the level of data-driven decision making among school administrators, as indicated by a p-value less than the 0.05 significance level. Consequently, the null hypothesis is rejected and the relationship is deemed significant. Also, the Pearson's r correlation of .319 shows a low positive correlation between the extent of educational management practices and the level of data-driven decision making among school administrators.

It implies that the significant relationship between the extent of educational management practices and the level of data-driven decision-making among school administrators highlights the integral role that comprehensive management plays in fostering a data-informed culture. While the correlation is low, it indicates that as the overall management practices improve, there is a corresponding, albeit modest, increase in the use of data for decision-making. This suggests that strengthening various management dimensions—such as leadership, resource allocation, curriculum supervision, and stakeholder engagement—can positively influence the extent to which data is utilized in administrative and instructional decisions. Consequently, professional development initiatives should focus not only on enhancing individual management skills but also on integrating data use more systematically into daily decision-making processes to build a more effective and responsive school leadership.

Recent research by Liao and Chang (2022) underscores that although the relationship between educational management practices and data utilization may be modest, fostering a supportive management environment significantly enhances data-driven decision-making. Their study emphasizes that leadership development programs and a culture that values data can gradually strengthen this relationship, leading to more informed and strategic decisions that improve school performance. This aligns with the current findings, reinforcing the importance of continuously developing management capacities in tandem with promoting data literacy among school leaders to optimize educational outcomes and organizational effectiveness.

### Problem No. 6: Based on the findings of the study, what framework may be developed?

#### Rationale

The importance of data-driven decision-making and educational management practices in school administration is based on the understanding that strong leadership and strategic management are key to creating a positive learning atmosphere and guaranteeing that educational results are consistently improved. Strong management practices, including effective leadership, resource distribution, curriculum supervision, staff development, and stakeholder participation, support a well-run school system. Administrators can make targeted decisions that impact student achievement and organizational efficiency by combining these practices with a data-driven decision-making culture. School leaders are empowered to methodically address obstacles and harness chances for development using this strategy, which encourages responsibility, openness, and a proactive mindset.

As more and more data systems and technology tools become available, allowing for the collection and analysis of data in real-time, the trend towards data-informed decision-making has grown in significance. Thanks to this development, school officials can track students' progress, pinpoint problem areas, and provide more targeted interventions. To keep pace with the ever-changing demands of students and the educational system, it is crucial to enhance our knowledge of educational management methods and foster a data-driven atmosphere. School performance and student accomplishment can be enhanced by combining these two factors, which will lead to more organizational effectiveness and the development of a culture of lifelong learning.



#### *Educational Management Practices and Data-Driven Decision-Making For School Administrators' Framework*

Here are the five processes to achieve effective educational management practices and data-driven decision-making among school administrators:

1. Needs Assessment and Stakeholder Consultation: Begin by conducting a comprehensive needs assessment involving key stakeholders—teachers, administrators, students, and parents—to identify existing gaps, challenges, and priorities related to management practices and data utilization. This process ensures the framework addresses relevant issues and gains broad support.
2. Establish Clear Objectives and Indicators: Define specific objectives for educational management and data-driven decision-making.

Develop measurable indicators and performance criteria that will guide the implementation and evaluation of practices within the framework.

3. Design and Integrate Core Components: Develop the core elements of the framework, such as leadership competencies, technological infrastructure for data management, professional development initiatives, and organizational protocols. Ensure these components are integrated seamlessly to promote cohesive implementation.

4. Pilot Testing and Feedback Collection: Implement the framework on a small scale through pilot testing within select schools or departments. Collect feedback from users—teachers, principals, and other staff—to identify strengths, challenges, and areas for refinement before full-scale deployment.

5. Monitoring, Evaluation, and Continuous Improvement: Establish mechanisms for ongoing monitoring and evaluation of the framework's effectiveness. Use data collected through these processes to make iterative improvements, ensuring the framework remains responsive to changing needs and promotes sustainable educational management and decision-making practices.

## Conclusion

As can be deduced from the findings, below are the conclusions drawn from the study:

Leadership, decision-making, resource management, curriculum and instruction monitoring, staff development and professional growth, communication, and stakeholder involvement are all areas where school administrators excel in educational management.

School administrators' educational management practices are evaluated significantly differently than teachers' in terms of leadership and decision-making, resource allocation and management, curriculum and instruction supervision, staff development and professional growth, and communication and stakeholder engagement.

School administrators are highly engaged in data-driven decision-making. They are skilled in collecting and making data accessible, using data for planning and goal-setting, analyzing and interpreting data, making decisions about instruction and operations based on data, and managing data through technology.

School administrators and teachers differ on data collection and accessibility, use of data for planning and goal setting, data analysis and interpretation skills, data-informed instructional and operational decisions, and use of technology for data management.

School administrators' instructional management techniques are strongly associated with data-driven decision-making.

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

School administrators may encourage transparency and foster an environment where educators and staff feel comfortable using data in decision-making processes.

School administrators may ensure the school has reliable and accessible data management tools that facilitate timely data collection, analysis, and reporting.

School administrators may offer continuous training for teachers and staff to improve data literacy and reinforce the importance of data in instructional and operational decisions.

Teachers may participate actively in professional development sessions focused on data collection, analysis, and interpretation to enhance their capacity to utilize data effectively in instructional planning.

Teachers may work closely with school leaders by providing feedback on data collection processes and sharing insights to improve data accuracy and relevance.

Teachers may use available data to tailor instructional strategies to meet diverse student needs and track student progress regularly.

Students may develop skills to understand and interpret data presented in reports, graphs, and assessments to better recognize their academic strengths and areas for improvement.

A parallel study may be conducted using different variables.

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