
SCHOOL HEADS' CHANGE MANAGEMENT PRACTICES, SCHOOL CULTURE AND PERFORMANCE

***Rovelyn A. Alagos and Rennie G. Mina**

Guimaras State University.

Article Received: 17 July 2026

***Corresponding Author: Rovelyn A. Alagos**

Article Revised: 06 August 2026

Guimaras State University.

Published on: 26 August 2026

DOI: <https://doi-doi.org/101555/ijrpa.7157>

ABSTRACT

This study determined the school heads' change management practices, school culture, and performance in the Schools Division of Antique, Philippines, during School Year 2025–2026. Using a descriptive-correlational research design, the study was conducted from March to April 2026 among 365 randomly selected teachers. The sample size was determined through Slovin's formula, while stratified proportionate random sampling was employed to ensure representative participation. The study examined school heads' change management practices, school culture, and performance in relation to respondents' age, sex, highest educational attainment, length of service, and type of school. Data were gathered using validated questionnaires on school heads' change management practices and school culture, while school performance data were obtained from the 2025 School-Based Management (SBM) ratings. Descriptive statistics such as frequency, percentage, and mean were used, while t-test, Analysis of Variance (ANOVA), and Linear Regression Analysis were utilized to test significant differences and influence at .05 level of significance. Statistical analyses were performed using SPSS. Findings revealed that as to change management, the school head mostly practiced involving teachers and staff in planning and decision-making, facilitating monitoring and evaluation of implemented changes, and ensuring alignment of changes with the school's vision, mission, and long-term goals. Respondents assessed the school culture as "Very Positive" and school performance as "Developing." No significant differences were found in respondents' assessments of school heads' change management practices, school culture, and performance when grouped according to demographic and professional characteristics. Moreover, school heads' change management practices and school culture did not significantly influence school performance.

KEYWORDS: *school heads' change management practices, school culture, school performance.*

INTRODUCTION

The rapidly changing educational landscape has compelled school leaders to adopt effective change management practices to address emerging challenges, policy reforms, technological advancements, and the increasing demands for quality education. School heads play a crucial role in guiding schools through change by establishing a clear vision, fostering collaboration, and ensuring the successful implementation of innovations. According to Blaya and Guhao (2026), effective change management among school heads significantly contributes to organizational adaptability and the successful adoption of educational reforms. Similarly, Jamal et al. (2026) emphasized that educational leadership serves as a catalyst for organizational change, enabling schools to respond effectively to evolving educational needs and environmental demands.

School culture is another essential factor that influences the overall performance of educational institutions. It encompasses the shared beliefs, values, norms, and practices that shape the behavior of school personnel and learners. A positive school culture fosters collaboration, trust, commitment, and professional growth, which contribute to improved teaching and learning outcomes. Labindao (2024) found that leadership effectiveness and workplace culture are significantly related, highlighting the importance of school leaders in creating an environment conducive to educational success. Moreover, Remandaban et al. (2026) noted that collaborative school cultures strengthen organizational capacity and support continuous improvement efforts. Consequently, understanding the relationship between school heads' change management practices and school culture is essential in explaining variations in school performance.

In the Schools Division of Antique, school heads continue to face challenges associated with implementing educational reforms, adapting to new policies, improving instructional quality, and achieving desired school performance indicators. The Department of Education's initiatives on school governance, performance management, and continuous improvement require school leaders to effectively manage change while cultivating a positive organizational culture. Although studies in the division have examined leadership effectiveness and workplace culture (Labindao, 2024), limited empirical evidence exists regarding how school heads' change management practices influence school culture and performance. Considering the diverse contexts of schools within the division, there is a need

to investigate these variables to provide a clearer understanding of the factors that contribute to organizational effectiveness and improved school outcomes.

Statement of the Problem

This study aimed to determine the school heads' change management practices, school culture and performance in the School Division of Antique, Philippines for School Year 2025-2026.

Specifically, this study sought answers to the following questions:

1. What are the school heads' change management practices as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, length of service and type of school?
2. What is the school culture as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, length of service and type of school?
3. What is the school performance as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, length of service and type of school?
4. Are there significant differences in the school heads' change management practices as assessed by the respondents when classified according to age, sex, highest educational attainment, length of service and type of school?
5. Are there significant differences in the school culture as assessed by the respondents when classified according to age, sex, highest educational attainment, length of service and type of school?
6. Are there significant differences in the school performance as assessed by the respondents when classified according to age, sex, highest educational attainment, length of service and type of school?
7. Do school heads' change management practices and school culture significantly influence school performance?

METHODOLOGY

The study employed a descriptive-correlational research design to determine school heads' change management practices, school culture, and performance in the Schools Division of Antique, Philippines, for School Year 2025–2026. The respondents were 365 randomly selected public elementary school teachers from three clusters. Stratified proportionate

random sampling was used, with the clusters serving as strata and a fishbowl technique used to select respondents from participating schools. Data were gathered through a four-part questionnaire. Part I obtained respondents' age, sex, highest educational attainment, length of service, and type of school. Part II contained 15 items on school heads' change management practices adapted from Mohd Suid and Mohd Noor (2024), rated on a three-point scale. Part III contained 15 items on school culture adapted from Lumanas, Sarillana, and Cayogyog (2024), rated on a five-point scale. Part IV obtained the schools' 2025 School-Based Management ratings as the measure of school performance. Five experts evaluated the instrument for content and face validity using the Good and Scates criteria. Pilot testing among 30 teachers outside the final sample yielded Cronbach's alpha coefficients of .902 for change management practices and .919 for school culture, indicating high reliability. After permission was obtained from the Schools Division Superintendent and the public schools district supervisors, the questionnaires were personally distributed and retrieved. The data were tallied, analyzed, and interpreted using SPSS. Frequency and percentage described the respondents' profile; mean determined change management practices, school culture, and school performance; t-test examined differences for variables with two categories; analysis of variance examined differences according to highest educational attainment; and linear regression analysis tested the influence of change management practices and school culture on school performance. All inferential tests used a .05 level of significance.

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study. It presents the descriptive and inferential data including their respective analyses and interpretations.

School Heads' Change Management Practices as Assessed by the Respondents When Taken as a Whole

The school heads' change management practices as assessed by the respondents when taken as a whole were determined by computing the mean scores.

When taken as a whole, the school heads' change management as assessed by the respondents mostly practiced the following: Involves teachers and staff in planning and decision-making when introducing changes ($M=2.89$), Facilitates the monitoring and evaluation of the effectiveness of implemented change ($M=2.88$) and Ensures that changes align with the school's vision, mission, and long-term goals ($M=2.88$).

This result means that all school heads have employed the structured approaches and strategies to guide, implement, and sustain change effectively within their school. This is

indicated by involving teachers and staff in planning and decision-making when introducing changes, facilitating the monitoring and evaluation of the effectiveness of implemented change, and ensuring that changes align with the school's vision, mission, and long-term goals.

This is consistent with the findings of Sanglitan (2025) who reports that school heads' change management was "always practiced".

Table 1 below presents the data.

Table 1. School Heads' Change Management Practices as Assessed by the Respondents When Taken as a Whole.

Change Management Practices	Mean	Description
Clearly communicates the need for change before implementing any new policy or practice.	2.82	Mostly Practiced
Involves teachers and staff in planning and decision-making when introducing changes.	2.89	Mostly Practiced
Provides adequate resources (time, materials, training) to support the change process.	2.78	Mostly Practiced
Provides timely updates and information about the progress of changes.	2.81	Mostly Practiced
Gives opportunities to teachers and staff to feedback about changes and their impact.	2.82	Mostly Practiced
Supports and encourages adaptation (e.g. Flexible schedules or methods) to facilitate smooth change.	2.81	Mostly Practiced
Addresses resistance or concerns about change openly and constructively.	2.79	Mostly Practiced
Facilitates the monitoring and evaluation of the effectiveness of implemented change.	2.88	Mostly Practiced
Makes adjustments or refinements when a change does not work as intended.	2.80	Mostly Practiced
Promotes a culture of continuous improvement and openness to innovation.	2.85	Mostly Practiced
Provides professional development (training, workshops) to help teachers adapt to changes.	2.75	Mostly Practiced
Fosters collaboration among teachers and staff to implement change collectively.	2.84	Mostly Practiced
Is transparent about why changes are needed, how they will be implemented, and expected outcomes.	2.82	Mostly Practiced

Change Management Practices	Mean	Description
Ensures that changes align with the school's vision, mission, and long-term goals.	2.88	Mostly Practiced
Empowers personnel to lead certain change initiatives.	2.82	Mostly Practiced
Overall Mean	2.83	Mostly Practiced

Scale of Means: 2.34–3.00 Mostly Practiced; 1.67 – 2.33 Practiced; 1.00 – 1.66 Least Practiced.

School Culture as Assessed by the Respondents When Taken as a Whole

The school culture as assessed by the respondents when taken as a whole was determined by computing the mean scores.

When taken as a whole, the school culture as assessed by the respondents is “Very Positive” with obtained overall mean score of 4.70. A scrutiny of the means in the same table reveals that respondents obtained a highest mean score in the indicators “Learners’ well-being (not just academic performance) is a priority” (M=4.83), “Physical environment supports good teaching and learning” (M=4.78), and “Continuous improvement and learning for teachers and staff are prioritized” (M=4.77) described as “Very Positive” while they obtained the lowest mean score in the indicators “There is open and honest communication among school heads, teachers, and staff” (M=4.50), “Teachers and staff trust and support one another” (M=4.57) and “There are clear and shared values that guide everyday practices” (M=4.61) described also as “Very Positive.”

This result means that all schools have set of shared beliefs, values, norms, practices, traditions, and interpersonal relationships that shape the social and educational environment. This is indicated by prioritizing learners’ well-being, physical environment supports good teaching and learning and prioritizing continuous improvement and learning for teachers and staff.

This finding support the study of Labindao (2024) that workplace culture was perceived as “very good”.

Table 2 presents the data.

Table 2. School Culture as Assessed by the Respondents When Taken as a Whole.

Category	Mean	Description
Teachers and staff trust and support one another.	4.57	Very Positive
There is open and honest communication among school heads, teachers, and staff.	4.50	Very Positive
There are clear and shared values that guide everyday practices.	4.61	Very Positive
Policies and decisions are made with input and participation from teachers and staff.	4.66	Very Positive
Collaboration and teamwork among teachers staff are encouraged and practiced.	4.71	Very Positive
Safe and respectful environment for learners and staff are provided.	4.75	Very Positive
Innovation and new ideas (e.g., new teaching methods, programs) are welcomed and supported.	4.76	Very Positive
Continuous improvement and learning for teachers and staff are prioritized.	4.77	Very Positive
Learners' well-being (not just academic performance) is a priority.	4.83	Very Positive
Physical environment supports good teaching and learning.	4.78	Very Positive
Traditions, rituals, or shared practices contribute to a sense of belonging and community.	4.64	Very Positive
Changes in curriculum, policy, teaching methods are implemented in ways that respect the school's values and community.	4.73	Very Positive
Teachers and staff feel committed to the school's mission, vision, and long-term goals.	4.76	Very Positive
There is fairness in how people are treated — regardless of role, experience, or background.	4.67	Very Positive
The environment promotes inclusion and respect for diversity.	4.76	Very Positive
Overall Mean	4.70	Very Positive

Scale of Means: 4.21–5.00 Very Positive; 3.41 – 4.20 Positive; 2.61 – 3.40 Slightly Positive; 1.81-2.60 Negative; 1.00 – 1.80 Very Negative

School Culture as Assessed by the Respondents When Classified According to Age, Sex, Highest Educational Attainment, Length of Service and Type of School

The school culture as assessed by the respondents when classified according to age, sex, highest educational attainment, length of service and type of school was determined by computing the mean scores.

When classified according to age, both young ($M= 4.67$) and old ($M=4.72$) respondents assessed the school culture as “Very Positive”.

When classified according to sex, both male ($M= 4.65$) and female ($M=4.71$) respondents assessed the school culture as “Very Positive”.

When classified according to highest educational attainment, respondents who are holder of bachelor’s degree ($M=4.67$), master’s degree ($M=4.73$) and doctorate degree ($M=4.77$) assessed the school culture as “Very Positive”.

When classified according to length of service, both respondents with short ($M= 4.72$) and long ($M=4.69$) length of service assessed the school culture as “Very Positive”.

When classified according to type of school, both respondents who came from central ($M= 4.63$) and non-central ($M=4.71$) schools assessed the school culture as “Very Positive”.

This result means that regardless of age, sex, highest educational attainment, length of service and type of school, respondents of this study believe that all schools have set of shared beliefs, values, norms, practices, traditions, and interpersonal relationships that shape the social and educational environment.

The study of Viray-Castillejos (2025) aligns with the above findings who rated organizational culture as very high.

Table 3 presents the data.

Table 3. School Culture as Assessed by the Respondents When Classified According to Age, Sex, Highest Educational Attainment, Length of Service and Type of School.

Variables	Mean	Description
Age		
Young	4.67	Very Positive
Old	4.72	Very Positive
Sex		
Male	4.65	Very Positive

Variables	Mean	Description
Female	4.71	Very Positive
Highest Educational Attainment		
Bachelor's Degree	4.67	Very Positive
Master's Degree	4.73	Very Positive
Doctorate Degree	4.77	Very Positive
Length of Service		
Short	4.72	Very Positive
Long	4.69	Very Positive
Type of School		
Central	4.63	Very Positive
Non-Central	4.71	Very Positive

Scale of Means: 4.21–5.00 Very Positive; 3.41 – 4.20 Positive; 2.61 – 3.40 Slightly Positive; 1.81-2.60 Negative; 1.00 – 1.80 Very Negative

School Performance as Assessed by the Respondents When Taken as a Whole and When Classified According to Age, Sex, Highest Educational Attainment, Length of Service and Type of School

The school performance as assessed by the respondents when taken as a whole and when classified according to age, sex, highest educational attainment, length of service and type of school was determined by computing the mean scores.

When taken as a whole, the school performance as assessed by the respondents is “Developing” with an obtained overall mean score of 2.05.

When classified according to age, young (M= 1.97) respondents assessed the school performance as “Beginning” while old (M=2.06) respondents assessed the school performance as “Developing”.

When classified according to sex, both male (M= 2.06) and female (M=2.02) respondents assessed the school performance as “Developing”.

When classified according to highest educational attainment, respondents who are holder of bachelor's degree ($M=2.01$) and master's degree ($M=2.06$) assessed the school performance as "Developing" while respondents who are holder of doctorate degree ($M=1.97$) assessed the school performance as "Beginning".

When classified according to length of service, both respondents with short ($M= 2.02$) and long ($M=2.03$) length of service assessed the school performance as "Developing".

When classified according to type of school, both respondents who came from central ($M= 2.16$) and non-central ($M=2.01$) schools assessed the school performance as "Developing".

This result means that regardless of age, sex, highest educational attainment, length of service and type of school, respondents of this study believe that schools have developing structures and mechanisms with acceptable level and extent of community participation that impact on the learning outcomes.

The study of Yanoc (2024) runs counter the above findings who revealed that school performance was "beginning".

Table 4 presents the data.

Table 4. School Performance as Assessed by the Respondents When Taken as a Whole and When Classified According to Age, Sex, Highest Educational Attainment, Length of Service and Type of School.

Variables	Mean	Description
As a Whole	2.05	Developing
Age		
Young	1.97	Beginning
Old	2.06	Developing
Sex		
Male	2.06	Developing
Female	2.02	Developing
Highest Educational Attainment		
Bachelor's Degree	2.01	Developing

Variables	Mean	Description
Master's Degree	2.06	Developing
Doctorate Degree	1.97	Beginning
Length of Service		
Short	2.02	Developing
Long	2.03	Developing
Type of School		
Central	2.16	Developing
Non-Central	2.01	Developing

Scale of Means: 4.01–5.00 Advancing; 3.01– 4.00 Maturing; 2.01 – 3.00 Developing; 1.00– 2.00 Beginning

Differences in the School Heads' Change Management Practices as Assessed by the Respondents When Classified According to Age, Sex, Length of Service and Type of School

As reflected in Table 5, no significant differences existed in the school heads' change management practices as assessed by the respondents when classified according to age, $t = -1.234$, $p > .05$, sex, $t = .867$, $p > .05$, length of service, $t = -.549$, $p > .05$ and type of school, $t = -1.038$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the school heads' change management practices as assessed by the respondents when classified according to age, sex, length of service and type of school was not rejected.

The above findings indicate that respondents have similar assessment of the school heads' change management practices regardless of their age, sex, length teaching experience and school location.

This finding means that demographic and professional characteristics did not significantly differ how teachers evaluated the manner in which school heads planned, communicated, implemented, and monitored changes within their schools. The consistency in assessments implies that school heads demonstrated relatively uniform change management practices that were experienced and perceived similarly by teachers across different groups. Consequently, the finding reflects a shared understanding among respondents that the school heads exhibited

similar practices in managing organizational change, regardless of variations in personal or workplace characteristics.

This is consistent with the findings of Euraoba, Vibal, and Cerbo (2025) that no significant differences were found in the school heads' change management practices when the respondents were grouped as to profile variables such as age and length of teaching experience.

Table 5. Significant Differences in the School Heads' Change Management Practices as Assessed by the Respondents When Classified According to Age, Sex, Length of Service and Type of School.

Variables	Mean	t-test value	p-value	Remarks
Age				
Young	2.80	-1.234	.218	Not Significant
Old	2.84			
Sex				
Male	2.86	.867	.386	Not Significant
Female	2.82			
Length of Service	Length of Service	Length of Service		
Short	2.81	-.549	.583	Not Significant
Long	2.83			
Type of School	Type of School	Type of School		
Central	2.78	-1.038	.300	Not Significant
Non-Central	2.83			

$p > .05$, Not Significant

Differences in the School Heads' Change Management Practices as Assessed by the Respondents When Classified According to Highest Educational Attainment

Table 6 shows that no significant differences existed in the school heads' change management practices as assessed by the respondents when classified according to highest educational attainment, $F = .711$, $p > .05$. Thus, the null hypothesis which states that there are

no significant differences in the school heads' change management practices as assessed by the respondents when classified according to highest educational attainment was not rejected. The above findings indicate that respondents have similar assessment of the school heads' change management practices regardless of their highest educational attainment.

This finding indicates that teachers' educational attainment, whether they possessed a bachelor's degree, a master's degree, or a doctoral degree, did not significantly differ their perceptions of how school heads managed change within their schools. The consistency in their assessments means that the school heads' change management practices were perceived similarly across different educational groups. This may further indicate that the change management practices of school heads were visible, relevant, and uniformly experienced by teachers, regardless of their academic backgrounds. As a result, the finding reflects a shared recognition among respondents that school heads' change management practices were generally consistent and not dependent on the teachers' level of educational attainment.

Table 6. Significant Differences in the School Heads' Change Management Practices as Assessed by the Respondents When Classified According to Highest Educational Attainment.

Variables	Sum of Squares	F-value	p-value	Remarks
Highest Educational Attainment	Highest Educational Attainment			
Between Groups	.152	.711	.492	Not Significant
Within Groups	38.753			
Total	38.905			

$p > .05$, Not Significant

Differences in the School Culture as Assessed by the Respondents When Classified According to Age, Sex, Length of Service and Type of School

As reflected in Table 7, no significant differences existed in the school culture as assessed by the respondents when classified according to age, $t = -.866$, $p > .05$, sex, $t = -.829$, $p > .05$, length of service, $t = .637$, $p > .05$ and type of school, $t = -1.072$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the school culture as

assessed by the respondents when classified according to age, sex, length of service and type of school was not rejected.

The above findings indicate that respondents have similar assessment of the school culture regardless of their age, sex, length of service and type of school.

This finding means that these demographic and professional characteristics did not significantly differ how teachers perceived the values, norms, relationships, and working environment within their schools. The uniformity in their assessments means that the prevailing school culture was consistently experienced and observed by teachers across different groups, whether they were young or old, male or female, with short and long length of service, and regardless of the type of school in which they served. This consistency may reflect the existence of shared practices, expectations, and organizational values that fostered a common understanding of the school environment among respondents. Consequently, the finding means that the school culture was sufficiently established and evident to be perceived similarly by teachers despite differences in their personal and professional backgrounds.

This is consistent with the findings of Estrella (2023) who found that the extent of practice of school culture did not significantly vary across several faculty profile variables, including sex and length of service.

Table 7. Significant Differences in the School Culture as Assessed by the Respondents When Classified According to Age, Sex, Length of Service and Type of School.

Variables	Mean	t-test value	p-value	Remarks
Age				
Young	4.67	-.866	.387	Not Significant
Old	4.72			
Sex				
Male	4.65	-.829	.408	Not Significant
Female	4.71			
Length of Service	Length of Service	Length of Service		
Short	4.73	.637	.525	Not Significant
Long	4.69			

Variables	Mean	t-test value	p-value	Remarks
Type of School	Type of School	Type of School		
Central	4.63	-1.072	.284	Not Significant
Non-Central	4.71			

$p > .05$, Not Significant

Differences in the School Culture as Assessed by the Respondents When Classified According to Highest Educational Attainment

Table 8 shows that no significant differences existed in the school culture as assessed by the respondents when classified according to highest educational attainment, $F = .885$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the school culture as assessed by the respondents when classified according to highest educational attainment was not rejected.

The above findings indicate that respondents have similar assessment of the school culture regardless of their highest educational attainment.

This finding indicates that teachers' academic qualifications did not significantly shape their perceptions of the values, norms, relationships, and overall environment within their schools. Whether the respondents held a bachelor's degree, a master's degree, or a doctoral degree, they viewed the school culture in a comparable manner. This consistency in perception means that the school culture was experienced uniformly across teachers with varying levels of educational attainment. Consequently, the finding reflects a common understanding and experience of the school culture among respondents, regardless of differences in their educational attainment.

This aligns with the findings of Vuković et al. (2022) who revealed that socio-demographic variables, such as level of education and length of service, were not closely related to teachers' assessments of school culture.

Table 8. Significant Differences in the School Culture as Assessed by the Respondents When Classified According to Highest Educational Attainment.

Variables	Sum of Squares	F-value	p-value	Remarks
Highest Educational Attainment	Highest Educational Attainment			
Between Groups	.392	.885	.414	Not Significant
Within Groups	80.235			
Total	80.627			

$p > .05$, Not Significant

Differences in the School Performance as Assessed by the Respondents When Classified According to Age, Sex, Length of Service and Type of School

As reflected in Table 9, no significant differences existed in the school performance as assessed by the respondents when classified according to age, $t = 1.513$, $p > .05$, sex, $t = 1.513$, $p > .05$, length of service, $t = 1.513$, $p > .05$ and type of school, $t = .232$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the school performance as assessed by the respondents when classified according to age, sex, length of service and type of school was not rejected.

The above findings indicate that respondents have similar assessment of the school performance regardless of their age, sex, length of service and type of school.

This finding means that these demographic and professional characteristics did not significantly differ how teachers evaluated the overall performance of their schools. Regardless of whether the respondents were young or old, male or female, with short and long length of service, and regardless of the type of school where they were assigned, they shared comparable perceptions regarding the performance of their schools. The consistency in their assessments means that indicators of school performance, such as academic achievement, program implementation, leadership effectiveness, and organizational outcomes, were evident and experienced similarly by teachers across different groups. Consequently, the finding reflects a common view among respondents that the school performance was generally consistent and recognizable, irrespective of variations in their personal and professional backgrounds.

This is consistent with the findings of Yanoc (2024) that no significant differences were found in the school performance when the respondents were classified according to age.

Table 9. Significant Differences in the School Performance as Assessed by the Respondents When Classified According to Age, Sex, Length of Service and Type of School.

Variables	Mean	t-test value	p-value	Remarks
Age				
Young	1.97	-1.067	.287	Not Significant
Old	2.06			
Sex				
Male	2.06	.374	.709	Not Significant
Female	2.02			
Length of Service	Length of Service	Length of Service		
Short	2.02	-.123	.902	Not Significant
Long	2.03			
Type of School	Type of School	Type of School		
Central	2.16	1.211	.227	Not Significant
Non-Central	2.01			

$p > .05$, Not Significant

Differences in the School Performance as Assessed by the Respondents When Classified According to Highest Educational Attainment

Table 10 shows that no significant differences existed in the school performance as assessed by the respondents when classified according to highest educational attainment, $F = .230$, $p > .05$. Thus, the null hypothesis which states that there are no significant differences in the school performance as assessed by the respondents when classified according to highest educational attainment was not rejected.

The above findings indicate that respondents have similar assessment of the school performance regardless of their highest educational attainment.

This finding indicates that teachers' academic qualifications did not significantly shape their perceptions of how well the school performed in terms of achieving its goals, implementing educational programs, and delivering quality learning outcomes. Whether the respondents

held a bachelor's degree, a master's degree, or a doctoral degree, they shared comparable views regarding the overall performance of their schools. Consequently, the finding reflects a common perception among respondents that the school performance was generally consistent and recognizable, indicating that educational attainment did not create significant differences in how school performance was evaluated.

This is inconsistent with the findings of Yanoc (2024) that significant differences were found in the school performance when the respondents were classified according to highest educational attainment.

Table 10. Significant Differences in the School Performance as Assessed by the Respondents When Classified According to Highest Educational Attainment.

Variables	Sum of Squares	F-value	p-value	Remarks
Between Groups	.272	.230	.795	Not Significant
Within Groups	214.300			
Total	214.572			

$p > .05$, Not Significant

Influence of School Heads' Change Management Practices and School Culture on School Performance

The Linear Regression Analysis ($\alpha = .05$) was utilized to determine the influence of school heads' change management practices and school culture on school performance.

As shown in Table 11, school heads' change management practices have no significant influence on school performance with obtained R value of .040 and R² value of .000. This explains that only 4.00% of the variances in school performance is attributed by school heads' change management practices ($F = .005$, $p > .05$) while 96.00% attributed by factors other than school heads' change management practices.

This result indicates that school heads' change management practices have no significant influence on school performance.

This finding means that variations in how school heads planned, communicated, implemented, and monitored organizational changes were not directly associated with corresponding differences in the school performance. In other words, improvements or variations in school performance may not be solely attributable to the change management practices of school heads, but could instead be influenced by other factors such as teacher

competence, availability of resources, stakeholder support, learner characteristics, policy implementation, and external environmental conditions. The result further means that while effective change management remains an important leadership function, its impact on school performance may not be sufficiently strong on its own to produce measurable differences in outcomes. Therefore, enhancing school performance may require a more comprehensive approach that integrates change management with other organizational, instructional, and contextual factors.

This corroborates the findings of Euraoba et al. (2025) that while school heads demonstrated strong change management practices, these did not significantly influence school performance.

Likewise, school culture has no significant influence on school performance with obtained R value of .015 and R² value of .000. This explains that 1.50% of the variances in school performance is attributed by school culture ($F = .082, p > .05$) while only 98.50% is attributed by factors other than school culture.

This result indicates that school culture has no significant influence on school performance.

This finding means that variations in the school's values, norms, relationships, beliefs, and organizational climate were not significantly associated with differences in the school performance. In other words, schools with more favorable perceptions of school culture did not necessarily demonstrate higher school performance compared to those with less favorable perceptions. This result further means that while a positive school culture contributes to a supportive and collaborative working environment, it alone may not be sufficient to directly affect measurable indicators of school performance. Other factors, such as leadership effectiveness, teacher quality, instructional practices, resource availability, learner engagement, parental involvement, and external support systems, may play a more substantial role in influencing school performance. Therefore, the finding indicates that improving school performance requires a multifaceted approach that goes beyond strengthening school culture and addresses various organizational and educational factors that collectively contribute to school success.

This corroborates the findings of De la Cruz (2022) who found that no strong statistical evidence showed that culture significantly predicted school performance.

Table 11 presents the data.

Table 11. Summary of the Linear Regression Analysis on the Influence of School Heads' Change Management Practices and School Culture on School Performance.

Predictor	R	R ²	Adjusted R ²	F	p	SE B	Beta	t	p (coefficient)
Change Management Practices	.040	.000	-.003	.005	.943	.009	.004	.072	.943
School Culture	.015	.000	-.003	.082	.775	.024	.086	.286	.775

CONCLUSIONS

1. All school heads in the Schools Division of Antique have employed structured approaches and strategies to guide, implement, and sustain change effectively within their school.
2. All schools in the Schools Division of Antique have set of shared beliefs, values, norms, practices, traditions, and interpersonal relationships that shape the social and educational environment.
3. Schools in the Schools Division of Antique have developing structures and mechanisms with acceptable level and extent of community participation that impact on the learning outcomes.
4. Teachers in this study have similar assessment of their school heads' change management practices regardless of their age, sex, highest educational attainment, length of service and type of school.
5. Teachers in this study have similar assessment of their school culture regardless of their age, sex, highest educational attainment, length of service and type of school.
6. Teachers in this study have similar assessment of their school performance regardless of their age, sex, highest educational attainment, length of service and type of school.
7. School performance is not significantly influenced by school heads' change management practices and school culture.

RECOMMENDATIONS

1. Higher officials of the Department of Education may provide sustained professional development programs focused on strategic leadership, organizational change, innovation management, conflict resolution, and stakeholder engagement to strengthen school heads' change management practices. They may design capacity-building initiatives that equip school heads with the necessary knowledge and skills to effectively plan, implement, monitor, and sustain educational reforms and school improvement programs. Moreover, higher officials may establish a comprehensive mentoring and coaching system wherein

experienced education leaders guide school heads in addressing challenges related to change implementation.

2.School heads may foster an environment characterized by trust, collaboration, inclusivity, and shared responsibility among all stakeholders to cultivate positive school culture. They may promote open and transparent communication by regularly engaging teachers, learners, parents, and community members in meaningful dialogue and decision-making processes. School heads may also encourage teamwork and professional collaboration through learning action cells, peer mentoring, and collaborative planning activities that strengthen collegial relationships and collective commitment to school goals.

3.School heads may adopt data-driven leadership practices that focus on continuous monitoring, evaluation, and improvement of educational outcomes to improve school performance. They may regularly analyze school performance indicators, assessment results, and organizational targets to identify strengths, address areas for improvement, and formulate responsive intervention programs. School heads may also foster a culture of accountability, collaboration, and shared responsibility by actively involving teachers, parents, learners, and community stakeholders in school planning and decision-making processes.

4.School heads may continuously develop their leadership competencies through participation in advanced training, seminars, workshops, and professional learning programs related to organizational change, strategic planning, and educational leadership. They may strengthen their ability to lead change by establishing a clear vision, effectively communicating goals and expectations, and actively involving teachers and other stakeholders in the planning and implementation of school improvement initiatives. They may also conduct regular assessment of change efforts through monitoring, evaluation, and feedback mechanisms to identify challenges, measure progress, and make informed adjustments to their strategies.

5.Teachers may actively promote positive relationships, collaboration, and mutual respect among colleagues, learners, parents, and other stakeholders to help enhance their school culture. They may contribute to a supportive and inclusive learning environment by demonstrating professionalism, ethical behavior, and a commitment to the well-being and success of all learners. Teachers may also encourage learner participation, celebrate diversity, and model values such as respect, accountability, and cooperation within and beyond the classroom.

6.Teachers may continuously improve the quality of instruction and demonstrating a strong commitment to learner achievement and holistic development to enhance school

performance. They may employ effective, innovative, and learner-centered teaching strategies that address diverse learning needs and promote active engagement in the classroom. Regular assessment of learner progress and the use of data-driven interventions may enable teachers to identify learning gaps and implement appropriate measures to improve academic outcomes.

7.Future researchers may conduct further investigations on school heads' change management practices, school culture, and school performance. The results may provide empirical evidence and baseline data that can be utilized to validate, compare, or extend existing knowledge in the field of educational leadership and school improvement. Future scholars may also replicate the study in different educational settings, regions, or school levels to determine the consistency and generalizability of the findings across various contexts.

REFERENCES

1. Acaso, G. J. T., Adrales, J. L., Alfeche, L. J. T., & Saavedra, R. A. (2026). Instructional leadership practices of school heads and their influence on school performance in public secondary schools in the Schools Division of Davao del Sur. *Nexus International Journal of Science and Education*, 3(1).
2. Afzaal, M. S., Ahmed, S., & Khan, M. T. (2024). Effect of school culture on students' socialization at secondary level in Punjab. *The Asian Bulletin of Big Data Management*, 4(2), 105-114.
3. Agirdag, O., & Muijs, D. (2023). School leadership development and academic achievement: Effectiveness of the High Performing Schools programme. *International Journal of Educational Research*, 122, 102248.
4. Akyürek, M. İ., & Karabay, E. (2022). Developing Innovative School Leadership Scale and teachers' views on innovative school leadership. *Journal of Educational Leadership and Policy Studies*, 6(1).
5. Alagos, R. M. (2025). School Heads' Innovativeness, Leadership Competence, and Productivity among Elementary Schools in the Schools Division of Antique, Philippines. *IOER International Multidisciplinary Research Journal*.
6. Alonzo, J. D., Yazon, A. D., Manaig, K. A., Buenvinida, L. P., & Bandoy, M. M. (2024). Lived experiences of school heads during post-pandemic: Building resilience and navigating schools to recovery amidst disruptive times. *People and Behavior Analysis*, 2(2), 103–118.

7. Amatullah, T., Litz, D., Alshamsi, A., & Areepattamannil, S. (2025). Relationship between school leadership, academic dispositions, and student academic performance: Meaning making of PISA 2022 results. *Education Sciences*, 15(4), 436.
8. Arendse, B., Phillips, H. N., & Waghid, Z. (2024). Leadership dynamics: Managing and leading continuous professional teacher development in schools to enhance learner performance. *Perspectives in Education*, 42(4), 305–319.
9. Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
10. Bibi, A., & Akram, M. (2022). Effect of Organizational Learning Culture on School Effectiveness. *Global Educational Studies Review*.
11. Bishop-Edwards, D. A. (2025). Leadership styles of school heads and how they influence the establishment of quality coaching environments within schools: Basis for a capacitation plan. *AIDE Interdisciplinary Research Journal*, 11(1).
12. Blaya, R. G., & Guhao, E. S., Jr. (2026). A structural equation model on change management in public schools as influenced by attitudes towards technology, quality of work life, emotional intelligence, and transformational leadership of school heads. *European Journal of Education Studies*, 13(3).
13. Brown, B. (2023). Surviving, navigating and innovating through a pandemic: A review of research on school leadership during COVID-19, 2020–2021. *International Journal of Educational Development*, 100, 102804.
14. Budiarto, Y. A., Karnawati, T. A., & Handarini, D. M. (2024). The impact of school culture on teacher efficacy through teacher leadership as an intervening variable in Regents Secondary School Bali. *Kelola: Jurnal Manajemen Pendidikan*, 11(2), 129–145.
15. Burns, J. M. (1978). *Leadership*. Harper & Row.
16. Cabasan, M. G. E., & Baguio, J. B. (2025). Structural culture viewpoint of school heads and direction practices of teachers in public elementary schools. *Asian Journal of Education and Social Studies*, 51(5), 1–11.
17. California Department of Education. (2023). *California School Dashboard: School performance and accountability report*. California Department of Education.
18. Capariño, R. B., Jr. (2026). School heads' perception on their leadership practices and its effect on school performance at San Fernando District. *International Journal of Sustainability and Advanced Integrated Research*, 2(2).
19. Carmen. (2024). Transformational Leadership of School Heads, Team Building Effectiveness, and Stress Management Competency: A Structural Equation Model on Attitude to Organizational Change of Teachers. *International Journal of Research and Innovation in Social Science*.

20. Chingara, R. (2022). Managing disruptive change through leadership in schools. *International Journal of Social Science and Human Research*, 5(4), 1527–1531.
21. Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative and mixed methods approaches* (6th ed.). SAGE Publications.
22. Dağ, S. (2025). The impact of school culture on the transformation of teachers' professional skills: The case of Ankara Science High School. *Journal of Qualitative Research in Education*, 42, 44–68.
23. De la Cruz, M. (2022). *Organizational culture and its impact on school performance*. Saint Joseph College, Philippines.
24. Delgado-Galindo, P., García-Jiménez, J., Torres-Gordillo, J.-J., & Rodríguez-Santero, J. (2025). School climate and academic performance: Key factors for sustainable education in high-efficacy schools and low-efficacy schools. *Sustainability*, 17(14), 6497.
25. Del Rosario, J. P., & Santos, M. L. (2025). School accountability systems and their impact on school performance in Philippine public schools. *Journal of Educational Management and Development*, 12(2), 45–62.
26. Dinler, C. (2024). Challenges and strategies in school improvement: School principals' experiences and reflections. *International Journal of Asian Education*, 5(4), 302–312.
27. Eleccion, J. S. (2026). School heads' instructional leadership and performance. *GEO Academic Journal*, 7(2).
28. Esogon, S. G. T., & Gumban, J. L. (2024). Transformational leadership of school heads in public elementary schools in Bacolod City, Philippines. *International Journal of Research and Innovation in Social Science*, 8(3), 3244–3255.
29. Estrella, E. O. (2023). An intuitive analysis on the school culture of Pangasinan State University: Basis for professional enhancement program. *Elementary Education Online*, 20(5), 103–114.
30. Euraoba, R., Vibal, J. C. T., & Cerbo, T. (2025). Change management practices of school heads in relation to school performance. *Psychology and Education: A Multidisciplinary Journal*, 36(3).
31. Famero, A. (2024). Emergence of an adaptive leadership model from the collective practices of public secondary school principals during COVID-19 education crisis. *Romblon State University Research Journal*, 6(1), 38–44.
32. Feriana, D., & Ulfatun, T. (2025). *The Role of School Culture in Shaping a Positive Learning Environment*. Cetta: Jurnal Ilmu Pendidikan.
33. Fraenkel, J. R., & Wallen, N. E. (2021). *How to design and evaluate research in education* (10th ed.). McGraw-Hill.

34. French Ministry of Education & FORS-Social Research. (2026). Evaluation of the school uniform experiment in French schools: Preliminary report. Ministry of Education, France.
35. Gamala, J. J., & Marpa, E. P. (2022). School environment and school heads' managerial skills: Looking into their relationships to school performance. *International Journal on Social and Education Sciences*, 4(2), 218–235.
36. Gao, G., Leon, A., Jetten, A., Turner, J., Almoubayyed, H., Fancsali, S., & Brunskill, E. (2024). Predicting long-term student outcomes from short-term EdTech log data. *arXiv*.
37. He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teachers' professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, Article 63.
38. Hiatt, J. (2022). ADKAR: A model for change in business, government, and our community. Prosci Research.
39. Hifarva, S., Lugatiman, R., & Bauyot, M. M. (2024). Employee commitment as influenced by organizational culture, policies, and practices of public school teachers in Davao Region, Philippines: A focus on primary and secondary levels. *International Journal of Research and Innovation in Social Science*.
40. Huber, S. G., & Pruitt, J. (2024). Transforming education leadership through multiple approaches to develop and support school leadership. *Education Sciences*, 14(9), 953.
41. He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teachers' professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, Article 63.
42. Hernandez, M. M. (2023). Innovative leadership practices and management styles of school heads. *IJMABER Journal*.
43. Jamal, M. T., Hamid, A. H. A., & Mansor, A. N. (2026). Exploring the interplay of leadership and organizational changes in education: A recent systematic review. *International Journal of Learning, Teaching and Educational Research*, 25(1), 1–20.
44. Karmacharya, R. K. (2024). The impact of school culture on the students' learning experiences & academic achievement. *Dinkum Journal of Social Innovations*, 3(1), 14–21.
45. Labag, S. A. (2025). Managing change: School heads' resilience and strategic adaptation in directing challenges in transition of K-12 to MATATAG curriculum. *EPRA International Journal of Multidisciplinary Research*.
46. Labindao, M. J. S. (2024). School heads' leadership effectiveness, professional commitment, and workplace culture among elementary school heads in Antique, Philippines. *IOER International Multidisciplinary Research Journal*, 6(4).

47. Leckie, G., & Goldstein, H. (2022). School accountability and value-added measures: The role of student background characteristics in evaluating school performance. *Educational Assessment, Evaluation and Accountability*, 34(2), 125–146.
48. Lewin, K. (1947). Frontiers in group dynamics: Concept, method and reality in social science; social equilibria and social change. *Human Relations*, 1(1), 5–41.
49. Lepardo, R. L., & Caingcoy, M. E. (2022). Competency of school heads in leading people influences school performance. *International Journal of Educational Policy Research and Review*, 8(4), 126–131.
50. Mangulabnan, B. T., Dela Rosa, R. I., & Vargas, D. S. (2022). Effects of leadership styles and conflict management strategies to school performance in the Philippines. *Journal of Positive School Psychology*, 6(8), 1–20.
51. Matulin, S. L., & Melchor, M. B. (2024). Change management strategies of school heads and innovative work behavior of public elementary teachers in Panabo City Division. *EPRA International Journal of Comparative Multidisciplinary Studies*.
52. Miflores, M. J. C., & Baguio, J. B. (2024). Intellectual inspirations and productive school culture of language teachers in public elementary schools. *Asian Journal of Education and Social Studies*, 50(12), 227–236.
53. Mohd Suid, W. A., & Mohd Noor, M. A. (2024). Change management practices' survey in implementing education policy from teacher perspective. *Environment-Behaviour Proceedings Journal*.
54. Organisation for Economic Co-operation and Development (2023). Synergies for better learning: An international perspective on evaluation and assessment. OECD Publishing.
55. Organisation for Economic Co-operation and Development (OECD). (2023). PISA 2022 results: Learning during and after disruption. OECD Publishing.
56. Özdoğru, M., Doğuş, Y., & Akyürek, M. İ. (2025). The mediating role of the principal–teacher relationship in innovative school leadership and teacher professional learning according to Turkish teachers' perceptions. *Behavioral Sciences*, 15(4), 450.
57. Pagat, P. M. Y. (2025). School culture and its influence to academic performance: The case of the national high schools in Ilocos Norte, Philippines. *AIDE Interdisciplinary Research Journal*, 11(1).
58. Pagkaliwagan, D. F. (2022). Collaborative governance towards developing organizational culture for Santisimo Rosario Elementary School, San Pablo City. *International Journal of Research Publications*, 107(1), 270–303.
59. Plaku, A. K., & Leka, K. (2025). The role of leaders in shaping school culture. *Frontiers in Education*.

60. Quibo, A. I., & Baguio, J. B. (2024). Institute culture and renewing power of teachers in public elementary schools. *Asian Journal of Education and Social Studies*, 50(11), 13–20.
61. Rangas, A. V. (2023). Public leadership of school heads as a construct of school effectiveness in public secondary schools in IGACOS Division. *International Journal of Research in Interdisciplinary Studies*, 2(1), 1–15.
62. Raptis, N., Psyrras, N., Konstantinidi, P., & Koutsourai, S.-A. (2025). Distributed Leadership, New Technologies and Teachers' Digital Competence in the Post-COVID Era. *European Journal of Education and Pedagogy*.
63. Redondo-Sama, G., & colleagues. (2025). Leading schools through dialogue: the role of principals in schools as Learning Communities. *Journal of New Approaches in Educational Research*, 14, Article 12.
64. Remandaban, M. C., Angangan, G. B., Gaviola, V. L., Cabolao, A. R., & Olarte, J. M. (2026). Can school culture drive teacher leadership agility, or is collaboration the missing link? *Frontiers in Education*, 11.
65. Rivera, B. H. (2024). Relationship of instructional leadership practices among school administrators and school performance. *International Journal of Research and Innovation in Social Science*, 8(7), 465–479.
66. Rodulfa, L. (2023). School heads' instructional leadership and teachers' sense of efficacy in the implementation of blended teaching modality in Sarangani Province. *AIDE Interdisciplinary Research Journal*, 2(1).
67. Sa'ad, S., Pettalongi, S. S., Idhan, M., & Nurdin, N. (2025). The influence of school cultural values in improving students' learning achievement in senior high school in Palu City. *Journal of Advanced Education and Sciences*, 5(2), 1–7.
68. Sabanal, G. C., & Guhao, E. S., Jr. (2022). Transcendental leadership, servant leadership, and organizational citizenship behaviors: A path model on school effectiveness in public schools. *International Journal of Novel Research and Development*, 7(5), 1–12.
69. Sancho, D. (2023). Administrative disposition and leadership performance of public school heads. *International Journal of Arts, Sciences and Education*, 3(2), 1–18.
70. Sanglitan, G. R. (2025). Strategic Leadership Practices, Management Behavior and Work Engagement on School Performance. *International Journal of Academic Management Science Research*.
71. Schein, E. H. (1985). *Organizational culture and leadership* (1st ed.). Jossey-Bass.
72. Schein, E. H., & Schein, P. A. (2021). *Organizational culture and leadership* (5th ed.). Wiley.

73. Sianipar, A., & Putri, A. Y. (2024). The role of transformational leadership in improving school performance: A systematic literature review. *International Journal of Research and Innovation in Social Science*, 8(12), 1403–1415.
74. Siregar, M. (2024). Educational management: The role of the school principal in shaping innovative school leadership. *JPPIPA Journal*. (Note: this refers to an article citing Nebieridze, 2023)
75. Tai, M. K., Abdull Kareem, O., & Ghouri, A. M. (2024). Competency of school principals in managing change in Malaysian secondary schools: Teachers' perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(6).
76. Tan, C. Y., Dimmock, C., & Walker, A. (2024). How school leadership practices relate to student outcomes: Insights from a three-level meta-analysis. *Educational Management Administration & Leadership*, 52(1), 3–25.
77. Tatoy, A. M. T. (2024). School heads' instructional leadership, collaboration, and performance. *International Journal of Research and Innovation in Social Science*, 8(3), 334–345.
78. Toikka, T. (2025). School development through team learning: Exploring teachers' and principals' perceptions. *Emerald Education Management Journal*.
79. Trends in International Mathematics and Science Study (TIMSS). (2024). International results in mathematics and science achievement. International Association for the Evaluation of Educational Achievement.
80. Tshabalala, G., & Faremi, Y. A. (2024). The leadership role of the school principal in developing and improving learner performance in Eswatini schools. *European Journal of Education and Pedagogy*, 5(6), 875.
81. Uy, A., ... (2024). The role of transformational leadership in enhancing school culture and teaching performance in public schools. *Frontiers in Education*.
82. Villeza, A. T., Rayton, M. P. C., Limos-Galay, J. A., & Lazaro, N. J. (2024). Management of learning and school performance in the reopened in-person classes SY 2022–2023 in Calamba, Laguna. *International Journal of Research Studies in Management*, 12(3), 143–160.
83. Viray-Castillejos, B. (2025). Leadership Style and Management Competency of School Heads in Elementary Schools and their Relationship to the Level of Organizational Culture: Basis for a Training Development Plan. *AIDE Interdisciplinary Research Journal*, 11(1).
84. Vu, T. Q., & Pham, N. S. (2025). The impact of school culture on the quality of education in Vietnamese teacher training colleges. *International Journal of Evaluation and Research in Education*, 14(4), 3183–3192.

85. Vuković, R., Rončević, N., & Maksimović, J. (2022). Relationship between structural and social dimensions of school culture. *Frontiers in Education*, 7, Article 1057706.
86. Waller, W. (1932). The sociology of teaching. (Original conceptualization of school culture) (as cited in educational research on school culture)
87. Wanti, M. W., & Darmawan, D. (2024). The influence of school culture on the character of junior high school students. *Journal of Islamic Elementary Education*, 2(2), 201–214.
88. Willermark, S. (2024). Surviving or thriving? Exploring school leaders' perception of digital transformation in Swedish high schools. *Educational Management Administration & Leadership*.
89. Xu, X., & others. (2023). How can principal leadership practices promote teacher collaboration and organizational change? A longitudinal multiple case study of three school improvement initiatives. *Journal of Educational Change*, 24, 425–455.
90. Yanoc, M. E. (2024). School heads' technological competence, innovativeness and school performance in the Schools Division of Antique, Philippines. *IOER International Multidisciplinary Research Journal*, 6(4).
91. Yongco, J. S. (2026). Impact of leadership styles on teacher performance and student achievement in Philippine secondary schools. *Discover Sustainability*, 7, Article 491.
92. Zhang, L. (2023). Exploring the role of educational leaders in managing and leading change initiatives in schools. *Academy of Educational Leadership Journal*, 27(S2), 1–3.
93. Zhang, L., & others. (2024). Exploring school culture and climate: The case of Dilla University Community School. *Heliyon*, 10(11), e31684.
94. Zhao, N., Yang, S., Zhang, Q., Wang, J., Xie, W., Tan, Y., & Zhou, T. (2023). School bullying results in poor psychological conditions: Evidence from a survey of 95,545 subjects. *arXiv*.