School Heads' Accountability in School Management

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ABSTRACT

School heads are considered persons in authority who manage the school and are considered the pillars of the educational system. Along with their authority, they are accountable for the outcomes of the school operations, programs, and projects. In this context, this paper determined the school heads' levels of accountability in school management in a District, in a first-class municipality, in Negros Occidental during the School Year 2022-2023. Data needed for this descriptive study was collected from 133 respondents, mostly senior educators with bachelor's degrees, using a self-made survey questionnaire that passed the rigorous test of validity and reliability. The ensuing analysis showed school heads possessing a very high level of accountability in the domain of focusing on teaching and learning. However, in the domain of leading strategically, managing school operations and resources, developing self and others, and building connections, the level of accountability was observed to be high. The perception of school heads' accountability varied based on profile variables such as age, length of service, and highest educational attainment. Younger teachers and those with shorter length of service perceived higher levels of accountability. Moreover, teachers with lower educational attainment attributed higher levels of accountability across all domains. The findings of this study call for the school heads' and those aspiring to become school heads to the importance of practicing accountability as leaders of the school, for more efficient and effective school leaders and eventually improve the level of school-based management.

INTRODUCTION

Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, requires that every school be run by a school head responsible for creating and overseeing an institutionalized school reform process at the school level (R.A. 9155, Section 6.2). This act stipulates that the school heads are accountable for overseeing all school-related matters. They are responsible for the academic success of the students, the teachers' personal and professional growth, the creation of a supportive learning environment, the maintenance of networking and connections among internal and external stakeholders, and the operation of the school. According to the report, school leaders' poor leadership, supervision, and interpersonal skills are to blame for the underwhelming performance of schools, including their teachers and non-teaching employees (Villanueva et al., 2021). On the contrast, Gyasi et al. (2016) study found that the effectiveness of school leaders and how they exercise accountability impact the institution's performance and students' academic success. Though many elements affect a school's performance, Minadzi and Nyame (2016) asserted that the school head's management style is an essential factor that should be considered.

The role of school administrators in instituting best practices, ensuring compliance with procurement processes, and fostering transparency through methods such as posting transparency boards has been highlighted (Leithwood et al., 2016). Findings resonate with the notion that accountability in strategic leadership includes adherence to established guidelines and practices to ensure effective resource management (Muijs & Harris, 2016). The responsibilities of school heads in overseeing operations, financial resource generation, and asset management in line with established policies and guidelines align with scholarly discussions (Cranston et al., 2019). Researchers stress the significance of adhering to official rules and regulations to ensure equitable resource allocation and transparent financial management (Bush, 2018). This standard of performance for the school heads is anchored on the core principle that school heads are competent, committed and accountable in providing access to quality and relevant education for all through transformational leadership and high degree of professionalism. Hence, the professional accountability of school principals towards quality assurance requires them to function in a multi-faceted and diverse platform (D.O. 32, s. 2010).

Objectives

This study aimed to determine the school heads' level of accountability in school management in a District in a first-class municipality in Negros Occidental during the School Year 2022-2023. Specifically, this study sought to determine:

1. The level of school heads' accountability in school management according to the aforementioned domains.
2. The level of school heads' accountability in school management when grouped according to the aforementioned variables.
3. The significant difference in the level of school heads' accountability in school management when grouped and compared according to the aforementioned variables.

METHODS

This research paper used the descriptive design, which, in the words of Siedlecki (2020), correctly and methodically describes, observes, or validates aspects of groups that have been quantified, such as the relationship between variables. This design was used since this research aims to observe the level of accountability of school heads and describe the measurements gathered along the domains under these major variables.

Respondents

This paper used stratified random sampling to determine the respondents, courtesy of the Cochran formula (N=201; n=133).

Research Instrument

The researchers used the survey questionnaire as primary instrument for this study. Five qualified jurors served as the validation jury for the instrument. All of them held doctoral degrees; two of them taught in public senior high schools and served as the institutions' research coordinators; there were also two college deans and one head librarian from well-known private institutions of higher learning. The validity rating for the instrument is 4.56, which is considered to be excellent. The overall internal consistency and reliability was considered excellent for all the variables of the study since its reliability index were 0.968 (authority), 0.976 (responsibility) and 0.986 (accountability) respectively. This was obtained from 30 public elementary teachers in the same district who are not included in the actual respondents of the study.

Data Collection

Prior approval was sought from the Schools Division Superintendent, Public School District Supervisor, and the Principals of elementary schools in Binalbagan District II, Division of Negros Occidental. After that, the researcher gave the participants a formal letter outlining the significance of the study and their part in it the day before the test was administered. The researcher exhorted them to be as truthful as they could when answering the questionnaire.

Data Analysis

This study used two analytical frameworks namely descriptive and comparative. The following objectives were analyzed according to these schemes. Objective No.1, 2, which aimed to determine the level of school head's accountability in school management to the aforementioned domains and to determine the level of school head's accountability in school management when grouped according to the aforementioned variables, used the descriptive. The data gathered were tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations, and tabular presentation. The Statistical Package for Social Sciences (SPSS) was used in the computer processing of the encoded data.

Ethical Consideration

The research aimed to investigate the accountability of school heads in school management and utilized the findings to develop a professional developmental plan. Throughout the study, strict adherence to ethical principles was followed to ensure the protection and wellbeing of the participating school heads. To protect the participants' privacy, confidentiality was of the utmost significance. All information gathered during the research process was handled privately and anonymously.

RESULTS AND DISCUSSION

Table 1. *Level of school heads' accountability in the domain of leading strategically*

Leading Strategically Items	Mean	Interpretation
1. The school head institutionalizes best practices in managing and monitoring school operations, creating a safe, secure, and cleaning learning environment.	4.45	High Level
2. He/She organizes a procurement committee and ensures that the official procurement process is followed.	4.47	High Level
3. He/She posts transparency board.	4.34	High Level
4. He/She monitors utilization, recording, and reporting of funds.	4.35	High Level
5. He/She monitors and evaluates the performance of teaching and non-teaching personnel vis-a-vis targets	4.46	High Level
Overall Mean	4.41	High Level

Table 1 summarizes the analysis of the school heads' accountability under the domain of leading strategically, obtaining an overall mean of 4.41, interpreted to mean high level. This result provides evidence that school leaders may encourage a culture of accountability and advance stakeholder trust by implementing tactics, including open reporting of financial information and sharing crucial decisions and updates (Muijs & Harris, 2016).

Table 2. *Level of school heads' accountability in the domain of managing school operations*

Managing School Operations and Resources Items	Mean	Interpretation
1. The school head oversees school operations as well as school facilities according to set guidelines	4.47	High Level
2. He/She develops a school budget that is consistent with SIP/AIP.	4.45	High Level
3. He/She generates and mobilizes financial resources.	4.40	High Level
4. He/She manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations, and other pertinent guidelines.	4.43	High Level
5. He/She manages a process for the registration, maintenance, and replacement of school assets and dispositions of non-reusable.	4.44	High Level
Overall Mean	4.44	High Level

Table 2 shows the analysis of the school heads' accountability under the domain of managing school operations, obtaining an overall mean of 4.44, interpreted to mean high level. This shows that there may be room for improvement in following the established rules and procedures for allocating resources and managing finances. Cranston et al. (2019) claimed that the transparency and efficiency of resource use within the school can be improved with more focus and assistance on this element.

Table 3. *Level of school heads' accountability in the domain of focusing on teaching and learning*

Focusing on Teaching and Learning Items	Mean	Interpretation
1. The school head institutes guidelines that recognize individual differences and diverse learning styles of the students.	4.50	Very High Level
2. He/She provide safe, healthy, engaging, and collaborative environment conducive to excellent learning.	4.53	Very High Level
3. He/She implements policies that provide learning activities which are relevant to the maturity, interest, needs and daily lives of the students.	4.50	Very High Level
4. He/She supports students' participation in academic and non-academic competitions within and outside DepEd.	4.51	Very High Level
5. He/She gives the students chances to develop their 21st century skills in the context of globalized education.	4.49	High Level
Overall Mean	4.51	Very High Level

Table 3 shows the analysis of the school heads' accountability under the domain of focusing on teaching and learning, obtaining an overall mean of 4.51, interpreted to mean a very high level. This shows that school administrators should increase their accountability for ensuring that students are ready for future difficulties by prioritizing the development of 21stcentury skills like critical thinking, communication, and cooperation.

Table 4. *Level of school heads' accountability in the domain of developing self and others*

Developing Self and Others Items	Mean	Interpretation
1. The school head assigns teachers and other personnel to their area of competence.	4.48	High Level
2. He/She assists teachers and staff in setting and resetting performance goals.	4.44	High Level
3. He/She creates a functional school-based performance appraisal committee.	4.48	High Level
4. He/She observes and demonstrates desirable personal and professional behaviors like respect, honesty, dedication, patriotism, and genuine concern for others.	4.50	Very High Level

5. He/She endorses appointments, promotions, and transfers based on merit and needs in the interest of the service.	4.43	High Level
Overall Mean	4.47	High Level

Table 4 illustrates the analysis of the school heads' accountability under the domain of developing self and others, obtaining an overall mean of 4.57, interpreted to mean high level. This shows that school heads can support a fair and equitable working environment by further improving accountability in decision-making on appointments and promotions.

Table 5. *Level of school heads' accountability in the domain of building connections*

Building Connections Items	Mean	Interpretation
1. The school head establishes school and family partnerships that promote students' peak performance.	4.49	High Level
2. He/She organizes programs that involve parents and other school stakeholders to promote learning.	4.49	High Level
3. He/She establishes sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/ MOU or Adopt-a-School Program policies.	4.49	High Level
4. He/She participates actively in community affairs.	4.44	High Level
5. He/She promotes the school's image through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	4.42	High Level
Overall Mean	4.46	High Level

Table 5 shows the analysis of the school heads' accountability under the domain of building connections, obtaining an overall mean of 4.46, interpreted to mean high level. Findings suggest that school administrators understand the need to cultivate enduring connections with key constituencies to support students' academic performance and the school's success as a whole.

Table 6. *Level of school heads' accountability in the domain of leading strategically when grouped by age*

Leading Strategically	Age			
	Younger		Older	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head institutionalizes best practices in managing and monitoring school operations, creating a safe, secure, and cleaning learning environment.	4.51	Very High Level	4.40	High Level

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2. He/She organizes a procurement committee and ensures that the official procurement process is followed.	4.52	Very High Level	4.41	High Level
3. He/She posts transparency board.	4.31	High Level	4.37	High Level
4. He/She monitors utilization, recording, and reporting of funds.	4.32	High Level	4.37	High Level
5. He/She monitors and evaluates the performance of teaching and non-teaching personnel vis-a-vis targets	4.51	Very High Level	4.41	High Level
Overall Mean	4.43	High Level	4.39	High Level

Table 6 illustrates the level of school heads' accountability under the domain of leading strategically, with an overall mean of 4.43 for the younger group and 4.39 for their senior counterparts. This suggests that age alone is not a determining factor in the ability to effectively assume strategic leadership roles in school management.

Table 7. *Level of school heads' accountability in the domain of managing school operations when grouped by age*

Managing School Operations and Resources Items	Age Younger Mean	Interpretation	Older Mean	Interpretation
1. The school head oversees school operations as well as school facilities according to set guidelines	4.51	Very High Level	4.44	High Level
2. He/She develops a school budget that is consistent with SIP/AIP.	4.49	High Level	4.41	High Level
3. He/She generates and mobilizes financial resources.	4.40	High Level	4.40	High Level
4. He/She manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations, and other pertinent guidelines.	4.46	High Level	4.40	High Level
5. He/She manages a process for the registration, maintenance, and replacement of school assets and dispositions of non-reusable.	4.51	Very High Level	4.38	High Level
Overall Mean	4.47	High Level	4.41	High Level

Table 7 illustrates school heads' accountability in managing school operations and resources, with an overall mean of 4.47 for the younger group and 4.41 for their senior counterparts. Findings revealed that age is not a key deciding factor in adopting responsibility for these domains since both

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younger and older teacher respondents displayed a high level of accountability in managing school operations and resources.

Table 8. *Level of school heads' accountability in the domain of focusing on teaching and learning when grouped by age*

| Focusing on Teaching and Learning Items | Age | | | |
	Younger Mean	Interpretation	Older Mean	Interpretation
1. The school head institutes guidelines that recognize individual differences and diverse learning styles of the students.	4.55	Very High Level	4.46	High Level
2. He/She provide safe, healthy, engaging and collaborative environment conducive to excellent learning.	4.58	Very High Level	4.47	High Level
3. He/She implements policies that provide learning activities which are relevant to the maturity, interest, needs and daily lives of the students.	4.55	Very High Level	4.44	High Level
4. He/She supports students' participation in academic and non-academic competitions within and outside DepEd.	4.55	Very High Level	4.47	High Level
5. He/She gives the students chances to develop their 21st century skills in the context of globalized education.	4.52	Very High Level	4.46	High Level
Overall Mean	4.55	Very High Level	4.46	High Level

Table 8 illustrates school heads' accountability under the domain of focusing on teaching and learning, with an overall mean of 4.55 for the younger group and 4.46 for their senior counterparts. This suggests that people of all ages have the dedication and feeling of responsibility needed to prioritize teaching and learning.

Table 9. *Level of school heads' accountability in the domain of developing self and others when grouped by age*

| Developing Self and Others Items | Age | | | |
	Younger Mean	Interpretation	Older Mean	Interpretation
1. The school head assigns teachers and other personnel to	4.49	High Level	4.47	High Level

their area of competence.				
2. He/She assists teachers and staff in setting and resetting performance goals.	4.49	High Level	4.40	High Level
3. He/She creates a functional school-based performance appraisal committee.	4.52	Very High Level	4.44	High Level
4. He/She observes and demonstrates desirable personal and professional behaviors like respect, honesty, dedication, patriotism, and genuine concern for others.	4.52	Very High Level	4.47	High Level
5. He/She endorses appointments, promotions, and transfers based on merit and needs in the interest of the service.	4.46	High Level	4.40	High Level
Overall Mean	4.50	Very High Level	4.44	High Level

Table 9 shows the level of school heads' accountability under the domain of developing self and others, with an overall mean of 4.50 for the younger group and 4.44 for their senior counterpart. The results suggest that people of all ages have the dedication and feeling of duty needed to put their progress first while also promoting the growth of others.

Table 10. *Level of school heads' accountability in the domain of building connections when grouped by age*

Building Connections	Age			
	Younger		Older	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head establishes school and family partnerships that promote students' peak performance.	4.54	Very High Level	4.44	High Level
2. He/She organizes programs that involve parents and other school stakeholders to promote learning.	4.52	Very High Level	4.46	High Level
3. He/She establishes sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/ MOU or Adopt-a-School Program policies.	4.57	Very High Level	4.41	High Level
4. He/She participates actively in community affairs.	4.51	Very High Level	4.37	High Level
5. He/She promotes the school's image through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	4.45	High Level	4.40	High Level

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Overall Mean	4.52	Very High Level	4.41	High Level

Table 10 illustrates the level of school heads' accountability under the domain of building connections, with an overall mean of 4.52 for the younger group and 4.41 for their senior counterparts. The results underline how crucial it is to develop strong connections and relationships within the educational system, regardless of age, to foster efficient leadership and cooperation.

Table 11. *Level of school heads' accountability in the domain of leading strategically when grouped by length of service*

Leading Strategically	Length of Service			
	Shorter		Longer	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head institutionalizes best practices in managing and monitoring school operations, creating a safe, secure, and cleaning learning environment.	4.52	Very High Level	4.39	High Level
2. He/She organizes a procurement committee and ensures that the official procurement process is followed.	4.55	Very High Level	4.39	High Level
3. He/She posts transparency board.	4.31	High Level	4.36	High Level
4. He/She monitors utilization, recording, and reporting of funds.	4.33	High Level	4.36	High Level
5. He/She monitors and evaluates the performance of teaching and non-teaching personnel vis-a-vis targets	4.53	Very High Level	4.39	High Level
Overall Mean	4.45	High Level	4.38	High Level

Table 11 illustrates the level of school heads' accountability under the domain of leading strategically, with an overall mean of 4.45 for shorter lengths of service and 4.38 for longer lengths of service. Findings point to the need for educational institutions to prioritize offering school leaders' assistance and opportunities for ongoing professional development regardless of how long they have been in the position.

Table 12. *Level of school heads' accountability in the domain of managing school operations and resources when grouped by length of service*

Managing School Operations and Resources	Length of Service			
	Shorter		Longer	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head oversees school operations as well as	4.53	Very High Level	4.42	High Level

	Shorter		Longer	
school facilities according to set guidelines				
2. He/She develops a school budget that is consistent with SIP/AIP.	4.52	Very High Level	4.39	High Level
3. He/She generates and mobilizes financial resources.	4.42	High Level	4.38	High Level
4. He/She manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations, and other pertinent guidelines.	4.48	High Level	4.38	High Level
5. He/She manages a process for the registration, maintenance, and replacement of school assets and dispositions of non-reusable.	4.53	Very High Level	4.36	High Level
Overall Mean	4.50	Very High Level	4.39	High Level

Table 12 illustrates the level of school heads' accountability under the domain of managing school operations and resources, with an overall mean of 4.50 for shorter lengths of service and 4.39 for longer lengths of service. Findings point to the need for educational institutions, regardless of tenure, to concentrate on raising school leaders' competencies and management abilities.

Table 13. *Level of school heads' accountability in the domain of focusing on teaching and learning when grouped by length of service*

Focusing on Teaching and Learning	Length of Service			
	Shorter		Longer	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head institutes guidelines that recognize individual differences and diverse learning styles of the students.	4.56	Very High Level	4.45	High Level
2. He/She provide safe, healthy, engaging and collaborative environment conducive to excellent learning.	4.59	Very High Level	4.46	High Level
3. He/She implements policies that provide learning activities which are relevant to the maturity, interest, needs and daily lives of the students.	4.55	Very High Level	4.45	High Level
4. He/She supports students' participation in academic and non-academic competitions within and outside DepEd.	4.58	Very High Level	4.45	High Level
5. He/She gives the students chances to develop their 21st century skills in the context of globalized education.	4.55	Very High Level	4.43	High Level

Overall Mean	4.57	Very High Level	4.45	High Level

Table 13 illustrates the level of school heads' accountability under the domain of focusing on teaching and learning, with an overall mean of 4.57 for shorter lengths of service and 4.45 for longer lengths of service. This shows that the duration of service has a favorable impact on school leaders' accountability for promoting and prioritizing teaching and learning programs.

Table 14. *Level of school heads' accountability in the domain of developing self and others when grouped by length of service*

Developing Self and Others	Length of Service			
	Shorter		Longer	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head assigns teachers and other personnel to their area of competence.	4.52	Very High Level	4.45	High Level
2. He/She assists teachers and staff in setting and resetting performance goals.	4.52	Very High Level	4.38	High Level
3. He/She creates a functional school-based performance appraisal committee.	4.55	Very High Level	4.42	High Level
4. He/She observes and demonstrates desirable personal and professional behaviors like respect, honesty, dedication, patriotism, and genuine concern for others.	4.53	Very High Level	4.46	High Level
5. He/She endorses appointments, promotions, and transfers based on merit and needs in the interest of the service.	4.48	High Level	4.38	High Level
Overall Mean	4.52	Very High Level	4.42	High Level

Table 14 illustrates the level of school heads' accountability under the domain of developing self and others, with an overall mean of 4.52 for shorter lengths of service and 4.42 for longer lengths of service. This shows that the duration of service may substantially impact how school leaders behave in terms of accountability for their own development and the development of others.

Table 15. *Level of school heads' accountability in the domain of building connections when grouped by length of service*

Building Connections	Length of Service			
	Shorter		Longer	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head establishes	4.56	Very High Level	4.42	High Level

school and family partnerships that promote students' peak performance.				
2. He/She organizes programs that involve parents and other school stakeholders to promote learning.	4.55	Very High Level	4.43	High Level
3. He/She establishes sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/ MOU or Adopt-a-School Program policies.	4.58	Very High Level	4.41	High Level
4. He/She participates actively in community affairs.	4.53	Very High Level	4.35	High Level
5. He/She promotes the school's image through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	4.47	High Level	4.38	High Level
Overall Mean	4.54	Very High Level	4.40	High Level

Table 15 illustrates the level of school heads' accountability in building connections, with an overall mean of 4.54 for shorter lengths of service and 4.40 for longer lengths of service. This shows that the duration of service may impact school leaders' capacity to forge and sustain strong bonds with various stakeholders.

Table 16. *Level of school heads' accountability in the domain of leading strategically when grouped by highest educational attainment*

Leading Strategically	Highest Educational Attainment			
	Lower		Higher	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head institutionalizes best practices in managing and monitoring school operations, creating a safe, secure, and cleaning learning environment.	4.47	High Level	4.41	High Level
2. He/She organizes a procurement committee and ensures that the official procurement process is followed.	4.48	High Level	4.43	High Level
3. He/She posts transparency board.	4.36	High Level	4.27	High Level
4. He/She monitors utilization, recording, and reporting of funds.	4.36	High Level	4.30	High Level
5. He/She monitors and evaluates the performance of teaching and non-teaching	4.48	High Level	4.41	High Level

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personnel vis-a-vis targets				
Overall Mean	4.43	High Level	4.36	High Level

Table 16 illustrates the level of school heads' accountability under the domain of leading strategically, with an overall mean of 4.43 for lower educational attainment and 4.36 for higher educational attainment. This suggests that higher educational attainment may bring certain advantages regarding strategic leadership knowledge and skills.

Table 17. *Level of school heads' accountability in the domain of managing school operations when grouped by highest educational attainment*

Managing School Operations and Resources	Highest Educational Attainment			
	Lower		Higher	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head oversees school operations as well as school facilities according to set guidelines	4.49	High Level	4.43	High Level
2. He/She develops a school budget that is consistent with SIP/AIP.	4.48	High Level	4.38	High Level
3. He/She generates and mobilizes financial resources.	4.44	High Level	4.30	High Level
4. He/She manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations, and other pertinent guidelines.	4.49	High Level	4.27	High Level
5. He/She manages a process for the registration, maintenance, and replacement of school assets and dispositions of non-reusable.	4.47	High Level	4.38	High Level
Overall Mean	4.47	High Level	4.35	High Level

Table 17 illustrates school heads' accountability under the domain of managing school operations and resources, with an overall mean of 4.47 for lower educational attainment and 4.35 for higher educational attainment. This suggests that higher educational attainment may provide certain advantages regarding knowledge and skills related to school management.

Table 18 . *Level of school heads' accountability in the domain of focusing on teaching and learning when grouped by highest educational attainment*

Focusing on Teaching and Learning	Highest Educational Attainment			
	Lower		Higher	
Items	Mean	Interpretation	Mean	Interpretation

Items	Lower Mean	Interpretation	Higher Mean	Interpretation
1. The school head institutes guidelines that recognize individual differences and diverse learning styles of the students.	4.54	Very High Level	4.41	High Level
2. He/She provide safe, healthy, engaging and collaborative environment conducive to excellent learning.	4.55	Very High Level	4.46	High Level
3. He/She implements policies that provide learning activities which are relevant to the maturity, interest, needs and daily lives of the students.	4.49	High Level	4.51	Very High Level
4. He/She supports students' participation in academic and non-academic competitions within and outside DepEd.	4.54	Very High Level	4.43	High Level
5. He/She gives the students chances to develop their 21st century skills in the context of globalized education.	4.51	Very High Level	4.43	High Level
Overall Mean	4.53	Very High Level	4.45	High Level

Table 18 illustrates school heads' accountability under the domain of focusing on teaching and learning, with an overall mean of 4.53 for lower educational attainment and 4.45 for higher educational attainment. This implies that teachers with higher educational attainment may have certain advantages in terms of pedagogical knowledge and skills.

Table 19. *Level of school heads' accountability in the domain of developing self and others when grouped by highest educational attainment*

Developing Self and Others	Highest Educational Attainment			
	Lower		Higher	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head assigns teachers and other personnel to their area of competence.	4.50	Very High Level	4.43	High Level
2. He/She assists teachers and staff in setting and resetting performance goals.	4.48	High Level	4.35	High Level
3. He/She creates a functional school-based performance appraisal committee.	4.51	Very High Level	4.41	High Level
4. He/She observes and demonstrates desirable personal and professional behaviors like respect, honesty, dedication, patriotism, and genuine concern for others.	4.50	Very High Level	4.49	High Level

5. He/She endorses appointments, promotions, and transfers based on merit and needs in the interest of the service.	4.46	High Level	4.35	High Level
Overall Mean	4.49	High Level	4.41	High Level

Table 19 illustrates the level of school heads' accountability under the domain of developing self and others, with an overall mean of 4.49 for lower educational attainment and 4.41 for higher educational attainment. This implies that having a higher level of education may have some benefits in terms of knowledge and abilities.

Table 20. *Level of school heads' accountability in the domain of building connections when grouped by highest educational attainment*

Building Connections	Highest Educational Attainment			
	Lower		Higher	
Items	Mean	Interpretation	Mean	Interpretation
1. The school head establishes school and family partnerships that promote students' peak performance.	4.52	Very High Level	4.41	High Level
2. He/She organizes programs that involve parents and other school stakeholders to promote learning.	4.48	High Level	4.51	Very High Level
3. He/She establishes sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/ MOU or Adopt-a-School Program policies.	4.50	Very High Level	4.46	High Level
4. He/She participates actively in community affairs.	4.47	High Level	4.35	High Level
5. He/She promotes the school's image through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	4.44	High Level	4.38	High Level
Overall Mean	4.48	High Level	4.42	High Level

Table 20 illustrates the level of school heads' accountability in building connections, with an overall mean of 4.48 for lower educational attainment and 4.42 for higher educational attainment. This shows that educational qualifications do not determine the level of accountability in this domain.

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Table 21. *Difference in the level of school heads' accountability in the domain of leading strategically when grouped according to selected variables*

Leading Strategically

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	65	65.25	2096.0		0.583	Not Significant
	Older	68	68.68				
Length of Service	Shorter	64	64.80	2067.5	0.05	0.498	Not Significant
	Longer	69	69.04				
Highest Educational Attainment	Lower	96	66.96	1722.0		0.983	Not Significant
	Higher	37	67.11				

Table 21 indicates that there is no significant value (p>0.05), demonstrating that the degree of school heads' accountability in strategically leading did not alter regardless of parameters like age, length of service, and other variables.

Table 22. *Difference in the level of school heads' accountability in the domain of managing school operations when grouped according to selected variables*

Managing School Operations and Resources

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	65	66.36	2168.5		0.839	Not Significant
	Older	68	67.61				
Length of Service	Shorter	64	67.23	2193.0	0.05	0.941	Not Significant
	Longer	69	66.78				
Highest Educational Attainment	Lower	96	67.36	1741.5		0.850	Not Significant
	Higher	37	66.07				

Table 22 summarizes the results of the analysis on the difference in the level of school head's accountability in managing school operations when grouped according to selected variables. All the *p*- values of 0.839, 0.941, and 0.850 for age, length of service, and educational attainment were found to be higher than the 0.05 level of significance and were henceforth deemed not significant. Simply put, the result suggests that regardless of factors such as age, length of service, and other variables, the level of school heads' accountability in managing school operations and resources remains consistent.

Table 23. *Difference in the level of school heads' accountability in the domain of focusing on teaching and learning when grouped according to selected variables*

Leading Strategically

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Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	65	67.30	2190.5		0.823	Not Significant
	Older	68	66.71				
Length of Service	Shorter	64	66.84	2198.0	0.05	0.960	Not Significant
	Longer	69	67.14				
Highest Educational Attainment	Lower	96	67.54	1724.5		0.776	Not Significant
	Higher	37	65.61				

      Table 23 summarizes the results of the analysis on the difference in the level of school heads' accountability in teaching and learning when grouped according to selected variables. All the *p*-values of 0.823, 0.960, and 0.776 for age, length of service, and educational attainment were found to be higher than the 0.05 level of significance and were henceforth deemed not significant. The figures suggest that regardless of factors such as age, length of service, and other variables, the level of school heads' accountability in focusing on teaching and learning remains consistent.

Table 24. *Difference in the level of school heads' accountability in the domain of developing self and others when grouped according to selected variables*

Developing Self and Others

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	65	65.68	2124.0		0.679	Not Significant
	Older	68	68.26				
Length of Service	Shorter	64	65.99	2143.5	0.05	0.756	Not Significant
	Longer	69	67.93				
Highest Educational Attainment	Lower	96	67.68	1711.0		0.727	Not Significant
	Higher	37	65.24				

      Table 24 summarizes the results of the analysis on the difference in the level of school heads' accountability in developing self and others when grouped according to selected variables. All the *p*-values of 0.679, 0.756, and 0.727 for age, length of service, and educational attainment were found to be higher than the 0.05 level of significance and were henceforth deemed not significant. It provides evidence that regardless of factors such as age, length of service, and other variables, the level of school heads' accountability in developing self and others remains constant.

Table 25. *Difference in the level of school heads' accountability in the domain of building connections when grouped according to selected variables*

Building Connections

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation

Age	Younger	65	66.55	2180.5		0.886	Not Significant
	Older	68	67.43			
Length of Service	Shorter	64	66.84	2197.5	0.05	0.959	Not Significant
	Longer	69	67.15			
Highest Educational Attainment	Lower	96	67.15	1761.5		0.938	Not Significant
	Higher	37	66.61			

Table 25 summarizes the results of the analysis on the difference in the level of school heads' accountability in building connections when grouped according to selected variables. All the *p*-values of 0.886, 0.959, and 0.938 for age, length of service, and educational attainment were found to be higher than the 0.05 level of significance and were henceforth deemed not significant. These figures suggest that despite factors such as age, length of service, and other variables, the level of school heads' accountability in building connections remains consistent.

CONCLUSION AND RECOMMENDATION

The study's findings revealed that school heads' have a strong sense of accountability in focusing on teaching and learning; however, there is room for improvement in leading strategically, managing school operations and resources, developing self and others, and building connections. The findings also suggest the importance of addressing the accountability concerns of different teacher groups to ensure a cohesive and effective school management system by strengthening the training, seminars/workshops fostering professional growth, promoting effective school management practices, creating a supportive, empowering environment for the school heads' and ultimately improving the quality of education in schools.

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