

ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – IV Issue - II (March – April) 2026

Frequency: Bimonthly



EXTENT OF COMPLIANCE OF ARCHDIOCESAN SCHOOLS TO PEAC RECERTIFICATION: BASIS FOR INTERVENTION PLAN

MELCHOR SALVADOR UMayAM

Cagayan State University-Aparri Campus, Aparri, Cagayan, Philippines

| **Received:** 18.03.2026 | **Accepted:** 23.03.2026 | **Published:** 04.04.2026

*Corresponding author: MELCHOR SALVADOR UMayAM

Abstract

This study was conducted to evaluate the level of compliance of TASS North Cluster Schools in the PEAC Recertification SY 2022–2023. It sought to analyze the Gap Analysis through comparing the Researcher's Evaluation and the PEAC Evaluation through the Standards and to suggest an intervention plan for upcoming recertification cycles. Utilizing comparative research design, a Checklist of Compliance adopted in PEAC CAI 2018 was used along with forty purposively selected school administrative personnels and faculty members from four TASS schools. Data were analyzed using documentary analysis, calculating means with weights, and gap analysis. Findings showed full compliance only under School Budget and Finances, while most Core and Support Areas still were at partial compliance. The findings suggested that while foundational structures existed, systematic process monitoring and cross domain alignment were inadequate even for the Adaptation Workshop areas reflecting a need for top-down attention to strategic improvement of structures. The main recommendation was to adopt a structured Catch-Up or Intervention Plan in response to the identified gaps, ensure institutional readiness and improve sustained compliance with PEAC standards.

Keywords: PEAC Recertification; Compliance Level; Gap Analysis; Catholic School System; Intervention Plan.

INTRODUCTION

Quality assurance in Education has become imperative globally to ensure accountability and standards of excellence for learning institutions. Accreditation and Certification are imperative for evaluation of the effectiveness of institutions, promoting continuous development, and maintaining high standards of educational quality (Altbach, Reisberg, & de Wit, 2019). The Philippine Qualification Framework further highlights the role of institutional quality assurance systems in ensuring that

educational programs meet established standards and learning outcomes.

Together with the Private Education Assistance Committee (PEAC), the Department of Education (DepEd) had created a Quality Assurance System for private schools participating in the Education Service Contracting (ESC) program.

Sixteen of 19 Schools of Tuguegarao Archdiocesan School System (TASS) underwent PEAC Recertification during the last school

year 2022-2023. Despite the strong compliance assessment framework of PEAC, no academic information is available on how well the TASS schools actually did in total during the latest recertification cycle. While certain schools may receive ratings or remarks, these are often addressed individually and are not analyzed on the system level. Since there is no standardized data, it is difficult to gauge the overall performance of TASS schools particularly on the North Cluster in all the PEAC-recommended areas. More importantly, there is limited data to substantiate the prevalence of persistent compliance gaps.

This study evaluated the extent of compliance level of TASS Schools specifically the North Cluster that went through PEAC recertification in SY 2022. The schools were evaluated on their compliance in both Core and Support Areas using the CAI 2018 Tool, then as the result, the previous PEAC Evaluation and the Researcher's Evaluation of the current school year 2025-2026 were being compared and justified for Gap Analysis. The research helped to develop a culture of continuous improvement in the TASS community and other Catholic school systems.

Statement of the Problems

1. What are the problems and challenges encountered by the TASS schools in the Recertification process?
 - a. Curriculum, Assessment, and Instruction
 - b. Instructional Leadership
 - c. Faculty
 - d. Academic Support and Student Development Services
 - e. Physical Plant and Instructional Support Facilities
 - f. Administration and Governance
 - g. School Budget and Finances
 - h. Institutional Planning and Development
2. What are the parameters or Standards of Compliance subjected for Gaps Analysis?
3. What intervention plan can be deduced based on the findings of the study?

METHODOLOGY

Research Design

This study utilized comparative research design. The study aimed to compare the level of compliance of the chosen TASS schools between their Final Rating in PEAC Recertification school year 2022-2023 and the researcher's evaluation of their level of compliance for school year 2025-2026. Likewise, the study aimed to identify the parameters or standards of compliance that are subject for Gap Analysis. The results of this comparative analysis served as the empirical examination of the areas of non-compliance and the development of the proposed intervention plan that could address the areas of non-compliance and improve the readiness of the schools to further recertification.

Respondents

The number of research participants was established through purposive sampling. The study participants will be purposively selected, and the selection will target on teacher-employees knowledgeable and involved in the school operator process of

PEAC recertification. Respondents of the study were the School Leaders and Management Team (SLMT) and the Faculty members from TASS North cluster schools that have been recertified through PEAC during School Year 2022–2023. They were deemed the most informed to provide precise information on their school's compliance with the core and support areas of the PEAC Certification Assessment Instrument (CAI) 2018. The four selected schools are Cagayan Valley Institute, Lyceum of Camalaniugan, Northeastern Academy of Buguey, and Lyceum of Lal-lo. Each school consists of twelve teacher-employees, and among them, ten will be selected, five admin personnels, and five faculty members, hence total of 40 participants for the study.

Research Instrument

The study utilized the checklist of compliance, which served as the primary basis for comparing two evaluations, the PEAC Evaluation and the Researcher's Evaluation. This research instrument is used by the PEAC in Certification Process called Certification Assessment Instrument 2018. The data obtained through this instrument provided the empirical basis for identifying compliance gaps and formulating a proposed intervention plan to address the schools' areas of non-compliance.

Data Gathering Procedures

An ethics clearance was acquired in the Cagayan State University Ethics Committee with reference code: CSU-IERB-2025-10-253. This established that the study behavior was ethical in line with the university ethics.

After that, the researcher had prior approval to the study by the Superintendent of the Tuguegarao Archdiocesan Schools System (TASS) and the principals of the four schools that were to participate in the study under the North Cluster. This authorization gave access to the relevant documents required in the study especially PEAC Final Certification Reports of School Year 2022-2023.

Data-gathering was done in three steps. The initial step consisted in the acquisition of the school's demographic profile in the electronic Basic Education Information System (E-BEIS) and the Final Certificate Reports in the PEAC Enterprises Information System.

An informed consent was given to each respondent in advance before responding to the questions since the aims of the research were explained and the respondent assured anonymity of responses, and of protection of the personal and institutional data. Only the signatories of the consent could do so. The collections were done in an orderly manner and by taking into account the schedules of the participants. Data were recorded attentively with confidentiality, accuracy, and integrity. All the responses were coded, checked and prepared to analyze.

Data Analysis Plan

Quantitative analysis of all the acquired data was done through descriptive statistical software to make sure that accurate, objective and systematic interpretation of the results that were obtained after the PEAC Certification Reports, and institutional documents.

The compliance levels were examined using weighted mean and descriptive value on the basis of the school's PEAC Final Certification Reports School Year 2022-2023. Descriptive Value that were interpreted is as follows:

1	Limited/Minimal Compliance
---	----------------------------

2	Partial Compliance
3	Substantial Compliance
4	Innovative Compliance

RESULTS AND DISCUSSION

Curriculum, Assessment and Instruction

The table presents the comparison of compliance of TASS Schools Recertification in the latest PEAC Evaluation and Post evaluation conducted by the researcher in CORE AREA of Certification Assessment Instrument 2018.

As shown in the table of Core Area particularly in Curriculum, Assessment and Instruction, the TASS North Cluster schools have an area mean of 1.81 described as “Compliant with Minimal Evidence” from the Latest PEAC Evaluation. On the other hand, the post evaluation rating done by the researcher has an area mean of 2.38, interpreted as “Compliant with Partial Evidence.”

Firstly, the TASS North cluster were rated “Compliant with minimal evidence in the curriculum map’s articulation of vertical learning progressions across grade levels was graded Compliant with little evidence (WM = 1.25) in the latest PEAC Evaluation,, but it improved to Compliant with partial evidence (WM = 2.00) in the researcher’s post-evaluation.

This gap suggests that while there were some aspects of vertical alignment, there was originally little evidence of a consistent and methodical transfer of skills from one grade level to the next. This gap is justified by the lack of clear documentation showing how learning grows cumulatively across levels. Curriculum delivery becomes disjointed in the absence of clearly defined vertical progression, which may result in gaps in critical abilities or duplication of competencies.

Students might not encounter a cohesive developmental learning pathway, it is implied. Weak vertical alignment, according to Cai and Zhang (2022), interferes with instruction continuity and restricts students’ capacity to acquire higher-order abilities, highlighting the necessity for schools to improve progression mapping to guarantee curricular coherence.

Secondly, both the Latest PEAC Evaluation and Post evaluation showed the same interpretation of “compliant with minimal evidence” though with the weighted mean of declining from 1.50 to 1.00 in the conduct of periodic review, revision and updating of the curriculum maps. This ongoing disparity suggests that methods for systematic curriculum revision are either nonexistent or inadequate. This conclusion is justified by the possibility that curricular maps were made but not routinely reviewed to make sure they were in line with new standards, changing teaching methods, or student needs.

The implication is important: curricular content becomes out of date, misaligned, or insufficiently responsive to new demands in education if it is not continuously reviewed.

According to Dela Cruz (2021), curriculum reform necessitates regular, organized evaluation procedures; in the absence of such systems, instructional quality stagnates and the ability to satisfy modern learning objectives is diminished.

Lastly, the use of varied research-based and learner-centered strategies in the classroom for active and engaged student learning and the selection and use of appropriate instructional resources that are aligned with the curriculum maps, standards and competencies in learning plans in each subject area remained compliant with partial evidence with a weighted mean of 2.00 in the Latest PEAC and Post evaluations.

Although these procedures were evident, their use was inconsistent across all subject areas, according to the identified gap. This partial compliance shows that there is variation in the way that education is delivered; some teachers successfully use learner-centered methodologies and associated materials, while others do so inconsistently. It follows that uneven application of these tactics could reduce student participation and result in uneven educational opportunities.

Students receive variable degrees of cognitive challenge and support when research-based and learner-centered practices are only partially adopted, which makes it challenging to attain equal learning results, according to Zhang and Chen (2021).

Table 1a. Level of compliance of the TASS schools to PEAC Recertification standards in Curriculum, Assessment and Instruction

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV
1. A curriculum map in each subject area that:				
a. is aligned with the philosophy, vision, mission, goals and objectives*	1.25	ComMin	2.25	ComPart
b. is aligned with the Kto12 curriculum guides, standards and competencies*	2.00	ComPart	2.50	ComPart
c. shows unpacked Kto12 standards and competencies in different ways in all subjects*	1.25	ComMin	2.50	ComPart
d. shows horizontal alignment between standards, competencies, assessment, instruction and resources in all the learning units*	2.50	ComPart	3.00	ComSubs
e. articulates vertical learning progressions across the different grade levels*	1.25	ComMin	2.00	ComPart
2. The implementation and continuous improvement of the curriculum maps by:				
a. checking that the standards and competencies, activities and	1.50	ComMin	2.00	ComPart

assessments and resources and integration of the PVMGO in the curriculum maps are reflected in the unit learning plans				
b. conducting a periodic review, revision and updating of the curriculum maps	1.50	ComMin	1.00	ComMin
3. Learning plans in each subject area that show:				
a. use of and alignment with curriculum standards	2.00	ComPart	2.50	ComPart
b. a systematic and progressive development of students' skills resulting in understanding and culminating in transfer of learning*	2.25	ComPart	2.50	ComPart
c. use of varied research-based and learner-centered strategies in the classroom for active and engaged student learning*	2.00	ComPart	2.00	ComPart
d. incorporation of the philosophy, vision-mission, teaching of the 21st century skills, the use of real world situations, inter-subject integration and use of technology*	1.00	ComMin	3.00	ComSubs
e. provisions of different activities that are sensitive to and address the learners' varied interests and learning styles	1.50	ComMin	2.00	ComPart
f. selection and use of appropriate instructional resources that are aligned with the curriculum maps, standards and competencies	2.00	ComPart	2.00	ComPart
4. A system of formulating varied assessments that measure students' performance of standards and competencies, transfer of learning and development of 21st century learning skills*	2.00	ComPart	3.00	ComSubs
5. An intervention program for students with learning difficulties*	2.75	ComPart	3.00	ComSubs
6. Teachers' performance of instructional procedures that show the use, development and attainment of Kto12 standards & competencies*	2.25	ComPart	2.75	ComPart
Area Mean	1.81	Compliant with Minimal Evidence	2.38	Compliant with Partial Evidence

Instructional Leadership

As evidenced on the table, the TASS North cluster schools' Instructional Leadership has an area mean of 2.08, interpreted as "Compliant with Partial Evidence" in the Latest PEAC Evaluation, to 2.65, which is likewise considered Compliant with Partial Evidence in the Post-PEAC Evaluation.

First, the system of TASS North cluster schools for networking and establishing partnerships with various organizations and agencies and dialoguing with them on their possible contributions to the school's attainment of its philosophy, vision-mission, goals and objectives and curriculum goals remained "Compliant with Minimal Evidence" both in latest PEAC Evaluation rating of 0.75 WM and in Post evaluation rating of 1.50 WM.

Even while it has improved, there is still a significant gap and little evidence. The highlighted gap is caused by the absence of strategic connections that support the school's philosophy, vision-mission, and curriculum objectives, as well as the lack of formalized relationships and documentation of collaborative engagements.

It implies that schools may lose out on chances for resource sharing, curriculum enrichment, faculty development partnerships, and community-based learning programs in the absence of strong external partnerships. The ongoing deficiency in this area suggests that TASS schools are not fully utilizing outside expertise and support structures that contribute to holistic education.

Networking is crucial for improving curriculum relevance and stakeholder participation. Flores (2020) emphasizes that a lack of evidence about networking and collaborations limits schools' access to community support networks and extended learning resources, which in turn limits curriculum enrichment and stakeholder involvement.

Second, regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making showed an improvement from compliant with minimal evidence (1.00) in the latest PEAC Evaluation to compliant with partial evidence (2.00) in the Post evaluation done by the researcher.

The gap found indicates that there was little evidence of data-driven behaviors since the early procedures for collecting and evaluating student performance data were either inconsistent or inadequately recorded. This gap can be explained by the absence of defined data protocols or structured systems, which may have made it more difficult for school administrators to make prompt, evidence-based instructional decisions.

This gap implies that decisions about curriculum modifications, teacher support, and student interventions would not adequately meet real learner needs in the absence of systematic data collection and appropriate distribution to instructional leaders. This makes it more difficult for the school to design focused reforms and effectively address learning gaps.

Lopez (2022) asserts that schools that use data sparingly or inconsistently find it difficult to develop responsive instructional interventions, which leads to fewer informed leadership decisions and less of an impact on student progress. This emphasizes how

crucial it is to set up consistent data procedures in order to support instructional leadership and guarantee that choices are based on precise and timely learning evidence.

Table 1b. Level of compliance of the TASS schools to PEAC Recertification in Instruction Leadership

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV
1. A system that actively communicates to various stakeholders the school's Vision, Mission, and Kto12 standards and directions and school's development of innovations in curriculum development, assessment and instruction*	2.75	ComPart	3.00	ComSubs
2. A system for monitoring and evaluating the extent of alignment of school operations with the school's philosophy, vision-mission, goals and objectives and accomplishment of curriculum goals*	2.00	ComPart	2.00	ComPart
3. Regular collection, interpretation and dissemination of data on student learning and performance to top and key school leaders towards informed decision-making*	1.00	ComMin	2.00	ComPart
4. Continuous improvement of the curriculum and instruction through development activities in the Standards-based School Improvement Plan area of Curriculum, Assessment and Instruction*	3.00	ComSubs	3.00	ComSubs
5. A supervisory program that:				
a. monitors and evaluates teachers' instructional effectiveness and use of the standards in curriculum development, assessment and instruction	2.75	ComPart	3.00	ComSubs
b. provides coaching and mentoring activities for faculty in the teaching and learning of the Kto12 standards and 21st century skills	3.00	ComSubs	3.00	ComSubs
6. A system for teachers to periodically and collaboratively analyze data on student performance and plan interventions that enable students to meet the standards and related competencies	1.00	ComMin	3.00	ComSubs
7. Provision for timely access to and optimum use of instructional resources, facilities materials and equipment	2.00	ComPart	3.00	ComSubs
8. A professional development plan for the instructional leaders and academic coordinators that provides for their academic upgrading and updating them on current trends in curriculum development, teaching and learning and instructional management*	2.50	ComPart	3.00	ComSubs
9. A system for networking and establishing partnerships with various organizations and agencies and dialoguing with them on their possible contributions to the school's attainment of its philosophy, vision-mission, goals and objectives and curriculum goals	0.75	ComMin	1.50	ComMin
Area Mean	2.08	Compliant with Partial Evidence	2.65	Compliant with Partial Evidence

Faculty

The table shows the comparison of compliance of TASS Schools Recertification in the latest PEAC Evaluation and Post evaluation conducted by the researcher in CORE AREA of Certification Assessment Instrument 2018.

Findings show that the TASS North cluster schools showed a compliant with partial evidence in Faculty Area, though an overall weighted mean increased from 2.34 in the Latest PEAC Evaluation to 2.59 in the Post-PEAC Evaluation.

First, the TASS North cluster school's faculty development plan designed to enable teachers to organize and participate in Professional Learning Communities for collaborative work, peer observation and improved student learning is rated as compliant with minimal evidence (1.25) in the latest PEAC Evaluation, while it showed a significant improvement to compliant with partial evidence (2.50).

This suggests that while peer observation, collaborative practices, and PLC structures were in place during the PEAC visit, there was

insufficient documentation or inconsistent application. The gap found indicates that there was little indication of long-term professional collaboration since PLC activities were either sporadic, loosely carried out, or not clearly in line with the Faculty Development Plan. Also, this gap can be explained by the lack of systematic planning, monitoring, and integration of PLCs into faculty practices.

However, this gap has important implications: teachers have less opportunity to participate in reflective discourse, exchange techniques, and work together to address students' learning needs in the absence of a well-implemented PLC framework. This may result in uneven teaching methods and a slower rate of improvement in the caliber of training.

Weak or barely organized PLCs impair curricular responsiveness and lessen the effectiveness of collaborative professional learning, which results in less significant support for student accomplishment (Santos, 2021). This emphasizes the necessity of a more firmed Faculty Development Plan that guarantees frequent peer observation, institutionalizes PLCs, and fosters a culture of ongoing cooperative progress.

Second, a system of assigning teachers' loads compliant with their qualifications and other DepEd Requirements remained no

improvement in the level of compliance which is "compliant with partial evidence" though a decrease from 2.50 weighted mean in the latest PEAC Evaluation to 2.00 in the Post evaluation.

This trend shows that although the system for allocating teaching loads is typically in line with DepEd requirements and teacher credentials, its application is nonetheless uneven. The detected gap implies that documentation demonstrating strict compliance may be inadequate or inconsistently updated, and that teacher loads may not always entirely match specialization, licensure, grade-level competencies, or suggested teaching hours. The potential for staffing shortages, multi-role assignments, or a lack of consistently maintained qualification-task alignment data all serve to justify this disparity.

This gap implies that instructional efficacy may be jeopardized in the absence of properly adjusted teacher loads based on specialized and statutory standards. Lesson quality, learner mastery, and instructor workload stress can all be negatively impacted by misaligned teaching assignments.

Reyes (2022) asserts that high-quality instruction depends on matching instructor competence with assigned subjects; any mismatch can lower student performance and classroom effectiveness.

Table 1c. Level of compliance of the TASS schools to PEAC Recertification in Faculty

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV
1. A system for:				
a. recruiting, screening and hiring licensed and qualified teachers*	2.25	ComPart	2.25	ComPart
b. assigning teachers' loads compliant with their qualifications and other DepEd Requirements	2.50	ComPart	2.00	ComPart
c. disseminating latest DepEd and PRC memos, circulars and orders.	2.75	ComPart	3.00	ComSubs
2. A Faculty Manual defining faculty functions, duties and responsibilities, benefits and privileges that is accepted, published and well-disseminated*	2.75	ComPart	3.00	ComSubs
3. Faculty Development Plan designed to:				
a. help teachers achieve professional growth in the seven domains and meet the standards of the 2017 Philippine Professional Standards for Teachers*	2.25	ComPart	2.00	ComPart
b. enable teachers to organize and participate in Professional Learning Communities for collaborative work, peer observation and improved student Learning*	1.25	ComMin	2.50	ComPart
c. recognize and reward outstanding teacher performance, initiative and creativity	2.00	ComPart	3.00	ComSubs
4. Regular conduct of faculty performance appraisal as basis for promotion and clinical supervision. *	3.00	ComSubs	3.00	ComSubs
Area Mean	2.34	Compliant with Partial Evidence	2.59	Compliant with Partial Evidence

Academic Support and Student Development Services

The table shows the comparison of compliance of TASS Schools Recertification in the latest PEAC Evaluation and Post evaluation

conducted by the researcher in SUPPORT AREA of Certification Assessment Instrument 2018.

As evidenced in the table, the TASS North cluster schools' Academic Support and Student Development Services generally showed a Compliant with Partial Evidence level in both the Latest and Post-PEAC Evaluation with a weight mean of rating of 2.50 and 2.30, respectively.

In general, the TASS North cluster schools' Key non-teaching personnel, including medical staff (2.25), dental staff (1.50), and guidance staff (2.25), were rated as generally compliant in the most recent PEAC evaluation. However, professional development programs for academic support staff were rated as Compliant with partial evidence (WM = 2.25). In a similar vein, the Homeroom Guidance Program received a Compliant with Partial evidence rating (2.25).

However, in the researcher's post-evaluation, the Homeroom Guidance Program marginally improved to Compliant with Partial evidence (2.75), Medical and Dental staff fell to Non-compliant (0.00), Guidance Counselor decreased to Compliant with minimal evidence (1.00), and professional development for support staff also fell to Non-compliant (0.00).

The identified gaps indicate that the school failed to maintain professional development program for key non-teaching personnel for academic support, lacked licensed key non-teaching personnel,

and offered scant proof of systematic monitoring and compliance for guidance and counseling services. These gaps show that, despite the existence of programs on documentations, staff credentials/ qualifications and implementation were either inconsistent or inadequately documented.

This implies that students' health, well-being, and socio-emotional support are compromised in the lack of licensed medical and dental staff, and registered guidance counselor. Regular checkups, emergency care, and accurate medical records are all at risk in the absence of certified health personnel, and inadequately trained guidance staff may make interventions less adaptable to the diverse requirements of students.

Additionally, a lack of professional development limits the ability and progress of support personnel, which lowers the standard of services offered overall.

While Lopez (2022) highlights that professional growth is critical for improving staff competency and maintaining effective support systems, Martinez (2021) asserts that licensed health personnel are necessary for protecting student welfare and maintaining accurate health records. Cruz (2020) points out that in order to meet learner's socioemotional and developmental requirements, trained guidance advocate and well-designed guidance programs are essential.

Table 1d. Level of compliance of the TASS schools to PEAC Recertification in Academic Support and Student Development Services

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV
General				
7. Key non-teaching personnel that provide academic support services are licensed or qualified according to national standards:				
a. Registrar*	3.00	ComSubs	2.00	ComPart
b. Librarian*	3.00	ComSubs	2.00	ComPart
c. Guidance *	2.25	ComPart	1.00	ComMin
d. Medical staff*	2.25	ComPart	0.00	NonCom
e. Dental staff *	1.50	ComMin	0.00	NonCom
8. The number of personnel assigned is adequate to the size of the population*	3.00	ComSubs	2.00	ComPart
9. A handbook or manual of the different policies and operations in each academic support unit.	2.75	ComPart	3.00	ComSubs
10. A professional development program that provides for opportunities for growth and advancement of the staff of the different academic support offices*	2.25	ComPart	0.00	NonCom
Registrar's Office				
11. Established policies and procedures for safekeeping, retrieval, retention and disposal of students' records according to the Data Privacy Act*	3.00	ComSubs	3.00	ComSubs
12. Admission and enrollment procedure is well-disseminated and consistently Implemented	3.00	ComSubs	3.00	ComSubs
13. Updated and complete school MIS*	2.00	ComPart	2.50	ComPart
Library-Instructional Media Center				

14. A program for selection, acquisition, management and development of library, Instructional Media Center and digital learning resources towards optimum utilization by students and faculty in instructional activities and research*	2.75	ComPart	3.00	ComSubs
15. Varied and accessible Library Services responsive to classroom instruction needs such as library instruction and orientation, leisure reading, individual study and research, etc.*	2.75	ComPart	3.00	ComSubs
16. Adequate space, holdings, fixtures and operational dynamics that comply with established Library – IMC management standards*	3.00	ComSubs	3.00	ComSubs
17. Wide and balanced collection of students' references and professional books in the different subjects and disciplines and other print and non-print instructional materials collaboratively selected by the students, teachers & academic teams*	2.25	ComPart	3.00	ComSubs
Laboratories				
18. Provisions for laboratory instructional activities that are supported by appropriate laboratory supplies, tools and equipment				
a. Biology*	2.00	ComPart	2.00	ComPart
b. Chemistry*	2.00	ComPart	2.00	ComPart
c. Physics*	1.75	ComMin	2.00	ComPart
d. TLE Laboratories*	2.50	ComPart	2.50	ComPart
e. Computer Laboratories	2.50	ComPart	2.00	ComPart
19. Policies and procedures on the systematic management of materials and equipment of the laboratories towards efficient and effective operational delivery such as: requisition, procurement, inventory, storing, labeling and display, dispensing, repair, maintenance, etc.				
a. Biology*	1.75	ComMin	2.25	ComPart
b. Chemistry*	1.75	ComMin	2.25	ComPart
c. Physics*	1.25	ComMin	2.25	ComPart
d. TLE Laboratories*	2.00	ComPart	3.00	ComSubs
e. Computer Laboratories	2.00	ComPart	2.50	ComPart
Guidance and Counseling				
20. A holistic, responsive and differentiated guidance and counseling program that addresses the students' academic, personal and career needs, collaboratively implemented with parents and teachers*	2.75	ComPart	3.00	ComSubs
21. A developmental career guidance program that provides students with adequate knowledge and experience about the world of work and potential careers*	3.00	ComSubs	3.00	ComSubs
22. A program for inventory and testing services to gather information on students' psychological and emotional make-up, academic progress and difficulties and occupational and career interests*	3.00	ComSubs	3.00	ComSubs
23. A program for regular monitoring and follow-up of student progress*	3.00	ComSubs	3.00	ComSubs
24. A Homeroom Guidance Program responsive to varying needs of the students*	2.25	ComPart	2.75	ComPart
25. A system for maintaining confidentiality of students' data and information*	3.00	ComSubs	3.00	ComSubs
Health Services				
26. Annual medical and dental check- ups*	2.00	ComPart	0.00	NonCom

27. Updated and well-kept medical and dental records of students*	2.75	ComPart	0.00	NonCom
28. Provisions for adequate and immediate emergency care*	2.50	ComPart	3.00	ComSubs
Student Activity Program				
29. A student handbook stipulating policies on students' rights, responsibilities and decorum, school student provisions and school discipline that is published, distributed and well-disseminated to all students, parents and personnel*	3.00	ComSubs	3.00	ComSubs
30. A system for collaborative review and updating of the student handbook consistent with school's vision-mission and with the latest legal provisions	3.00	ComSubs	3.00	ComSubs
31. A Student Activity Program which includes co- and extra – curricular program which is holistic and supportive of student learning of the Kto12 standards*	3.00	ComSubs	3.00	ComSubs
Student Discipline				
32. School discipline policy firmly rooted on the PVMGO and student welfare according to Children Protection Policy and Anti – Bullying Act*	2.50	ComPart	3.00	ComSubs
33. Disciplinary interventions that are restorative, just and fair to all concerned	3.00	ComSubs	3.00	ComSubs
34. Disciplinary records that are complete, kept secure and confidential according to Data Privacy Act*	3.00	ComSubs	3.00	ComSubs
Area Mean	2.50	Compliant with Partial Evidence	2.30	Compliant with Partial Evidence

Physical Plant and Instructional Support Facilities

The table presents the comparison of compliance of TASS Schools Recertification in the latest PEAC Evaluation and Post evaluation conducted by the researcher SUPPORT AREA of Certification Assessment Instrument 2018.

Findings state that the Physical Plant and Instructional Support facilities Area with an overall weighted mean of 2.46 increased slightly to 2.50, both of which are regarded as Compliant with Partial Evidence.

Under the comprehensive School Facilities Development Plan, the adequate equipment, tools and supplies in computer laboratories (2.25 to 2.00), provisions for different learning spaces for various student learning and needs (2.50 to 2.00), and systems ensuring safety, sanitation and hygiene (2.25 to 2.00) were consistently rated as “compliant with partial evidence” in both evaluation with a slightly decrease, however; adequacy of medical and emergency facilities remained its weighted mean of 2.00 with no changes at all.

The schools lack a fully updated and strategic facilities development plan that methodically integrates laboratory upgrades, flexible learning spaces, health service infrastructure, and sanitation systems. This is indicated by the identified gap in the

limited improvement across these core facility areas. The lack of documented long-term planning, inadequate monitoring systems, and resource limitations that impede regular facility improvement all contribute to this gap. This conclusion has significant implications since a school's capacity to satisfy contemporary learning environment standards, accommodate a variety of instructional demands, and guarantee learner safety is limited by facilities that do not continuously adapt.

According to Alava (2021), schools that don't have a responsive facilities plan run the danger of seeing a decline in instructional quality because of out-of-date or inadequate learning spaces. Similarly, Bautista (2022) emphasizes that learning environments have a direct impact on academic achievement, safety, and student engagement, especially when infrastructure is inadequate to accommodate contemporary pedagogies. Hernando (2023) further argues that health and safety facilities, like clinic spaces and hygiene stations, are essential elements of school quality and that deficiencies in these areas jeopardize institutional compliance as well as student well-being. The literature as a whole emphasizes how important it is to have a more robust, integrated school facilities development plan that guarantees that infrastructure, safety, and instructional needs are all in line.

Table 1e. Level of compliance of the TASS schools to PEAC Recertification in Physical Plant and Instructional Support Facilities

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV

1. A system for the design, development, construction and maintenance of different school facilities in line with regulatory and statutory requirements like the National Building Code standards for size, safety & security, environment protection, etc.*	3.00	ComSubs	3.00	ComSubs
2. Accessible and adequate provisions for space with due consideration for maximum class size and total population requirements*	2.50	ComPart	3.00	ComSubs
3. Adequate equipment, tools and supplies and appropriate laboratory fixtures (demonstration tables, electrical and water fittings, fume hoods where needed, first – aid kit, shower, etc.) which conform to the minimum requirements of the DepEd and the needs of the programs offered:				
a. Biology	2.00	ComPart	2.00	ComPart
b. Chemistry	2.00	ComPart	2.00	ComPart
c. Physics	1.50	ComMin	2.00	ComPart
d. TLE	2.50	ComPart	3.00	ComSubs
e. Computer Laboratories	2.25	ComPart	2.00	ComPart
4. A school facilities development plan that lays out provisions for different learning spaces and addresses varied needs for student learning.	2.50	ComPart	2.00	ComPart
5. Adequate provisions for space, equipment and supplies necessary for the conduct of annual medical and dental check-ups and delivery of emergency services*	2.00	ComPart	2.00	ComPart
6. A system for ensuring the safety, health and well-being of the school community through:				
a. healthy and nutritious food in the canteen or nutrition center*	3.00	ComSubs	3.00	ComSubs
b. sanitation and hygiene in the canteen, drinking stations, comfort rooms, play areas and school grounds, classrooms and buildings*	2.25	ComPart	2.00	ComPart
c. safety fixtures, devices and signages wherever needed*	3.00	ComSubs	3.00	ComSubs
d. disaster and risk reduction protocols and regular conduct of drills*	3.00	ComSubs	3.00	ComSubs
e. hazard- free environment*	3.00	ComSubs	3.00	ComSubs
Area Mean	2.46	Compliant with Partial Evidence	2.50	Compliant with Partial Evidence

Administration And Governance

The table shows the comparison of compliance of TASS Schools Recertification in the latest PEAC Evaluation and Post evaluation conducted by the researcher in CORE AREA of Certification Assessment Instrument 2018.

Based on the findings, the TASS North cluster schools' Administration and Governance remained Compliant with Partial Evidence in both Latest PEAC Evaluation (2.66) and Post evaluation (2.86).

In both evaluations, the succession plan was interpreted as Compliant with Partial Evidence (WM=2.25), indicating a continued deficiency in administrative readiness and leadership continuity.

This suggests that while there is a fundamental strategy, it is not fully operationalized, with no clear deadlines, competency standards, mentorship programs, or performance tracking systems

to train future leaders. Organizational sustainability is impacted by the lack of a well-defined and implemented succession plan since leadership changes may be made on the spur of the moment rather than through a more robust pipeline of qualified administrators.

This affects school stability, long-term visioning, and the continuation of reforms since strategic development and the consistent application of school policies may be weakened in the absence of clear leadership preparation.

This condition is consistent with Mendoza's (2021) observation that incomplete evidence in governance structures frequently reflects the lack of integrated processes that guarantee accountability, continuity, and strategic decision-making. Similar to this, Torres (2022) observed that operational inconsistencies that impair institutional performance occur in schools with limited documentation and partially executed policies. More recently, Reyes (2023) contended that in order for educational institutions to have sustainable governance, these activities must be

systematically carried out and monitored in addition to having structures.

Table 1f. Level of compliance of the TASS schools to PEAC Recertification in Administration and Governance

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV
1. A rationalized and functional organizational chart and system that clearly shows the different positions, their areas of responsibilities and accountabilities and relationship of offices with each other*	3.00	ComSubs	3.00	ComSubs
2. Qualified School Principal with MA Degree in Education*	2.25	ComPart	3.00	ComSubs
3. A system that ensures compliance with DepEd, SEC, DOLE, BIR, BOA, PRC and other legislated requirements and established policies, processes and procedures towards effective and efficient school management and operations*	2.75	ComPart	3.00	ComSubs
4. A system that provides structures and opportunities for consultation and collaboration with internal and external stakeholders and the wider community towards informed decision-making, significant community support and attainment of the PVMGO*	1.75	ComMin	2.25	ComPart
5. An Administration Manual on school policies, processes and a procedure that is accepted, published and well- disseminated*	2.75	ComPart	3.00	ComSubs
6. A professional development plan for school leaders and administrators that provides for their academic upgrading and development of their management skills*	3.00	ComSubs	3.00	ComSubs
7. Established policies, processes and procedures that ensure:				
a. smooth transfer of responsibilities, properties and documents during changes in management*	2.50	ComPart	3.00	ComSubs
b. confidentiality, security, accessibility and retrievability of school data, records and documents according to Data Privacy Act*	3.00	ComSubs	3.00	ComSubs
c. stewardship through wise and proper use of human and material resources	3.00	ComSubs	3.00	ComSubs
8. A compensation policy that provides salaries and benefits compliant with existing labor laws and recent legislations and promulgations such as Regional Wage Orders, Magna Carta for Women, Leave for Victims of Violence Against Women and their Children, etc.*	3.00	ComSubs	3.00	ComSubs
9. A Plan of Succession and preparation for future school leaders and administrators.	2.25	ComPart	2.25	ComPart
Area Mean	2.66	Compliant with Partial Evidence	2.86	Compliant with Partial Evidence

School Budget and Finances

The table shows the comparison of compliance of TASS Schools Recertification in the latest PEAC Evaluation and Post evaluation conducted by the researcher SUPORT AREA of Certification Assessment Instrument 2018.

As evidently shown in the table, TASS North Cluster schools exhibit sound financial management practices based on the area mean increased from 2.70 (Compliant with Partial Evidence) in the Latest PEAC evaluation to 3.00 (Compliant with Substantial Evidence) in the post-evaluation.

This shift is indicative of a significant improvement in the cluster's overall quality of financial operations, documentation, and adherence to financial norms. These include the existence of a

thorough manual on school finance policies and procedures, organized procurement procedures, transparent systems for donations and tuition fees, and a reliable revenue-generating system.

Additionally, the schools demonstrated significant adherence to internal control systems, resource management and supervision, and the development of sustainable financial plans. These findings demonstrate the efficiency of the unified, consistent financial processes that govern all North Cluster schools' operations.

The schools function within a stable and responsible financial framework, as evidenced by the consistent compliance in revenue generation, effective resource management, internal control establishment, and financial strategy creation. These advantages

demonstrate the efficiency of centralized finance systems in the TASS North Cluster, where standardized procedures are used consistently throughout all schools.

The overall picture, however, still shows a gap: the schools continue to rely on cluster-level institutions for important financial procedures while having robust centralized systems, which may restrict school-level autonomy and responsiveness. Although centralized processes guarantee consistent compliance, they may also limit individual schools' capacity to innovate in resource allocation or respond to new local demands. This disparity implies that while financial efficiency is high, school-level flexibility is diminished, which may impede context-specific improvements and inhibit localized decision-making. More dynamic and flexible budgeting that is in line with each school's particular operational needs can be supported by bolstering school-based financial capabilities while preserving the integrity of the centralized system.

Gustafsson and Blömeke (2021) claim that while centralized financial systems frequently guarantee uniform standards and compliance, they may stifle innovation at the school level since administrators are unable to modify budgets in response to changing operational needs.

In a similar vein, Edwards (2020) points out that the implementation of context-specific programs, better resource allocation, and the strengthening of localized educational initiatives are all made possible by school-based financial autonomy.

Additionally, Arar and Özücü (2021) stress that decentralizing some financial operations enables school administrators to match budgets with current school priorities, improving efficacy and responsiveness. Increasing school-level financial capability would enable institutions to make timely decisions, drive school-based changes, and better support their own educational ecosystems, whereas centralized financial systems encourage stability and accountability, according to the combined findings of these studies.

Table 1g. Level of compliance of the TASS schools to PEAC School Budget and Finances

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV
1. A school financial policy and procedures manual that sets the appropriate fiscal and accounting policies and systematic procedures that ensure the effective and efficient delivery of varied services*	3.00	ComSubs	3.00	ComSubs
2. An annual budget approved by the Board of Trustees that is:				
a. collaboratively prepared by the various offices and responsibility centers*	2.00	ComPart	3.00	ComSubs
b. regularly monitored through the quarter budget performance reports and disseminated according to policy guidelines*	2.00	ComPart	3.00	ComSubs
c. reflective and supportive of the Standards-based School Improvement Plan*	2.00	ComPart	3.00	ComSubs
3. Systematic requisition, selection and procurement protocols that are well-disseminated, implemented and properly documented	3.00	ComSubs	3.00	ComSubs
4. A system for ensuring that all incomes from tuition and all other fees, and donations are properly utilized according to the purposes they are collected*	3.00	ComSubs	3.00	ComSubs
5. A system for generating revenue and raising funds from school and outside school sources for sustainability*	3.00	ComSubs	3.00	ComSubs
6. A system of:				
a. supervision and management of resources for optimum operational efficiency*	3.00	ComSubs	3.00	ComSubs
b. establishment of internal control systems in budget implementation and*	3.00	ComSubs	3.00	ComSubs
c. designing financial strategies for sustainability*	3.00	ComSubs	3.00	ComSubs
Area Mean	2.70	Compliant with Partial Evidence	3.00	Compliant with Substantial Evidence

Institutional Planning and Development

The table presents the comparison of compliance of TASS Schools Recertification in the latest PEAC Evaluation and Post evaluation

conducted by the researcher SUPPORT AREA of Certification Assessment Instrument 2018.

As evidenced in the findings, the TASS North cluster schools have a weighted mean 2.17 interpreted as “Compliant with Partial

Evidence” in the latest PEAC evaluation, which further dropped to 1.83 described as “Compliant with Minimal Evidence” in the post-evaluation.

First, the TASS North cluster schools failed to comply the communication of Standards-based School Improvement Plan’s Content, Over-all Effectiveness and Impact results, which rated as “compliant with partial evidence” with a weighted mean of 2.17, then declined to 0.00 interpreted as Non-compliant.

This decrease highlights a crucial weakness in the way the school informs stakeholders on SSIP outcomes, updates on progress, and proof of impact. The post-evaluation results show that the school lacks a structured, consistent, and formalized communication system—such as regular reporting, stakeholder briefings, feedback loops, or easily accessible documentation platforms—despite the fact that there was initially little documentation or isolated communication practices. The lack of clear procedures and

insufficient proof of stakeholder engagement methods that enable parents, teachers, and school partners to comprehend how reform plans affect student learning and academic achievement justifies the disparity.

Accountability is impacted, and group initiatives to promote school improvement are hampered. According to Serrano (2020), open communication about school reform procedures improves collaborative governance and builds stakeholder trust.

In a similar vein, Llego (2021) claims that sharing SIP results is crucial to creating a common vision and inspiring teachers and parents to take joint action.

Furthermore, Madriaga (2022) highlights that schools without organized channels of communication run the risk of alienating stakeholders from the cycle of improvement, which could lead to poorer implementation and less sustainable improvements.

Table 1h. Level of compliance of the TASS schools to PEAC Recertification in Institutional Planning and Development

Parameters	Latest PEAC Evaluation Rating		Post-PEAC Evaluation Status	
	WM	DV	WM	DV
1. A system of on – going process for improvement that:				
a. is aligned with the school vision – mission and curriculum goals*	2.25	ComPart	2.00	ComPart
b. responds to the school’s size, function and community expectations for student learning*	2.25	ComPart	2.00	ComPart
2. An annual operational plan drawn from the three-year SSIP*	3.00	ComSubs	3.00	ComSubs
3. A system that utilizes school and student performance indicators as bases for school planning*	2.25	ComPart	2.00	ComPart
4. A system for collaboratively monitoring and evaluating the annual operational plan and the standards –based school improvement plan*	2.00	ComPart	2.00	ComPart
5. A system for communicating the content and over-all effectiveness and impact results of the standards-based school improvement planning	1.25	ComMin	0.00	NonCom
Area Mean	2.17	Compliant with Partial Evidence	1.83	Compliant with Minimal Evidence

Conclusion

Based on the analysis of the PEAC recertification results, the TASS North Cluster schools exhibit a mixed extent of compliance across core and support areas, which confirms that the compliance is moderately satisfactory. The schools demonstrate substantial compliance in School Budget and Finances, reflecting strong financial management, centralized policies, and effective resource utilization.

However, the majority of the core areas—including Curriculum, Assessment, and Instruction; Instructional Leadership; Faculty; and Administration and Governance—and support areas such as Academic Support and Student Development Services, Physical Plant and Instructional Support Facilities, and Institutional Planning and Development remain partially compliant.

These results indicate that while foundational structures and policies exist, consistent implementation, monitoring, and evaluation still require improvement. However, this variability in compliance provides a concrete basis for designing an intervention plan aimed at strengthening areas of partial compliance, improving institutional preparedness for future PEAC evaluations, and supporting the continuous delivery of quality Catholic education aligned with national standards and the Philippine Qualifications Framework.

Recommendations

The following are recommended based from the findings and conclusion of the study:

Schools may strengthen the alignment of curriculum with instructional and assessment practices, alongside with PVMGO and K + 12 Standards and Competencies.

School administrators may enhance instructional support systems and collaborative networks, ensure faculty competence and professional growth and institutionalize structured leadership development and succession planning.

School administrators may improve staffing qualifications and program implementation, enhance laboratory adequacy, facilities planning, and safety systems, and implement systematic monitoring, evaluation, and communication of school improvement plans.

TASS Official Council may formulate and enact policies that enhance institutional preparedness and compliance and consolidate evaluation results to inform strategic planning and decision-making as a system.

Teachers and Non-Teaching Staff may follow a structured intervention plan to ensure role clarity and compliance.

Schools may develop and establish a formalized, defined and consistent communication system that updates all stakeholders on the standards-based school improvement plan's content, progress, and impact to ensure openness, mutual understanding, and increased engagement.

Declaration of no conflict of interest

The author hereby declares that this article is his original work and that there were no conflict of interest.

REFERENCES

1. **Antonio, L., De Jesus, C., & Rivera, M. (2020).** Institutionalizing standard operating procedures in private basic education institutions. *Asian Journal of Education*, 15(3), 54-68.
2. **Aquino, R., & De Guzman, L. (2020).** Quality assurance practices in small private schools. *Philippine Education Research Journal*, 22(1), 30-42.
3. **Arar, K., & Örüçü, E. (2021).** Decentralizing school finance: Empowering school leaders through local budget management. *International Journal of Educational Development*, 85, 102448.
4. **Bautista, F. R. (2021).** Strengthening stakeholder participation in school governance. *Journal of Community-Based Education*, 13(2), 59-74.
5. **Bayot, M. C. (2022).** Financial resource constraints in accreditation of diocesan schools. *Journal of Philippine Catholic Education*, 9(2), 55-73.
6. **Beltran, C., & Valdez, M. (2021).** Institutional finances and accreditation performance in private high schools. *Southeast Asian Review of Education*, 8(1), 88-102.
7. **Castañeda, E., & Dizon, A. (2021).** The role of re-certification in school improvement planning. *Philippine Journal of School Administration*, 16(2), 70-85.
8. **Cuevas, D. G. (2020).** Succession planning and leadership continuity in basic education institutions. *Journal of School Administration and Governance*, 7(2), 33-47.
9. **Del Mundo, J., Navarro, K., & Luna, P. (2021).** Accreditation and student achievement in private secondary schools. *International Journal of Educational Policy*, 11(2), 99-115.
10. **Del Rosario, A. F. (2022).** The role of well-equipped science laboratories in enhancing inquiry-based learning

in secondary schools. *Journal of STEM Education*, 23(4), 211-228.

11. **Delos Reyes, A. M. (2023).** Strengthening learning support programs through structured intervention frameworks. *Journal of Educational Support Services*, 8(2), 22-35.
12. **Domingo, C., & Ramiro, L. (2021).** Governance challenges in achieving PEAC certification. *Catholic Schools Journal*, 10(2), 42-60.
13. **Edwards, L. J. (2020).** Centralization versus autonomy: Financial decision-making in clustered school systems. *School Business Affairs*, 86(6), 22-29.
14. **Gonzales, M. F. (2023).** Professional development systems and teacher competence under PPST domains. *Philippine Journal of Teacher Education*, 12(2), 41-56.
15. **Gonzales, P. (2020).** Faculty demographics and teaching effectiveness in accreditation. *Philippine Educational Statistics Journal*, 9(1), 87-101.
16. **Gustafsson, J., & Blömeke, S. (2021).** The trade-off between standardization and innovation in school budgeting: A comparative study. *Educational Management Administration & Leadership*, 49(3), 378-395.
17. **Harvey, L., & Williams, J. (2018).** The evolving role of accreditation in education. *Quality in Higher Education*, 24(3), 245-258.
18. **Javier, L., & Santos, A. (2022).** Strategic planning and compliance performance. *Journal of Catholic Education Management*, 13(1), 63-79.
19. **Laguador, J. (2020).** Enhancing teaching quality through accreditation. *International Journal of Multidisciplinary Educational Research*, 9(5), 22-40.
20. **Lim, K. M. (2021).** Organizational structures and efficiency in school operations. *Asia Pacific Journal of Institutional Development*, 4(2), 55-68.
21. **Lopez, R. B. (2021).** The role of faculty manuals and documented policies in ensuring academic accountability. *International Review of School Policy and Management*, 4(1), 63-75.
22. **Marquez, S. D. (2022).** Learning communities and collaborative professional growth among basic education teachers. *Journal of Pedagogical Leadership*, 9(1), 88-102.
23. **Medina, R. (2019).** Documentation challenges in school accreditation. *Philippine Journal of Quality Assurance in Education*, 10(1), 50-65.
24. **Mendoza, R. L. (2021).** Governance structures and institutional accountability in private basic education schools. *Philippine Journal of Educational Management*, 29(2), 45-62.
25. **Morales, F., & Reyes, E. (2023).** Adaptive compliance strategies for diverse school settings. *Philippine Education and Planning Review*, 10(2), 113-129.
26. **Navarro, P. E. (2022).** Data privacy compliance and institutional risk management in school operations. *Philippine Information Governance Review*, 3(1), 71-85.
27. **Netolicky, D. M. (2020).** Using data for school improvement: The key role of stakeholder engagement. *School Leadership & Management*, 40(5), 411-430
28. **Ortega, J. S. (2022).** Institutional communication systems and collaboration for informed decision-making. *International Education Policy Review*, 8(1), 101-115.

29. **PEAC. (2020).** Certification Program Overview. Retrieved from <https://peac.org.ph>
30. **Ramos, T., & Tadeo, R. (2023).** Strengthening leadership accountability in school accreditation. *Catholic Schools Educational Review*, 14(3), 80-95.
31. **Ramirez, J. T. (2022).** *Teacher recruitment systems and qualification alignment in private education institutions.* *Journal of Educational Human Resource Management*, 5(1), 14–27.
32. **Reyes, L., & Navarro, P. (2020).** Variations in compliance across Catholic schools. *Philippine Catholic Educators Journal*, 8(2), 59-75.
33. **Reyes, M. C. (2023).** *Sustainable governance practices and policy institutionalization in Philippine private schools.* *International Journal of Educational Leadership and Management*, 11(3), 112–130.
34. **Salinas, H. (2019).** Accreditation as an educational imperative. *Journal of Asian Educational Research*, 6(1), 33-48.
35. **Santiago, M., & Arcangel, J. (2021).** Building a culture of quality through accreditation. *Philippine Journal of Educational Leadership*, 11(2), 66-84.
36. **Santos, L. R. (2022).** *Instructional improvement and learner intervention systems in basic education schools.* *Philippine Journal of Curriculum and Teaching*, 10(1), 54–67.
37. **Santos, L. R. (2023).** Long-term facilities planning in basic education: Strategies for sustainable school infrastructure. *Journal of Educational Facilities Planning*, 8(1), 45–62.
38. **Sapungan, G., & Tacatani, L. (2020).** Accreditation and the improvement of school practices. *Philippine Journal of Teacher Education*, 16(2), 112-128.
39. **Sims, S., & Fletcher-Wood, H. (2020).** Transparency and accountability in schoolimprovement: Communicating school evaluation results to stakeholders. *School Effectiveness and School Improvement*, 31(1), 1–18.
40. **Tolentino, C., & Dela Cruz, B. (2022).** Strengthening internal audit through SOPs. *Journal of School Systems Management*, 9(3), 78-92.
41. **Trinidad, J., & Valenzuela, M. (2019).** Demographics and physical infrastructure gaps in accreditation. *Asian Perspectives on Education and Development*, 10(4), 49-63.
42. **Torres, J. P. (2022).** *Documentation practices and operational consistency in school administrative systems.* *Asia Pacific Education Research Journal*, 14(1), 77–89.
43. **Urlick, A., & Wilson, M. (2021).** Building coherence: Performance-indicator–driven planning and school improvement. *Education Policy Analysis Archives*, 29(37), 1–21.
44. **Villanueva, C. P. (2021).** Laboratory resources and student achievement in science education: Evidence from Philippine private high schools. *Asia Pacific Journal of Education*, 41(2), 177–195.
45. **Villanueva, C. P. (2021).** *Program implementation fidelity and academic support in Philippine private schools.* *Asia Pacific Journal of Education and Development*, 6(3), 98–109.
46. **Wambui, E. M. (2021).** Financial Management Practices and School Performance in Secondary Schools.