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Strategic management practices and organizational culture of secondary schools in Bambang I and II Districts and their relationship to organizational effectiveness

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Abstract

This study examined the determining role of strategic management practices and organizational culture in the organizational effectiveness of public secondary schools in Bambang I and II Districts during Academic Year 2026-2027. Specifically, it assessed strategic management practices in terms of leadership and governance, curriculum and instruction, accountability for continuous improvement, and resource management; organizational culture in terms of power, task, people, and role cultures; and organizational effectiveness in terms of goal achievement, resource utilization, adaptability, internal processes, employee performance, innovation, and stakeholder satisfaction. The study employed a quantitative research design using the descriptive-correlational method, involving 146 secondary school teachers selected through multi-stage sampling. Data were gathered using valid and reliable research instruments and analyzed using the mean, Spearman Rank Correlation, and Coefficient of Determination. Hypotheses were tested at the 0.05 level of significance. Results revealed that strategic management practices were rated Very Good (M = 4.49), with curriculum and instruction obtaining the highest mean (M = 4.66). Organizational culture was likewise rated Very Good (M = 4.37), with role culture receiving the highest mean (M = 4.65). Organizational effectiveness was also rated Very Good (M = 4.47), with adaptability and stakeholder satisfaction obtaining the highest ratings (M = 4.56). However, strategic management practices and organizational effectiveness ($\rho = 0.077$, $p = .355$), organizational culture and organizational effectiveness ($\rho = 0.025$, $p = .766$), and strategic management practices and organizational culture ($\rho = 0.091$, $p = .274$) demonstrated very weak, statistically nonsignificant positive relationships. Consequently, the study proposed the Context-Responsive School Organization Development Theory (CRSODT), emphasizing context-responsive planning, systematic organizational assessment, and coordinated improvement initiatives. The findings provide insights for evidence-based educational management and institutional development.

Keywords: strategic management practices, organizational culture, organizational effectiveness

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1. Introduction

In the contemporary educational landscape around the world, secondary schools are expected to operate not only as centers of learning but also as dynamic organizations capable of responding to rapidly changing social, technological, and policy environments. The increasing demand for quality education, accountability, and sustainable school improvement has heightened the importance of effective management and leadership practices. Strategic management enables school leaders around the world to formulate long-term goals, align resources, and implement programs that promote continuous improvement. At the same time, organizational culture shapes the values, beliefs, and behaviors that influence how members of the school community work together toward achieving educational objectives. The interaction between these two organizational dimensions plays a crucial role in determining the overall effectiveness of schools.

Globally, educational institutions are confronted with challenges such as educational reforms, digital transformation, resource constraints, and diverse stakeholder expectations. In the Philippines, the Department of Education continues to strengthen school-based management and institutional accountability to improve learner outcomes and organizational performance. Within local contexts, particularly in secondary schools situated in first-class municipalities, school leaders are expected to balance strategic planning with the cultivation of a positive organizational culture that supports innovation, collaboration, and excellence. Despite these expectations, variations in school effectiveness remain evident, suggesting the need to examine organizational factors that contribute to successful school performance.

Recent studies emphasize that strategic management practices are critical determinants of organizational success because they provide direction, enhance decision-making, and promote efficient resource utilization. Effective strategic planning enables educational institutions to respond proactively to environmental changes and achieve organizational goals more efficiently (Freolo, 2025). Likewise, organizational culture has been identified as a significant factor influencing leadership effectiveness, employee commitment, and institutional performance. Torres (2022) highlighted that school culture plays a vital role in shaping leadership processes and educational outcomes. Research further indicates that leadership and organizational culture are closely associated with organizational effectiveness. Han and Kim (2022) found that innovation-oriented organizational culture significantly contributes to organizational effectiveness in educational institutions. Similarly, Jolongbayan (2023) reported that leadership competencies of school heads are positively correlated with organizational effectiveness in public secondary schools. In the Philippine context, organizational culture has also been linked to effective public leadership and improved school performance (Escosora & Guhao, 2023).

Given these considerations, this study seeks to determine the strategic management practices and organizational culture of secondary schools in Bambang I and II Districts and examine their impact on organizational effectiveness. The findings may provide valuable insights for school leaders, policymakers, and educational stakeholders in designing interventions that strengthen school performance and promote sustainable organizational development. The study is strongly anchored on various international, national, institutional, and professional development frameworks. Foremost, it supports the United Nations Sustainable Development Goal (SDG) 4, which promotes inclusive, equitable, and quality education and lifelong learning opportunities for all. Effective strategic management and a positive organizational culture contribute to the creation of high-performing schools that can deliver quality educational services and improve organizational outcomes. Likewise, the study aligns with SDG 16, which advocates effective, accountable, and inclusive institutions through sound governance, leadership, and organizational systems.

At the national level, the study is consistent with the National Higher Education Research Agenda (NHERA), particularly in the area of educational management, governance, leadership, policy development, and institutional effectiveness. NHERA emphasizes the generation of research-based evidence to improve educational systems, organizational performance, and leadership practices in Philippine educational institutions. By examining the influence of strategic management and organizational culture on organizational effectiveness, the study contributes to evidence-informed decision-making and educational policy enhancement. The research is likewise anchored on the Department of Education (DepEd) Basic Education Research Agenda under DepEd Order No. 39, s. 2016. Specifically, the study falls under the theme of Governance and Human Resource Development, which focus on organizational management, leadership practices, planning, accountability, and institutional improvement. The investigation of strategic management practices and organizational culture directly addresses DepEd's call for research that informs planning, policy formulation, program implementation, and organizational development within schools.

Furthermore, the study supports the Philippine Professional Standards for Teachers (PPST), particularly Domain 6 (Community Linkages and Professional Engagement) and Domain 7 (Personal Growth and Professional Development). Effective school leadership and a supportive organizational culture create environments that foster collaboration, professional learning communities, and continuous teacher development, all of which are essential components of the PPST framework. Institutionally, the study aligns with the research agenda of the Nueva Vizcaya State University (NVSU), particularly its thrust on educational leadership, governance, organizational development, and sustainable community advancement. The investigation generates empirical evidence that can guide educational leaders in improving organizational practices and institutional performance. Similarly, it supports the College of Arts and Sciences Research Agenda, particularly within the social sciences and education disciplines, which promote studies on organizational behavior, leadership, management systems, institutional effectiveness, and human development. The findings of the study are expected to contribute to the advancement of educational management theories and provide practical interventions for strengthening school effectiveness in Southern Nueva Vizcaya.

Despite the growing body of literature on educational leadership, strategic management, and organizational culture, significant research gaps remain regarding how these organizational factors collectively influence the effectiveness of public secondary schools, particularly within the local context of Bambang I and II Districts. Existing studies have often examined strategic management practices, organizational culture, and organizational effectiveness as separate constructs. While these studies have contributed valuable insights into school leadership and management, there is limited empirical evidence investigating the combined influence of strategic management practices and organizational culture on organizational effectiveness in public secondary schools situated in first-class municipalities. Moreover, many previous investigations were conducted in urban settings, higher education institutions, or private organizations, leaving a gap in understanding the realities experienced by public secondary schools in rural and semi-urban communities.

The researcher was further motivated by the challenges commonly encountered by teachers and school personnel in the implementation of school programs and initiatives. In many schools, teachers experience difficulties related to unclear communication of organizational goals, inconsistencies in policy implementation, limited participation in decision-making processes, and inadequate alignment between school plans and actual practices. These challenges often affect teacher motivation, collaboration, commitment, and overall productivity. When strategic directions are not clearly communicated or effectively implemented, teachers may find it difficult to align their classroom practices and professional activities with the broader goals of the school.

Another concern observed in educational institutions is the variation in organizational culture across schools. Some schools foster a culture characterized by trust, teamwork, innovation, and shared responsibility, while others struggle with issues related to resistance to change, weak collaboration, interpersonal conflicts, and limited stakeholder engagement. Such conditions may influence teachers' job satisfaction, professional growth, and willingness to participate in school improvement initiatives. Consequently, these organizational issues can affect

the overall effectiveness of schools in achieving desired educational outcomes. Furthermore, the increasing demands for accountability, quality assurance, and continuous school improvement require school leaders to adopt effective strategic management approaches while cultivating a positive organizational culture. However, there remains insufficient localized evidence to guide school administrators in identifying which strategic management practices and cultural attributes contribute most significantly to organizational effectiveness.

Recognizing these gaps and challenges, the researcher deemed it necessary to conduct this study to generate empirical evidence that may assist school leaders, policymakers, and educational stakeholders in developing strategies that strengthen organizational performance and create more supportive and productive learning environments for teachers and learners alike. This study examined the extent to which strategic management practices and organizational culture influence organizational effectiveness of secondary schools. The following are the specific objectives of this research investigation.

- To determine the respondents' perceptions of their strategic management practices along the dimensions of leadership and governance, curriculum and instruction, accountability for continuous improvement, and resource management.
- To determine the respondents' perceptions of their organizational culture along the dimensions of power, task, people, and role.
- To assess the respondents' perceptions of their organizational effectiveness along the dimensions of goal achievement, resource utilization, adaptability, internal process, employee performance, innovation, and stakeholder satisfaction.
- To examine whether there are significant relationships between perceived strategic management practices, organizational culture, and organizational effectiveness of the respondents.
- To determine whether there is a significant relationship between perceived strategic management practices and organizational culture of the respondents.
- To develop or derive a theory based on the significant findings of the study that will contribute to the body of knowledge in organizational development and planning.

2. Review of Related Studies

This study is anchored on Ludwig von Bertalanffy's General Systems Theory (1968), which emphasizes that organizations are open systems composed of interrelated and interdependent parts working together toward common goals. In this perspective, an organization cannot be fully understood by examining its components in isolation, as each element continuously interacts with and influences the others within a dynamic environment. Schools, as open systems, constantly receive inputs from the external environment, transform these through internal processes, and produce outputs in the form of organizational and learner outcomes.

Within this theoretical lens, strategic management practices and organizational culture are assumed to determine organizational effectiveness. Strategic management practices represent the *input and directing subsystem* of the school organization. These include leadership and governance, curriculum implementation, accountability for continuous improvement, and resource management. As inputs, these practices set the direction of the school system by defining goals, aligning resources, and guiding decision-making processes in response to internal needs and external educational demands. They establish the structural and operational foundation upon which school activities are implemented.

On the other hand, organizational culture functions as the *transformational or throughput subsystem*, where inputs are processed through shared values, beliefs, norms, and behavioral expectations. In systems theory, this internal environment is critical in determining how effectively organizational inputs are translated into meaningful

actions. A positive organizational culture fosters collaboration, innovation, accountability, and shared commitment, thereby strengthening the implementation of strategic management practices. Conversely, a weak or fragmented culture may hinder coordination, reduce morale, and limit organizational performance. On the other hand, organizational effectiveness serves as the *output subsystem* of the school as an open system. It is reflected in goal achievement, resource utilization, adaptability, internal process efficiency, employee performance, innovation, and stakeholder satisfaction. These outputs represent the overall success of the school in transforming strategic inputs through cultural processes into desired educational outcomes.

The use of Systems Theory is strongly justified in this study because it provides a holistic and integrative framework for understanding how strategic management practices, organizational culture, and organizational effectiveness interact within a school system. Bertalanffy's General Systems Theory (1968), as reinforced in contemporary literature, emphasizes that organizations are open systems where elements are dynamically interconnected and mutually influential. Recent studies highlight that systems thinking allows researchers to explain how leadership processes, cultural dynamics, and performance outcomes continuously interact rather than operate independently (Verhoeff et al., 2018).

In this study, strategic management practices function as the directing subsystem, organizational culture as the transformative subsystem, and organizational effectiveness as the emergent output of system interactions. This aligns with modern organizational perspectives that emphasize interdependence, feedback loops, and emergent properties in institutional performance (Teece, 2018). Therefore, Systems Theory provides a strong analytical lens because it captures the complexity of school organizations and explains how alignment among subsystems leads to improved effectiveness. Strategic management practices in educational institutions are critical mechanisms that guide schools toward achieving their goals and ensuring continuous improvement. In this study, strategic management practices are examined along the dimensions of leadership and governance, curriculum and instruction, accountability for continuous improvement, and resource management. Leadership and governance refer to how school heads establish direction, make decisions, and ensure participatory management structures that promote transparency and shared responsibility. Effective leadership is essential in aligning school goals with stakeholder expectations and policy mandates (Bryson et al., 2018).

Curriculum and instruction as a dimension emphasize the implementation of relevant, responsive, and high-quality instructional programs that directly influence learner outcomes. Strategic management ensures that curriculum delivery is aligned with learning standards and continuously improved through evidence-based practices and instructional supervision (Hitt et al., 2020). Accountability for continuous improvement focuses on the establishment of monitoring, evaluation, and feedback systems that ensure school performance is regularly assessed and improved. This dimension reflects the growing emphasis on data-driven decision-making and performance accountability in educational management (OECD, 2020). Resource management, the fourth dimension, involves the efficient and equitable allocation of human, financial, and material resources to support school programs and priorities. Effective resource management ensures sustainability and operational efficiency, which are essential for achieving organizational goals (Freeman et al., 2020). Collectively, these dimensions demonstrate that strategic management practices are not isolated actions but interconnected processes that enable schools to function effectively as organizations. Recent studies emphasize that strong strategic management systems enhance organizational adaptability, performance, and long-term sustainability in educational institutions (George et al., 2019). Therefore, examining these dimensions provides a comprehensive understanding of how strategic leadership contributes to school effectiveness.

Organizational culture in educational institutions plays a vital role in shaping behavior, guiding interactions, and influencing overall school performance. In this study, organizational culture is examined along the dimensions of power, task, people, and role cultures. Power culture refers to the concentration of authority in key individuals or leaders who make critical decisions and direct organizational activities. In schools, this dimension reflects how school heads exercise influence and control in decision-making processes, which can either promote efficiency or limit participation depending on leadership style (Schein & Schein, 2019). Task culture emphasizes teamwork,

collaboration, and problem-solving, where individuals work together based on expertise to accomplish specific goals. This dimension is particularly relevant in schools where instructional teams, committees, and learning communities collaborate to improve teaching and learning outcomes. Recent studies highlight that task-oriented cultures enhance innovation, adaptability, and collective performance in educational settings (Kalkan et al., 2020).

People culture focuses on the development, welfare, and engagement of individuals within the organization. In schools, this dimension highlights the importance of supporting teachers' professional growth, motivation, and job satisfaction. A strong people-oriented culture fosters commitment, reduces turnover, and enhances instructional effectiveness (Cameron & Quinn, 2019). Role culture, on the other hand, is characterized by clearly defined roles, responsibilities, rules, and procedures that ensure stability and order within the organization. In the educational context, this dimension ensures that teachers, administrators, and staff understand their functions and operate within established policies and standards. According to contemporary organizational studies, role clarity enhances efficiency, accountability, and coordination in complex institutions such as schools (Jones & Jones, 2021). Collectively, these four dimensions illustrate that organizational culture is a multifaceted construct that significantly influences how schools function and perform. Recent literature emphasizes that a balanced culture integrating power, task, people, and role orientations contributes to improved organizational adaptability, collaboration, and effectiveness in educational institutions (Schein & Schein, 2019; Kalkan et al., 2020).

Organizational effectiveness in educational institutions refers to the extent to which schools are able to achieve their goals, efficiently use resources, and respond to internal and external demands. In this study, organizational effectiveness is examined along the dimensions of goal achievement, resource utilization, adaptability, internal process, employee performance, innovation, and stakeholder satisfaction. Goal achievement refers to the extent to which schools accomplish their planned objectives in terms of academic performance, institutional targets, and policy implementation. This reflects the alignment between strategic direction and actual outcomes, which is a core indicator of effectiveness in educational organizations (George et al., 2019). Resource utilization pertains to how efficiently schools manage human, financial, and material resources to support instructional and administrative functions. Effective resource utilization ensures sustainability and maximizes institutional productivity. Adaptability refers to the school's ability to respond to changes in policies, educational reforms, and environmental challenges. Contemporary studies emphasize that adaptive organizations are more resilient and capable of sustaining long-term performance in dynamic contexts (OECD, 2020).

Internal process focuses on the efficiency and effectiveness of school operations, including communication systems, decision-making procedures, and administrative workflows. Employee performance highlights the productivity, competence, and commitment of teachers and staff in fulfilling their responsibilities. Innovation refers to the ability of schools to introduce new ideas, strategies, and practices that improve teaching, learning, and management processes. Research indicates that innovation is a key driver of sustained organizational success in educational institutions (Hitt et al., 2020). Lastly, stakeholder satisfaction reflects the level of contentment among learners, parents, teachers, and community partners regarding the services provided by the school. High stakeholder satisfaction is often associated with strong leadership, effective communication, and quality service delivery. Collectively, these dimensions present organizational effectiveness as a multidimensional construct that captures both performance outcomes and institutional sustainability, consistent with contemporary views on educational management effectiveness (George et al., 2019; OECD, 2020).

Recent empirical studies strongly support the relationship between strategic management practices, organizational culture, and organizational effectiveness in organizations, including educational institutions. A study by Samad et al. (2018) found that both strategic management practices and organizational culture significantly influence organizational performance, with organizational culture emerging as the strongest predictor of effectiveness in government organizations. Similarly, research by Ou et al. (2018) emphasized that organizational culture acts as a mediating mechanism between leadership and performance outcomes, reinforcing the idea that internal cultural dynamics shape how strategies are implemented and translated into results. In educational settings, studies further confirm that leadership-driven strategic processes and shared cultural values

significantly enhance school effectiveness and employee performance (Karadağ & Öztekin, 2018). Moreover, George et al. (2019) highlighted that strategic planning improves organizational performance through better alignment of resources, goals, and implementation systems. These findings collectively suggest that schools function as integrated systems where strategic management and organizational culture interact to produce measurable organizational effectiveness, thereby supporting the theoretical assumptions of the present study

3. Methodology

This study employed a quantitative research design using the descriptive-correlational method to examine the relationship between strategic management practices, organizational culture, and organizational effectiveness in secondary schools in Bambang I and II Districts, Schools Division of Nueva Vizcaya. This design enabled the researcher to describe the levels of the variables and determine their relationships without manipulating any conditions. The research was conducted in five public secondary and integrated schools: Bambang National High School, Salinas High School, Sto. Domingo Integrated School, San Fernando Integrated School, and Indiana Integrated School. These institutions represented diverse school profiles in terms of size, location, organizational structure, and community engagement, providing an appropriate setting for investigating organizational management and effectiveness.

The respondents consisted of 146 secondary school teachers selected from a population of 210. A multi-stage sampling procedure was employed, utilizing stratified random sampling to ensure proportional representation from each school, followed by simple random sampling to select individual respondents. The Raosoft Online Sample Size Calculator and lottery or computer-generated randomization were used to determine and select the appropriate sample. Data were gathered using three standardized research instruments: the 24-item Strategic Management Practices Scale developed by Bolintao et al. (2026), the 32-item Organizational Culture Scale developed by Zulueta et al. (2024), and the 42-item Organizational Effectiveness Descriptive Questionnaire developed by Quimson et al. (2024). These instruments demonstrated satisfactory reliability, with Cronbach's alpha coefficients of 0.917 and 0.928 for the strategic management practices and organizational culture scales, respectively. Responses were measured using a five-point Likert scale ranging from Always to Never.

Data gathering commenced upon securing the necessary administrative permissions and endorsements. Questionnaires were personally administered to selected respondents, accompanied by informed consent. Participation was voluntary, with confidentiality, anonymity, and the right to withdraw strictly observed. For statistical analysis, the mean was used to determine the perceived levels of strategic management practices, organizational culture, and organizational effectiveness. Spearman Rank Correlation was employed to determine the strength, direction, and significance of relationships among the variables, with hypotheses tested at the 0.05 level of significance. The findings provided empirical evidence to support evidence-based decision-making, leadership development, and organizational improvement in the participating secondary schools.

4. Results and Discussion

The main scope of this study was to investigate the determining role of strategic management practices and organizational culture in the organizational effectiveness of public secondary schools in Bambang I and II Districts during the academic year 2026-2027. The study utilized a quantitative research design employing the descriptive-correlational method, with secondary school teachers serving as respondents. Data were collected using valid and reliable research instruments and were analyzed using the mean, Spearman Rank Correlation, and Coefficient of Determination (CD). All hypotheses were tested at the 0.05 level of significance.

Specifically, the study aimed to: (1) determine the respondents' perceptions of strategic management practices in terms of leadership and governance, curriculum and instruction, accountability for continuous improvement, and resource management; (2) determine the respondents' perceptions of organizational culture in terms of power, task, people, and role cultures; (3) assess the respondents' perceptions of organizational effectiveness in terms of

goal achievement, resource utilization, adaptability, internal process, employee performance, innovation, and stakeholder satisfaction; (4) examine whether significant relationships existed among the respondents' perceived strategic management practices, organizational culture, and organizational effectiveness; (5) determine whether a significant relationship existed between the respondents' perceived strategic management practices and organizational culture; and (6) develop or derive a theory from the significant findings of the study that would contribute to the body of knowledge on organizational development and planning. Based on the objectives of the study, the following are the significant findings of the study.

The findings revealed that strategic management practices in secondary schools in Bambang I and II Districts were rated Very Good, with a grand mean of 4.49. Curriculum and instruction obtained the highest mean of 4.66, followed by accountability for continuous improvement (4.50), resource management (4.46), and leadership and governance (4.32). These results indicate favorable perceptions of instructional management, performance monitoring, and resource utilization.

Table 1

Mean and Qualitative Description of the Perceived Strategic Management Practices of the Respondents (n=146)

Strategic Management Practices	Area Mean	Qualitative Description
Leadership and Governance	4.32	Very Good
Curriculum and Instruction	4.66	Excellent
Accountability for Continuous Improvement	4.50	Excellent
Resource Management	4.46	Very Good
Grand Mean	4.49	Very Good

The findings revealed that organizational culture in secondary schools in Bambang I and II Districts was rated Very Good, with a grand mean of 4.37. Role culture obtained the highest mean of 4.65, followed by people culture (4.51), task culture (4.18), and power culture (4.14). These results indicate clear organizational structures, supportive personnel practices, and generally evident teamwork.

Table 2

Mean and Qualitative Description of the Perceived Organizational Culture of the Respondents (n=146)

Organizational Culture	Area Mean	Qualitative Description
Power Culture	4.14	Very Good
Task Culture	4.18	Very Good
People Culture	4.51	Excellent
Role Culture	4.65	Excellent
Grand Mean	4.37	Very Good

The findings revealed that organizational effectiveness in secondary schools in Bambang I and II Districts was rated Very Good, with a grand mean of 4.47. Adaptability and stakeholder satisfaction obtained the highest means of 4.56, followed by internal processes (4.52), resource utilization (4.41), employee performance and innovation (4.45 each), and goal achievement (4.31). These results indicate favorable perceptions of schools' adaptability, operational processes, and stakeholder relationships.

Table 4

Mean and Qualitative Description of the Perceived Organizational Effectiveness of the Respondents (n=146)

Organizational Effectiveness	Area Mean	Qualitative Description
Goal Achievement	4.31	Very Good
Resource Utilization	4.41	Very Good
Adaptability	4.56	Excellent
Internal Process	4.52	Excellent
Employee Performance	4.45	Very Good
Innovation	4.45	Very Good
Stakeholder Satisfaction	4.56	Very Good
Grand Mean	4.47	Very Good

The findings revealed very weak positive relationships between strategic management practices and organizational effectiveness (rho = 0.077, p = 0.355) and between organizational culture and organizational effectiveness (rho = 0.025, p = 0.766)) among 146 respondents. Both relationships were statistically nonsignificant at the 0.05 significance level, indicating insufficient evidence to establish significant associations between the variables. Although strategic management practices, organizational culture, and organizational effectiveness were generally rated favorably, the results did not demonstrate significant relationships. These findings highlight the need to investigate other organizational factors while avoiding causal conclusions from the correlation results.

Table 5

Correlation Coefficient Between the Strategic Management Practices and Organizational Effectiveness of the Respondents (n=146)

Compared Variables	Computed Rho-value	p-value	Remarks
Strategic Management Practices VS Organizational Effectiveness	0.077 *(very weak relationship)*	0.355	Not Significant

Table 6

Correlation Coefficient Between the Organizational Culture and Organizational Effectiveness of the Respondents (n=146)

Compared Variables	Computed Rho-value	p-value	Remarks
Organizational Culture VS Organizational Effectiveness	0.025 *(very weak relationship)*	0.766	Not Significant

The findings revealed a very weak positive relationship between strategic management practices and organizational culture, with a computed rho-value of 0.091. However, the p-value of 0.274 exceeded the 0.05 significance level, indicating that the relationship was not statistically significant. Thus, there was insufficient evidence to establish a significant association between the variables among the 146 respondents. Although both strategic management practices and organizational culture were generally rated favorably, their relationship was

minimal. The findings suggest that these dimensions should be assessed independently while recognizing that further research may clarify their potential interactions in secondary schools.

Table 7

Correlation Coefficient Between the Strategic Management Practices and Organizational Culture of the Respondents (n=146)

Compared Variables	Computed Rho-value	p-value	Remarks
Strategic Management Practices VS Organizational Culture	0.091 *(very weak relationship)*	0.274	Not Significant

Based on the study's findings, the Context-Responsive School Organization Development Theory (CRSODT) is proposed as a theoretical contribution to organizational development and planning. Derived from the study on strategic management practices, organizational culture, and organizational effectiveness in secondary schools in Bambang I and II Districts, the theory conceptualizes these variables as distinct yet potentially complementary dimensions of school development. It emphasizes the importance of context-responsive planning, systematic organizational assessment, and coordinated improvement initiatives. The proposed theory provides a preliminary framework for understanding school development and requires further empirical investigation to establish its validity and applicability across educational settings.

5. Conclusions

Based on the significant findings of the study, the following conclusions were drawn.

- Strategic management practices in secondary schools in Bambang I and II Districts were rated Very Good, indicating favorable implementation of instructional management, performance monitoring, and resource utilization.
- Organizational culture was rated Very Good, reflecting clear organizational roles, supportive personnel practices, and teamwork.
- Organizational effectiveness was rated Very Good, indicating favorable perceptions of school adaptability, internal processes, and stakeholder relationships.
- The relationship between strategic management practices and organizational culture with organizational effectiveness were very weak and positive but not statistically significant.
- The relationship between strategic management practices and organizational culture was very weak and positive but not statistically significant.
- Based on the study's findings, the Context-Responsive School Organization Development Theory (CRSODT) was proposed as a theoretical contribution to organizational development and planning.

Recommendations - Based on the conclusions of the study, the following recommendations are proposed to strengthen strategic management practices, organizational culture, and organizational effectiveness in secondary schools in Bambang I and II Districts.

- School heads are encouraged to sustain effective strategic management practices, particularly in curriculum and instruction and accountability for continuous improvement. They should strengthen leadership and governance through transparent decision-making, regular consultation with teachers, and

participatory planning. Schools may conduct quarterly reviews of school improvement plans, monitor the implementation of instructional programs, and assess the utilization of human, financial, and material resources to identify areas requiring improvement.

- School heads are encouraged to maintain clear organizational roles and supportive personnel practices while strengthening teamwork and participatory leadership. Regular collaborative planning sessions, professional learning community meetings, mentoring activities, and recognition programs may be implemented to promote cooperation, staff engagement, and shared responsibility. School administrators should also gather feedback from teachers to identify cultural practices that need improvement and ensure that school policies support fairness, respect, and professional growth.

- Schools are encouraged to sustain their strengths in adaptability, internal processes, and stakeholder relationships while strengthening goal achievement, employee performance, resource utilization, and innovation. School heads and teachers may establish measurable performance targets, conduct quarterly progress reviews, and use assessment results to guide instructional interventions. Regular consultations with parents and community stakeholders may also help schools identify concerns, improve support services, and align school programs with learner and community needs.

- Since the relationships between strategic management practices and organizational effectiveness and between organizational culture and organizational effectiveness were very weak and not statistically significant, school administrators should avoid assuming that favorable management practices or organizational culture ratings automatically correspond to higher organizational effectiveness. Instead, they should assess each dimension independently, identify specific organizational gaps, and develop targeted improvement plans. Future evaluations may examine additional factors, such as teacher motivation, school leadership styles, stakeholder participation, professional development, and resource availability, to determine whether these variables are associated with organizational effectiveness.

- Given the very weak and statistically nonsignificant relationship between strategic management practices and organizational culture, school heads are encouraged to evaluate both dimensions separately while promoting coordination between strategic planning and cultural development. For example, school improvement planning may include consultation with teachers, collaborative goal-setting, transparent communication, and shared monitoring of school targets. Periodic teacher feedback and organizational assessments may help determine whether these initiatives address the needs of school personnel and support the school's development priorities.

- Educational leaders, school administrators, and future researchers may use the proposed Context-Responsive School Organization Development Theory as a preliminary framework for planning and evaluating school improvement initiatives. Schools may pilot its principles through systematic assessment, context-based planning, stakeholder participation, implementation of targeted interventions, and regular monitoring of results. The proposed theory should be refined and empirically tested before being considered an established theoretical model. Evidence from pilot applications may be used to assess its practicality, identify necessary revisions, and determine its usefulness in guiding organizational development and planning.

- Future researchers are encouraged to replicate the study using other research methods and different educational settings, such as elementary schools, private schools, senior high schools, and schools in other districts or provinces. Qualitative methods, including interviews and focus group discussions, may provide deeper insights into teachers' experiences and the organizational conditions underlying the findings. Mixed-methods research may combine survey results with qualitative evidence, while longitudinal studies may examine changes over time. Researchers may also investigate additional variables, such as leadership styles, teacher motivation, organizational commitment, professional learning, stakeholder engagement, and resource adequacy. These approaches may help clarify the

relationships among strategic management practices, organizational culture, and organizational effectiveness and further test the applicability of the proposed theory.

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